

Program Review - Service - SSS TRiO Latest Version

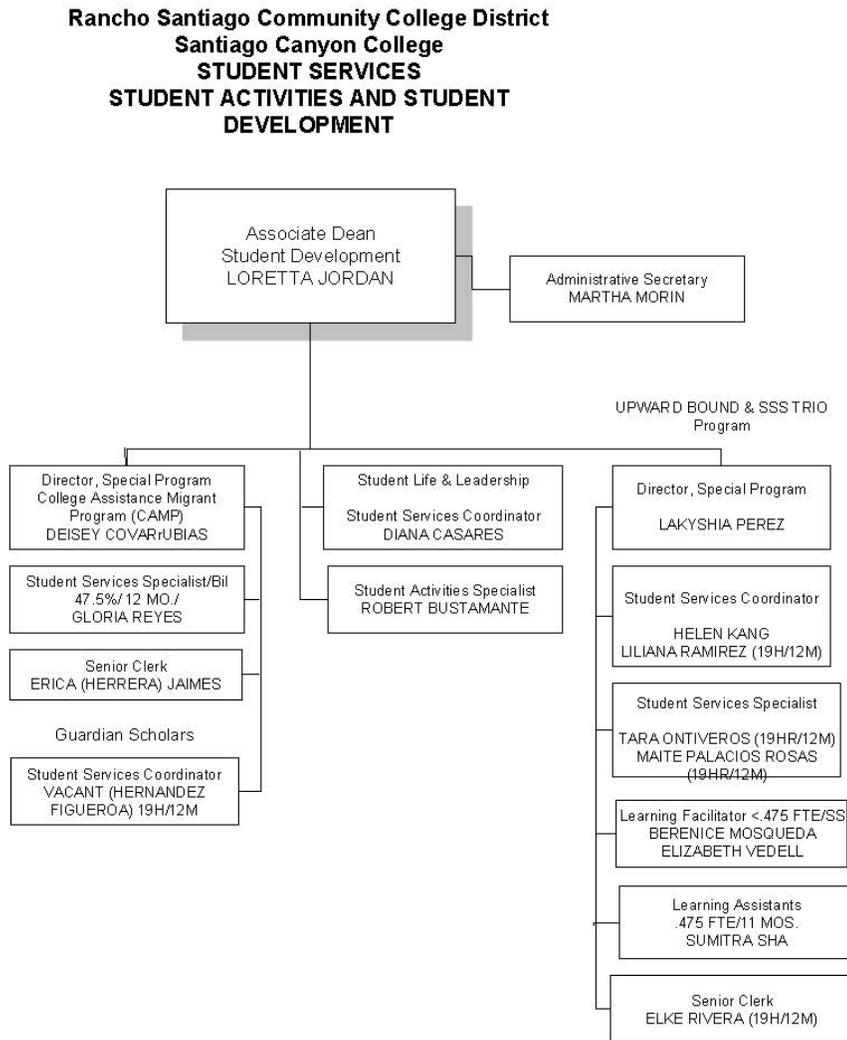
Overview

Program Review - Collaborators : Version by Perez, Lakyschia on 11/25/2019 21:10

Collaborators
Janet Montes
LaKyshia Perez

Program Review Overview - Organizational Chart : Version by Perez, Lakyschia on 11/25/2019 21:10

Please insert the organizational chart for this program or service area.



FY19 Student_Development 11/8/2019

Program Review Overview - Service Area Functions : Version by Perez, Lakyschia on 11/25/2019 21:10

Function	Description
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Function	Description
SSS-TRIO's service area provides: social inclusion and support, academic support, additional non-cognitive factors that effect scholastic success, and effective educational planning.	The SSS-TRIO Program at Santiago Canyon College provides early outreach, advisement, educational planning, and college and placement preparation. SSS-TRIO also provides intensive monitoring, advisement, mentoring and coaching. This along with financial literacy and various workshops based on the student's needs, allows students to have added support to provide equity and educational success. SSS-TRIO provides targeted academic skill development through individualized tutoring appointments, career exploration, financial aid and scholarship workshops, assistance with completing applications, graduation and transfer assistance, researching prospective schools, college visits, assistance with college applications and linking students to service programs at the transfer colleges/universities.
SSS-TRIO's service area provides access to a counselor for all students in the program.	SSS-TRIO has a counselor that provides students with easy access to building educational planning, course selection and advisement. Students, therefore, have a service that allows for equity in their education.
SSS-TRIO's service area provides career exploration for all students in the program.	Career and major exploration allow a student in SSS-TRIO to make an educated and personal decision as to where their educational journey will take them. Academic coaching gives a one-on-one approach to interest profilers, career exploration, college navigation, and study skill for our students.
SSS-TRIO's service area provides application assistance to all students in the program.	SSS-TRIO assists students during the application process in a variety of sectors including 4-year universities, FAFSA, and scholarships. Being able to provide assistance in applications ensures the education and allocation of necessary resources for our students.

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Perez, Lakyshia on 11/25/2019 21:10

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

Measurement tools and standards used to evaluate the effectiveness of SSS-TRIO include:

- Persistence Rates: 70% of all participants, including disproportionately impacted students in the SSS-TRIO program, will persist from one academic year to the next academic year, or earn an Associate's degree or certificate at Santiago Canyon College, and/or transfer from a 2-year to a 4-year institution.
- Good Academic Standing: 68% of all enrolled SSS-TRIO participants will stay in good academic standing at Santiago Canyon College.
- Completion: 30% of new participants, in particular disproportionately impacted students served each year, will graduate from Santiago Canyon College with an Associate's degree or certificate within four years.
- Completion and Transfer: 23% of new participants, in particular disproportionately impacted students served each year, will receive an Associate's degree or certificate from Santiago Canyon College and transfer to a 4-year institution within four years.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

With an emphasis on intellectual and personal growth, SSS-TRIO fosters an innovative service area that understands a student holistically in order to provide the applicable resources for academic success. The program's goals paired with the college's mission statement form a commitment to the student body providing excellence to the diverse community at Santiago Canyon Community College. SSS-TRIO's main function is to build strong academic behaviors, foster academic perseverance and creating appropriate learning strategies that translate into the successful completion of community college.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

Annual Plan Goal
undefined

Data Analysis

Program Review Data Analysis - Service : Version by Perez, Lakyshia on 11/25/2019 21:10

Please provide comment on student survey results administered by the program, if any.

Feedback from surveys administered to students in SSS-TRIO included the many services that were the most helpful for students as well as the benefit of going on college trips. When funding is available, college visits, tours and summer bridge programs are part of the program. These services allow our students to explore and better plan for the future. From building better study habits and subjects in summer bridge, to planning for applying to transfer after SCC, these added services are some of the most impactful based on student surveys. This paired with the academic coaching, counseling and tutoring are some of the most frequently mentioned in the surveys as crucial parts of the program.

Please provide comment on program exit exams or other assessments of graduating students, if any.

As students graduate, SSS-TRIO conducts surveys to help provide feedback on what went well and what needs changing. Per their responses, some of the most used services are the tutoring, the counselor, the loans (book, laptops, surface pros, and calculators), and academic coaching. The number of tutors was a concern for several students, but the inclusion of the new instructional room B-210 provided a better environment for tutoring. This along with the ability to have learning facilitators, learning assistants and student tutors has allowed maximum tutoring hours.

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Some post-SCC successes include the successful transfer to schools such as: CSUF, Chapman University, UCI, CSULB, Cal Poly Pomona, UCLA, UCR, UCSD, Humboldt State University, Grand Canyon University and many more. We also have students who have completed their bachelor's degree and are now in pursuit of their master's degree. We've also had students be

part of additional programs that have allowed them to intern in Washington D.C. Finally, there are a variety of students who have now completed their bachelor's degree and are now in the workforce.

Please provide data pertaining to the instruction or delivery of service, if any.

SSS-TRiO provides academic interventions such as academic coaching appointments, workshops, and counseling. These added services are tracked by the online system of Student Access which allows the program to upload academic coaching notes, contacts as to how a student is using the resources, workshop attendance sheets, progress reports, educational plans, and supply loans. Having the system makes it easier to track information, provide resources to all students, and multiple communication tools to provide information quickly and efficiently. Reports are pulled a minimum of three times a semester to make sure that students are attending their academic coaching appointments, they have an updated educational plan, workshops are being completed, and progress reports are being turned in. This paves the way for SSS-TRiO to provide the necessary resources, workshops, and tutoring services customized to a student's needs. Student Access also allows us to create dynamic reports which tracks how often a student is interacting with any of the multiple resources SSS-TRiO offers. By not only being able to track the services used, but also those that are being used less often, SSS-TRiO has the data necessary to create change in an impactful way.

Outcomes Assessment

Program Review Outcomes Assessment - SAOs : Version by Perez, Lakyshia on 11/25/2019 21:10

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
1	4	4

Program Review Outcomes Assessment - SAOs Table : Version by Perez, Lakyshia on 11/25/2019 21:10

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
Persistence Rates: 70% of all participants, including disproportionately impacted students in the SSS-TRiO program, will persist from one academic year to the next academic year, or earn an Associate's degree or certificate at Santiago Canyon College, and/or transfer from a 2-year to a 4-year institution.	Yes	Per the U.S. Department of Education, the minimum requirement is a 70% persistence rate and SSS-TRiO delivered 96%, effectively achieving the goal.
Good Academic Standing: 68% of all enrolled SSS-TRiO participants will stay in good academic standing at Santiago Canyon College.	Yes	Per the U.S. Department of Education, the minimum requirement is 68% persistence rate and SSS-TRiO delivered 93%, effectively achieving the goal.
Completion: 30% of new participants, in particular disproportionately impacted students served each year, will graduate from Santiago Canyon College with an Associate's degree or certificate within four years.	Yes	Per the U.S. Department of Education, the minimum requirement is 30% persistence rate and SSS-TRiO delivered 35%, effectively achieving the goal.
Completion and Transfer: 23% of new participants, in particular disproportionately impacted students served each year, will receive an Associate's degree or certificate from Santiago Canyon College and transfer to a 4-year institution within four years.	Yes	Per the U.S. Department of Education, the minimum requirement is 23% persistence rate and SSS-TRiO delivered 29%, effectively achieving the goal.

Program Review Outcomes Assessment - SAOs Prompted Change : Version by Perez, Lakyshia on 11/25/2019 21:10

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

Based on the goals and assessments of SSS-TRiO's service areas outcomes, the program plans on streamlining the process and frequency of academic coaching appointments in order to ensure an even higher success rate in persistence, graduation, and transferring. Meeting with the coordinator at the beginning, middle and end of a semester on top of meeting with a counselor will allow semester persistence, stronger study skills, time management techniques and building the larger plan for after the community college experience.

Program Review Outcomes Assessment - SLOs : Version by Perez, Lakyshia on 11/25/2019 21:10

Total Number of SLOs	Total Number of SLOs Measured
3	3

Program Review Outcomes Assessment - SLOs Table : Version by Perez, Lakyshia on 11/25/2019 21:10

Student Learning Outcome	Outcome Met?	Explanation of Assessment Result
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Student Learning Outcome	Outcome Met?	Explanation of Assessment Result
As part of participating in SSS-TRiO, students will make continuous progress towards their educational goals.	Yes	With academic coaching notes, progress reports, GPA progress and priority registration eligibility, evaluate the persistence of the students. SSS-TRiO ensures that the assistance needed by a student in order to successfully complete and persist from one semester to the next is provided in the TRiO room. During academic coaching, if tutoring or counseling is needed, it is scheduled during the session. This also goes for students who need tutoring supports, so appointment are scheduled right away. When progress reports are turned in, instructional assistants are given a list of any student with a C or below and contacted with the name of the tutor that would best serve their need. Student's GPA's are also tracked, and if a student falls below a 2.5, they are placed on TRiO academic probation to ensure they are then provided further resources to continue persistence and/or be competitive to transfer
SSS-TRiO provides workshops for academic, financial, and service learning in order to promote learning outside of a classroom.	Yes	During academic or financial literacy workshops, students are given pre and post tests to track the effectiveness of each workshops and its content. SSS-TRiO provides workshops to enhance educational and financial equity. For the topics of the workshops, data is collected during academic coaching appointments to make the information relevant to the needs of the TRiO students. Likewise, pre and post test are administered in order to validate the relevancy of the information. SSS-TRiO has also partnered with other special programs on campus such as the transfer center and financial aid to help the level of expertise be even higher.
As a result of participating in SSS-TRiO, students will demonstrate self-direction and develop full understanding of Santiago Canyon College's Student Services.	Yes	SSS-TRiO provides tutoring, career exploration, application assistance and counseling. Within each of these advisements, if added services are needed, students are directed to the specific department on campus that can further their knowledge. This allows students to self-advocate and fully understand the services that are available to them. Students now feel comfortable asking questions and finding the necessary resources for their academic success.

Program Review Outcomes Assessment - SLOs Prompted Change : Version by Perez, Lakyschia on 11/25/2019 21:10

What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.

SSS-TRiO will continue to facilitate relationships with other programs in order to create and deliver resources needed for students. This will allow the implementation of intentful workshops and the spreading of important information to all Santiago Canyon College students. This will also bring awareness to our program as well as the many others on campus that provides specific support.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Perez, Lakyschia on 11/25/2019 21:10

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

As a federally funded program, SSS-TRiO is committed to providing resources to a minimum of 140 students with an emphasis on at-risk students. Of the 140 students served, 2/3 are first generation-low income students and the other are students with disabilities. One-third of students with disabilities must also be low-income. SSS-TRiO understands the intersectionality of the student body at Santiago Canyon College and therefore provides the necessary resources for academic excellence, development and sustainability. The tutoring room allows students, both TRiO and all Santiago Canyon College students, a room to facilitate and engage learning outside of the classroom. Overall, SSS-TRiO fosters student success in order to allow them an avenue of successfully completing their educational goals.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

SCC-TRiO offers a variety of workshops and other services that allows the students to grow. These events include financial literacy, study skills, career panels, growth mindset skill building and service learning. The workshops that SSS-TRiO has created include: time management, equality and equity, college applications, and letters of recommendation. Although these events are important in delivering the necessary information to students, with additional funding, the program would be able to expand on the frequency and fidelity in which the events are hosted. The tutoring offered is through a one-on-one support modality. We are open Monday-Thursday from 9am to 6pm. However, due to limited funding there are gaps throughout the day that need coverage. In addition to additional tutors needed throughout the day, tutors are needed for intersession and summer sessions. The budget does not support hours during those times and the students have a need for support similar in those sessions. SSS-TRiO participates in other campus wide initiatives such as First-Generation Week, Freshman Orientation, Club Rush and Equity events as well. This is to enable students to build a network of resources that helps them achieve success.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

SSS-TRIO uses both of their service areas to produce a well-rounded learning facility to Santiago Canyon College's diverse community. The tutoring center and instructional assistants expand the student's knowledge of class material and help create positive academic behaviors such as: better study skills, individualized learning styles, organization, and time management. With an emphasis in STEM and economics, students have the ability to critically learn materials in their classes and actively participate in their learning. Using the Student Access software system, we have an integrated Early Alert to provide interventions for students that will help them succeed. The tutors keep thorough notes on each student they serve, thus creating a helping tool for anyone who engages with the student. The TRIO Student Center fosters additional learning by having a summer bridge program, impactful career panels, and multifaceted workshops. The summer bridge program helps facilitate the transition into higher education in order to help students more successfully complete and excel in their educational journey. Because one of the requirements of being part of SSS-TRIO is to participate in at least 2 workshops per semester, the students are challenged to learn outside of a classroom. Although the workshops can be done outside of the program, SSS-TRIO hosts a variety of workshops such as study skills, financial literacy, career panels, first-generation celebration events, cultural wealth workshops and networking workshops. All of these allow educational and professional development for our students in an intentional way.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

Throughout the semester and school year, staff is continually using data to review and improve our processes. Data is collected in a variety of ways which includes pre and posttest for workshops, end of semester surveys, exit graduation surveys, team meetings, and surveys during academic coaching. For workshops, facilitators administer pre and posttest to make sure that the workshop was effective in its purpose. It allows for attendance to be tracked as well as the relevancy to the students. At the end of the semester, surveys are administered to students in hopes of gaining insight as to what they found the most helpful, which resources they utilized the most and what changes would benefit them. This allows for planning for future semesters and the next school year. Exit graduation surveys provide a more holistic view of the program. This information allows SSS-TRIO to know what areas to improve and which resources were the most useful throughout their educational journey as a whole. For example, we incorporated more financial literacy and study skills workshops for students based on the data collected. Team meetings are also a crucial part of reevaluating our program and allowing for new ideas to prosper. Monthly meetings are held with staff to review events or workshops and discussed in order to evaluate for effectiveness, changes that can be made in the future and to collect new and innovative ideas to keep students engaged. This can impact everything from recruitment, to program effectiveness, and student participation. Finally, during academic coaching, the SSS-TRIO coordinator surveys students in regards to what resources are needed the most in order to help programming. Academic coaching occurs two to three times a semester which allows data to be actively collected.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

SSS-TRIO actively partners with other programs on campus or promote their resources in order to help students know everything they have available to them. SSS-TRIO partners with the financial aid office to provide the most in-depth information to our students in regards to applying for FAFSA, scholarships and other financial avenues. Along with financial aid, we have had experts from the transfer center come for workshops as well. This allows SSS-TRIO students to have the most accurate information for their educational journey here at Santiago Canyon College and beyond. This also promotes persistence amongst our students which helps us successfully reach our federal objectives. The Hawk's Nest has also been a pivotal part of SSS-TRIO. The organization provides food for our students and we promote volunteer hours for their organization as part of our service learning. Further, the First Year Support Center is a program we promote for students who may not qualify for SSS-TRIO, but beyond that, it is a program that we promote for workshops that would be beneficial for our students. Outside of our tutoring room hours, we promote the use of the library and the use of reserving study rooms. Such offices as the counseling center and writing success center is also promoted in order for students to have all needed resources they need to focus on persistence and completion. SSS-TRIO has fluid communication with the Disabled Student Programs and Services in order to make sure that our students associated with this program are receiving all of the support and resources needed. The student wellness center is also promoted here at SSS-TRIO and in some instances, staff will walk students over to the facility. The High School and Community outreach is also a program that we utilize when putting on events and when recruiting. Career Services is a department that SSS-TRIO actively uses when speaking to students in regards to their future. When a student is unsure of how to pick a major or future career, we encourage students to make an appointment and meet with a success coach to help them explore and discover all of the differing paths. Overall, SSS-TRIO partners with a variety of different programs and services on campus to help student learn how to self-advocate and find the resources necessary to success at Santiago Canyon College. Finally, we allow marketing and promotion of events from these programs in our service areas and communicate them to our students via email and text messages.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

In the next three years, SSS-TRIO will emphasize service learning and learning outside of a classroom in order to promote scholastic connection and keep persistent rates higher than the minimum requirements set by the grant. By fostering connections with other departments as well as using the service area as a communication hub, SSS-TRIO will be able to provide meaningful workshops that are relevant to the student's need. Making sure to conduct consistent surveys and downloading data in regards to students will also hold us accountable.

Looking forward, SSS-TRIO will continue to find innovative ways to reach the four goals of the program: Persistence Rates: 70% of all participants, including disproportionately impacted students in the SSS-TRIO program, will persist from one academic year to the next academic year, or earn an Associate's degree or certificate at Santiago Canyon College, and/or transfer from a 2-year to a 4-year institution. Good Academic Standing: 68% of all enrolled SSS-TRIO participants will stay in good academic standing at Santiago Canyon College.

Completion: 30% of new participants, in particular disproportionately impacted students served each year, will graduate from Santiago Canyon College with an Associate's degree or certificate within four years. Completion and Transfer: 23% of new participants, in particular disproportionately impacted students served each year, will receive an Associate's degree or certificate from Santiago Canyon College and transfer to a 4-year institution within four years.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Perez, Lakysia** on **11/25/2019**

21:10

Currently SSS-TRIO has offices in room A-206 for the director and counselor and uses the classroom B-209 for student interaction and the coordinator. Although not exclusive to SSS-TRIO students, room B-210 is the instructional assistance room in which students have access to STEM and economics tutors per appointment to help with their academic success. Storage space is shared in A-205 with the Upward Bound Math & Science program and Office of Student Life and Leadership.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
B-209		A-206	undefined	undefined

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Perez, Lakysia** on

11/25/2019 21:10

Classroom B-210 is an instructional assistance room that houses five tutors or learning facilitators that help students in science, math, and economics classes. We also have professors volunteer their time to help further support students. This room is open to any Santiago Canyon College student and is actively used by SSS-TRIO students daily. The room has a cabinet for textbooks used by students and tutors, two private cubicle spaces for one-on-one tutoring that is mediated for accessibility and holds the media cart with all our electronics.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
B-210	undefined	undefined	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by Perez, Lakyshia on 11/25/2019 21:10

SSS-TRIO provides technology and books to loan out to students to help with the overall cost of education. Along with this, SSS-TRIO students have access to computers and printers in both room B-209 and B-210.

Of the 25 laptops and surface pros, six of the laptops are damaged and need replacement.

Of the three printers, two need replacements. The cost to fix damaged parts is not logical compared to the purchase of new printers.

There is a need for an additional 10 calculators, every semester we have a waitlist for the rental of a calculator.

Equipment/Resource	Description
Laptops and Surface Pros (25)	Available for checkout per semester
Calculators (10)	Available for checkout per semester
Computers (10)	Student use
Printers (3)	Student use, open printing
Media Cart	store electronic equipment under lock and key

Program Review Resources - Funding Sources : Version by Perez, Lakyshia on 11/25/2019 21:10

See attached budget.

Funding Source	Description
U.S. Department of Education	SSS-TRIO is a federally funded program through the U.S. Department of Education with specific goals and objectives created by the program.
Basic Skills Initiative	19 hours, school session only approx. \$24,000

Program Review Resources : Version by Perez, Lakyshia on 11/25/2019 21:10

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

The ability for SSS-TRIO to have an instructional room for tutoring purposes in addition to the student support room is a wonderful resource that is used daily by SSS-TRIO students and SCC students alike. The facility is spacious in allowing students to study, use multiple computers at one time, and focus on studying. Although small, the working area for the coordinator and student support specialist allows for easy interactions with students to help direct them to the resources they are seeking or for academic coaching appointments.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Because the only funding for the program is through the grant from the U.S. Department of Education, we have to constantly monitor supplies and materials that are being dispersed.

Currently, we supply paper, printing, USB's, notebooks, scantrons, and other school supplies. Some of the equipment outside of technology includes a mini fridge, access to food and a library of books. We are constantly monitoring to buy supplies on a need-to basis only while still allowing students access to the needed supplies to excel in their classes. The printers that are in constant use are only partly reliable. We have had issues with differing printers, but when working, students have access to appropriate resources. With the CBU's negotiations, there is not sufficient funding to support any direct student services and/or technology needed to support the success of the program. There is a need to purchase two printers (the other two are broken), 10 surface pros for students to check-out (these students do not have a laptop/computer at home to do their homework) and textbooks (the tutors need access to textbooks to best support students and textbooks are not an allowable cost per grant regulations).

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

SSS-TRIO has a projector which is helpful for visuals during workshops, however, there is no white backdrop to project images on. This makes the projector only partly helpful for workshops and presentations. The computers in B-209 are now five years old and need updated software for the variety of classes students take. Upon request, students have differing needs for software to be added either to general computers on our lab and/or the laptops we loan. The instructional support room (tutoring center) has new technology as it has only been operational for one year. Added features of that space for accessibility include surface pros that project images from a 12 inch screen to a 50 inch screen. Students are able to write on a smart board that can save images/notes and can be printed in the same lab.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

For administrative purposes, the team must use a variety of software including Student Access and National Student Clearinghouse. Combined, these programs cost \$2,025, an expense covered by the program. If funded during year six (2020-2021) and onward, we cannot sustain funding to continue to use these programs that are vital to data maintenance and tracking. The Student Access software keeps records of data required to collect for continued federal funding. The National Student Clearinghouse subscription is specific for Outreach programs. We are able to track students success beyond SCC to any 4-year university and tracks degree attainment, data required for annual federal reporting.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

Staff in the SSS-TRIO room and instructional support room work very well with students to help provide the necessary services. They are, however, stretched thin since there is not a full-time position available and hours may be limited by staff members position. The academic support staff hours are a total of 40 hours to be divided by 3 staff members, one of which is entitled to 19 of those hours. With no other support center on campus offering one-on-one tutoring support within the fields of study (STEM, economics), our services and availability are limited.

Given the centers tracking and availability, there is a need for an on-going student services specialist to provide that first touch point with students when they come in and to manage workshops, progress reports and information that needs to be disseminated to students. Share between the Upward bound math & Science program, there is one part-time Senior Clerk to provide all administrative support. All other programs in Orange County, Riverside and Los Angeles counties have at minimum one full-time administrative assistant to maintain budget and day-to-day office support. With more consistent staffing, SSS-TRIO will be able to be at maximum efficiency to provide the most direct contact with students. The staff members adequately support the coordinator in the instructional and operational need of the program.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

Funding from BSI is in the form of two Learning Facilitators. The funding that SSS-TRiO has received has been most impacted by the Learning Facilitators (2), whom work a total 19 hours per semester. Although very helpful, the down side to them is that they are school session only employees. This limits the services provided to students during intersession and summer sessions. The classes provided during these times are intense and fast paced, so it is unfortunate that we are unable to provide tutoring consistently during these times of the year. The benefits of having consistent staff would be creating an advanced level of mastery amongst the learning facilitators, which in turn, allows the best tutoring for our students who also provide necessary skills such as time management and studying techniques. SSS-TRiO would require additional funding to have on-going 12-month learning facilitator available for our students during all sessions of school.

To operate at maximum capacity and provide services to any SCC student, there is a need to have a total of four(4) part-time, 11 month Learning Facilitators and/or Instructional Assistants. Two who have strengths in Math and the other two a strength in Science. We focus on those subjects, since often they are gateway classes to advance level coursework and simply are required for general education regardless of major. With the recent CBU negotiations we put together projections for program sustainability. At year one, we are negative with just salaries, this included zero funding for services required per grant regulations and the approved application we submitted.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

The main focus of our program areas is making sure students have contact with both rooms in order to help their academic journey. Providing clear communication amongst staff and students facilitates the best use of the service area, our services, and our staff. While keeping our program goals in mind, the program will continue to consistently keep learning facilitators available for students in math and science classes paired with easy access to academic coaching and counseling. With the three major uses of the program service area, SSS-TRiO will be able to help students complete their educational goals.

Academic support- Tutoring

Funding- negotiations

Supplies - ink, printers, paper, etc.

Human Resources

Program Review Human Resources - Support Staff : Version by Perez, Lakshia on 11/25/2019 21:10

Director- salary split 50% with the Upward Bound Math and Science grant

Seniro Clerk- salary is split 80/20 with the Upward Bound Math and Science grant

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Director	1	Full-Time	12	Title IV grant
Coordinator	1	Full-Time	12	Title IV grant
Senior Clerk	1	Part-Time	12	Title IV grant
Adjunct Counselor	1	Part-Time	12	Title IV grant
Learning Assistant	1	.475 FTE	11	General Funds
Learning Facilitator	2	<.475 FTE	SS	Basic Skills Initiative

Program Review Human Resources : Version by Perez, Lakshia on 11/25/2019 21:10

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Staff members attend professional development, conferences and are part of a variety of professional organizations which allows staff and the program to stay up-to-date with learning.

WESTOP is one of ten regional associations dedicated to furthering educational opportunities for low-income, first-generation and disabled students. This organization offers multiple professional development opportunities on a local and grander scale. This, paired with more local professional development, fosters continual growth in our staff members. Attend trainings offered to administrators through LCW, read articles through online subscriptions to higher education material.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

The program director is a part of multiple college-wide programs including the academic development group for guided pathways and the Council for Opportunity in Education. If the budget permits, support staff are sent to regional professional development conferences. Staff also participates in free webinars pertaining to grant objectives.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Yes, there are qualified staff to help teach and implement the important program services. Being able to streamline the process would be the most beneficial to help facilitate the process and reduce the learning curve. Staff members are knowledgeable and able to not only complete tasks, but teach others how to do so well.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

SSS-TRiO adequately provides a number of professional development opportunities both on the Santiago Canyon College campus and on a regional and national level. The professional development opportunities are offered multiple times per school year. This is a great way for staff to stay informed and continue to provide the best services possible for our students.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

Adjunct faculty and part-time staff are all introduced and trained on the main software information that is necessary for the program to continue and be effective. The interaction with students is part of their expertise, but also exposed to professional development that is relevant to their specific job description. Professional development is always encouraged in order to provide the best services to the students in the SSS-TRiO program.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Creating a more formalized introduction to new staff members is a focus for the service area in the next three years. Because professional development and training is already a strong suite, continuing the encouragement to actively participate is something that will be important as we move forward. Once staff member is established in their position, they will be encouraged to join other campus-wide organizations.

Internal and External Communication

Program Review Internal & External Communication : Version by Perez, Lakshia on 11/25/2019 21:10

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

The last time our program's catalog entry was updated was Spring 2019. There is also constant updating of contact information in our software system, Student Access. This happens at the beginning, middle and end of the semesters.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

The last time the program's DPP was updated was Spring 2019.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The website for SSS-TRiO is updated every semester to ensure accuracy of hours, staff members, upcoming events and contact information. The program's requirements per the U.S. Department of Education is posted in the SSS-TRiO room and is easily accessible by those who visit. The specific goals for the grant are not posted in the room, but are discussed with students during academic coaching.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

The most effective means of communication amongst staff is the use of emails. Staff has access to their own emails as well as the program's email. The director also relays information to staff members to ensure that visibility of trainings and workshops.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Although email is the most effective means of communication, team meetings are also conducted. The director and coordinator have weekly meetings to make sure all program needs are being met. Monthly, the coordinator conducts meetings with the rest of the staff to share ideas, analysis on the program and events, and to plan for the future. Between verbal and written communication, the team is constantly involved in each part of the program.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Continual inputting of information into our software system as well as the clear communication is all that needs to continue to happen in order to continue the fluid communication and data access.

Planning Agenda

Program Review Planning Agenda : Version by **Perez, Lakyshia** on **11/25/2019 21:10**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Increasing the number of Learning Facilitators available for students	Students who actively participate in their learning outside of a classroom do better overall in classes, participate more, and persist from one semester to the next. Because of this, it is imperative for under-represented students to have access to tutoring and study skill building in order to close the educational gap.	The instructional assistance room already houses facility needs to allow this. What is lacking is funds to hire more learning facilitators, tutors, and student assistants.	
Providing a larger number of students with updated laptops with adequate software	With the increase of online classes both here at SCC and beyond, helping students have access to technology is important in completing classes. Many professors also require access to a computer to complete their class. On top of access to technology, it allows students to become experts for future scholastic endeavors and for the workforce.	Additional funds are needed to allow SSS-TRiO to provide better technology to our students.	\$5,000-\$15,000
Hiring a Student Support Specialist	A resource expert would streamline the communication process with students and ensure that the most resources are available for students. This would also bring fidelity and intentionality to workshops and ensuring that all program requirements are being met.	Additional funds to have a consistent staff member.	
A longer Summer Bridge Program	If the summer bridge program would allow students to stay at a 4-year university, students would be able to explore different options for their future after SCC. Under-represented students do not have the same access to resource such as college visits to help them make an informed decisions. Especially being first-generation college students, SSS-TRiO can help navigate the college transfer process for the students who do not have others to ask for guidance.	Additional funds to allow for a conference request at different schools and allow for overnight stay.	

Summary Report

Program Review Summary Report - What is and is not working : Version by **Perez, Lakyshia** on **11/25/2019 21:10**

Briefly describe and explain what is working well in your program/service area.

What is working well for SSS-TRiO is the ability to provide resources for students to help navigate the educational system. With currently holding high percentages of persistence, completion and transferring, we hope to continue the trend to offer as many opportunities to the students who participate in the program. The creation and implementation of team meetings,

fluid communication and the use of Student Access has allowed SSS-TiO to track how resources and services are being dispersed. Along with this, the constant analysis of data allows for change where needed. Although not at the capacity we would like, we are able to provide book loans, effective tutoring, intentional academic coaching, and access to a counselor which all play an important role in achieving and completing academic goals. SSS-TRiO has helped students advocate for themselves outside of the program and this is done confidently by the connections and partnerships of differing program on campus.

Briefly describe and explain what is not working well or needs attention in your program/service area.

The biggest obstacle in our service area is being able to provide the larger resources to all 140 students, rather than just on a first-come first-serve basis. The skeleton of providing services works well, however, when funding is not available it makes it difficult and stretches the team thin. There has been many newly-build structures for the program and the change in location has also impacted the service area in a positive way. Further, being able to promote TRiO more effectively to students is a hurdle that is being worked on. Exposure of the program allows students who are in need of the resources to have access to what they need in order to help provide equity.

Program Review Summary Report - Resources : Version by Perez, Lakyshia on 11/25/2019 21:10

Facilities	Technology	Equipment	Personnel
	Computers for students in both the SSS-TRiO room and in the instructional assistance room along with Surface Pros and monitors for group projects.	Student printers are needed due to them being faulty.	We have acquired learning facilitators, learning assistants, a new adjunct counselor, and a student support specialist which we hope to keep to continue providing the best support to our students.

Program Review Summary Report - Initiatives and Other Findings : Version by Perez, Lakyshia on 11/25/2019 21:10

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

The structure of TRIO programs is similar to that of which is being explored through Guided Pathways (GP). If there was to be full implementation of GP, TRIO could be used as a pathway that is already in place.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

The TRIO program will be applying for a new five year grant cycle for the 2020 school year in early 2020. If awarded, support services will be in place through August of 2025.

With the instructional support room providing one-on-one tutoring services to all SCC students, there is hope that the instructional assistant positions will be reorganize to provide year-around tutoring support. Alongside that, are hopes for additional instructional support staff.