

Student Services
Departmental Goals and Assessment Plans 2013-2014

Department Name: TRiO/Student Support Services

Departmental Goals for 2013-2014

1. The TRiO/SSS Program staff successfully completed their transition to the Construction Trades Building on December 20, 2013.
2. The TRiO/SSS Program was not successful in migration of the current desktop Access database information to the Student Access online database system during 2013-2014. Institutional Technology (I.T.) is continuing to convert the existing desktop Access database system into the Student Access framework. The TRiO/SSS Program staff has had wonderful information sessions with I.T. staff as to discuss what SSS data should be configured for Student Access. The I.T. staff person assigned to this project states that the TRiO/SSS desktop Access data system is more complicated than the TRiO/ETS (College Bound) desktop Access data system; thus migration from the desktop Access data system to the online Student Access system will not occur in 2013-2014.
3. The TRiO/SSS Program staff was initially trained on the use of the Student Access online database for storage and retrieval of TRiO/SSS student information by the mid-Fall 2013 term and in mid-Spring 2014; however training will be ongoing until the migration process is completed during 2014-2015.

Project #1 (Academic Alert) Title: 2013-2014 TRiO/SSS targeted program participants, who were on academic alert after the Fall 2013 term, to offer services that will enable program participants to complete their next term of courses with a 2.0 or higher grade-point-average for the next term.

College Priority & Objective:

Strategic Priority II – Improve Student Access and Success

Methodology (Plan/Timeline/Method): TRiO/SSS staff surveyed program participants on academic alert in one-on-one advising sessions. TRiO/SSS staff identified students' perception of how they were placed on academic alert (how academic alert occurred for them, as a student) as a natural part of their conversation. TRiO Programs' staff provided direct services to assist each program participant on academic alert in drafting an Individualized Education Plan that guides students to successful completion of the next term as signified by a 2.0 or higher grade-point-average. Below is the data that was entered into Campus Lab by SSS staff.

Results/Findings: After the Fall 2013 term, there were no program participants on academic alert.

Actions: A decision was made to look at the end of the Spring 2014 term for TRiO/SSS Program participants on academic alert.

At the end of Spring semester 2014, two TRiO/SSS Program participants were on academic alert. A survey produced the following results:

- Did not complete homework 2/2
- Lack of attendance 1/2
- Not academically prepared 1/2

- Missed drop/withdraw deadlines 1/2
- Poor time management 1/2
- Test anxiety 1/2
- Other response: I was out of school for 20 years

Action Plans:

Student 1: During the 2014 summer term, I will attend the math lab on Thursday and Tuesdays (Tuesdays until my other summer class starts on the 16th). Also, I will use the homework log and meet with my advisor twice a month.

Student 2: Attend class every day.

Stay at the library to do homework.

Utilize the writing center.

Submit mid-term evaluation to advisor.

Project #2 (Financial Literacy) Title: 2013-2014 TRiO/SSS Program staff through Financial Literacy workshops, like Cash Course, wanted to allow program participants to identify their most popular modules or lessons.

Strategic Priority II – Improve Student Access and Success

Objective II A - Increase student participation in varied and integrated learning pathways that meet their individual needs for flexible delivery and scheduling of higher education to impact increased retention and graduation rates of program participants.

Objective II D - Improve student participation in advising, learning support and non-curricular activities that are related to student persistence.

Objective II E - Improve student completion of desired educational goals: certificates, degrees, and successful transfer to four year colleges and universities.

Methodology (Plan/Timeline/Method): TRiO/SSS program participants will write their reflections on what was learned from their participation in the Financial Literacy workshops. Students' narratives will document what they will do with the information and knowledge gained from their experience and insight from the most popular lessons or modules in the workshop.

Results/Findings: CashCourse reorganized their entire web site late in Fall 2013. At the time none of the previous registrations or homework that students had completed was migrated to their new system. Since that time, TRiO/SSS staff has been reviewing all of the new components to determine how to integrate and package their new modules into the TRiO/SSS financial literacy requirements. Peer mentors have registered and are providing student perspectives regarding the usefulness and ease of the new system.

Potential actions: Beginning 2014-2015, all TRiO/SSS students will be required to register on the CashCourse website upon acceptance into the TRiO/SSS Program. At the Fall Student Conference, TRiO/SSS staff will have a demonstration and materials prepared to guide students through the CashCourse new process.

Project #3 (Tutoring Practices) Title: 2013-2014 TRiO/SSS staff identified tutoring practices that informs the program participants' understanding of the materials or assignments being tutored.

College Priority & Objective:

Strategic Priority IV – Strengthen Institutional Support

Objective A – Increase staff participation in joint department meetings to advance a culture of collaboration and sustainability throughout the institution.

Objective E - Increase staff participation in joint department meetings that are informed by scheduled student activities and professional development opportunities.

Methodology (Plan/Timeline/Method): TRiO/SSS program staff interviewed tutors after tutoring sessions. The interview asked tutors to reflect on a moment or moments in the tutoring session, which assisted their perceptions that program participants' understanding of the course materials or assignment being tutored was evidenced. Tutors submitted statements to the TRiO staff providing their reflections through questionnaires of the student appearing to understand the materials.

A mandatory questionnaire was distributed to all tutors at the end of Fall 2013. During their supervisor evaluation meeting, the information was reviewed for clarity. Some compilation highlights of the survey follow. During tutor training prior to Spring 2014, the results were distributed to all tutors during the mandatory tutor training.

Results/Findings:

- In math, review basic concepts that are missed or forgotten.
- In math, develop an understanding of familiar vocabulary.
- In math, review concepts that had been reviewed in previous session.
- In math, watch/observe how students work problems or concepts on their own; this will reveal where the difficulty in understanding is occurring.
- Watch for phrases like: “that makes more sense now” or “okay, I think I understand” with a follow-up statement indicating what the student understands.

Potential actions: Given these findings, tutor training will be modified to enhance effective tutor practices and communication with tutees. During tutor training sessions, review of basic math concepts and developing familiar vocabulary with students being tutored will be initial practices established; so that when tutors enter the tutoring relationship, a minimum of these two practices will occur. Building from this framework, sets the stage for further observations in tutor sessions to be compiled.