



Student Services Annual Highlights 2014-2015

Department Name: TRiO Programs, Student Support Services

Dash Board Indicators: (Benchmark data reported in budget process with end of year numbers. Please include multiple year data if available.)

2012-2013

Number of students funded to serve: 200

- Actual number of eligible students served was 200

Funded objective of student persistence: 70%

- Actual percent of eligible students served who persisted was 92%

Funded objective of students in good academic standing: 80%

- Actual percent of eligible students served who were in good academic standing was 97%

Funded objective of students earning an Associate's degree or certificate: 30%

- Actual percent of eligible students served who earned an Associate's degree or certificate was 67% of cohort 2009-2010

Funded objective of students earning an Associate's degree or certificate and transferring to a 4-year institution: 20%

- Actual percent of eligible students served who earned an Associate's degree or certificate and transferred to a 4-year institution was 56% of cohort 2009-2010

2013-2014

Number of students funded to serve: 190

- Actual number of eligible students served was 190

Funded objective of student persistence: 70%

- Actual percent of eligible students served who persisted was 86%

Funded objective of students in good academic standing: 80%

- Actual percent of eligible students served who were in good academic standing was 91%

Funded objective of students earning an Associate's degree or certificate: 30%

- Actual percent of eligible students served who earned an Associate's degree or certificate was 51% of cohort 2009-2010

Funded objective of students earning an Associate's degree or certificate and transferring to a 4-year institution: 20%

- Actual percent of eligible students served who earned an Associate's degree or certificate and transferred to a 4-year institution was 40% of cohort 2009-2010

Programming or Service Highlights: (Please use bullet format.)

- For the 2013-2014 continuation grant cycle, TRiO/SSS earned the maximum number of Prior Experience (PE) points of 15 that can be received.
- 190 students funded to serve or 100% earned PE points of 3.
- Of 190 students funded to serve 163 or 86% persisted earning PE points of 4.
- Of 190 students, 172 or 91% were in Good Academic Standing earning PE points of 4.
- Of the 2010-2011 Cohort of 73 students, 37 or 51% earned an Associate's Degree or Certificate earning PE points of 2.
- Of the 2010-2011 Cohort of 75 students, 29 or 40% earned an Associate's Degree or Certificate and transferred to a 4-year institution earning PE points of 2.
- 15 PE points is the maximum number of APR points that a TRiO/SSS grant can receive.

Assessment Highlights: (Please use bullet format.)

Project #1 (Transfer Planning): TRiO/SSS Program Participants will complete a survey following campus visits to determine the impact from their interactions and to identify resources and knowledge gained that can assist them in preparation for continued retention at SLCC and transfer to a four-year institution.

- **A compilation of the evaluations for Fall 2014 and Spring 2015 follows at the end of the document.**

Project #2 (Financial Literacy): All students in the 2014-2015 cohort will become registered users of CashCourse.org to increase their financial literacy. Advisors will nudge students towards completion of two assignments specific to their individual circumstances as determined in the intake process.

- Verbal confirmation regarding the registration process has been received.
- Students have reported an increased understanding of how to manage their resources in a more effective way.
- The TRiO Staff has been working with various entities on campus (EDU 1020 faculty, FYE Bridge to Success) to encourage a higher degree of participation with Cashcourse.org.
- Google Analytics shows increased spikes in usage in September, October and January.
- Although at this time there is no way to identify individual users, these spikes are consistent with TRiO Student Fall and Spring Conferences and time periods when more students are accepted into the TRiO Program.

Project #3 (Learning Support/Tutoring): TRiO/SSS Program participants will complete a survey that identifies methods utilized by tutors that were impactful on the learning experience.

- **Active Involvement: 81%**
 - Students create his or her learning actively and uniquely.

- 81% of survey respondents gave specific examples of participatory behavior, creative thinking, and/or engaged learning.
- **Patterns and Connections: 80%**
 - Student uses cognitive processes to create links between concepts, skills, people and experiences. Established and re-worked patterns, relationships, and connections.
 - 80% of respondents gave specific example of flexible thinking, creative thinking or transfer.
- **Frequent Feedback: 90%**
 - Student receives feedback which allowed opportunities for practice.
 - 90% of survey respondents gave specific examples on peer feedback, cues on how to improve and supportive/corrective feedback.

Trio/Student Support Services
Salt Lake Community College

Campus Visit Evaluation Compilation 2014-2015

UofU:3 USU:1 UVU:2 WSU:2

#of students who attended: 34

#of students who signed up: 48

Satisfaction Level	Ease of Sign Up	Time of Visit	Usefulness of Information	Transportation
Extremely	81.7%	69.7%	91.2%	94.35%
Very	16.5%	26.65%	6.3%	5.65%
Moderately	1.8%	3.65%	2.5%	
Slightly				
Not at All				

What part of the visit was least useful?

- The admissions guy was really fast.
- Admissions Office.
- I felt everything was useful.
- I think they were all useful.
- The gym is least helpful for my program.
- Lunch, but we all do need to eat.
- Everything was useful
- I can't think of what information I received was not useful. It
- Trio the one at Weber. The one here is the best one
- The visit was productive.
- Food
- Talking to the business advisor.
- Most of all places I visited was awesome. I have a broad view of the campus now.
- N/A
- None that I can think of. Everything was very helpful to me
- Not that I could think of
- Nothing for me because everything seemed

What part of the visit was most useful?

- All just being introduced to different resources.
- Meeting with the advisor
- SW Department, DV Center (CESA), Tour.
- Meeting with my advisor, I know which classes to take. She also answered all my question.
- Speaking to an advisor and asking any questions.
- Meet with program advisor is the most helpful for me.
- Everything was useful.
- The tour & visits to the different programs.
- The tour because they showed us where we can get information.
- I found it all very helpful I learned a lot from the tour and the advisor was helpful.
- CJ advisor and Multicultural Admissions too
- The campus visit was useful. In the people and dept we made contact with
- Department Advisor
- Get to know what I needed to apply to the school of business.
- Admissions office because I got information

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useful and helpful

- Not being able to meet with my psychology advisor
- Personally, I think all the information I received was useful
- I honestly learned something new and beneficial for me in all of them
- I don't think any of it was, it was information I didn't know
- The admissions office information, since I had been there before.
- Everything helped me so much, the food was great but compared to the info I received it would be least important.
- The introduction
- None it was awesome
- None it was awesome
- The campus tour only because I have been there about 54 times now.

about my admission. Business school because I will be assign to an advisor to help me with class schedule.

- The student Union because of all the available resources
- Everything! I actually wish we could tour all the buildings, but it's okay.
- All of it
- Finding out about the library and study group
- Where building are located. Where to get helped. Department visit to psychology
- Learning about scholarships they provide
- Visiting the office of admissions was the most useful to me because they answered my concerns about the admissions process.
- I think they all were
- Diverse center
- The advising session because I got to visit three departments that I am interested in.
- FAFSA office and looking at housing
- Visiting the financial aid office & scholarship offices. Trio @ USU visit gave us a great deal of services available.
- Talking to the advisor and the tour. The advisor gave me info needed to make it happen. The tour made me want to make it happen.
- The tour
- Being in a group. Doesn't seem unfamiliar anymore. Teachers college location. UTA Pass
- The tour
- The women's resource info on available resources for women. Also transfer students can apply to be an ambassador if it is of interest to you.
- Speaking w/ an advisor related to my major.

Please take a moment and provide other comments or suggestions:

- The campus tour was a wonderful experience. I will know who to talk to for assistance as well as which building my classes would be in.
- Remind the students to wear extra warm clothing for the fall visits. Having the visit start one hour later might help.
- I enjoyed everything its very informational and helpful for students to be aware of all the help available.
- List all of the questions that we need to ask. Make sure we get all of the information that we need. Take a note during a meeting.
- It was fun.
- I think it helps to have a tour and know the installation that the university has and have an idea if we liked it or if it is what we want.

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- I enjoyed the trip out there
- I did not feel comfortable talking to the advisor. She made feel I was not good enough for the school of business.
- It was a great campus visit. I suggest we do an hour of recreation for future campus visits
- The campus tour was perfect in my opinion but I wish we had more time to talk to some U of U students from our similar majors or something.
- Everything was great!!
- I think the tour was satisfactory it helped when I saw the advisor for the Art department and what others I would take.
- Campus Visit, very helpful
- It was all good. Except I did not get to meet with Mykel the other advisor but I did get to chat with Eugene Schupp.
- It would be great to shorten the visit or make it more customizable, depending on whether the student has already been accepted to the institution etc. Also the advisors were great for general information but not for specifics like what classes to take or programs available.
- Overall very successful trip. I feel that I received all the information needed but I'm sure there must be even more options before, but now it definitely is a campus I'd love to go to
- I was great but might be nice to point out the restrooms along the way
- If we could have clipboards to fill out the evaluations
- So wonderful going in a group-wasn't so scary. I wouldn't have gone alone.
- Everything was great
- Just make sure everyone is on time. Some don't show up a little late and miss an objective