



**G** GARDEN CITY  
COMMUNITY COLLEGE

**NON-ACADEMIC  
DEPARTMENTAL REVIEW  
TEMPLATE**

May 2019

***TRIO/Student Support Services***



## Non-Academic Departmental Review Self-Study

<b>Department:</b>	<b>TRIO Student Support Services</b>
<b>Department Head:</b>	<b>Kurt Peterson</b>

Submitted by: Kurt Peterson

Submission Date: 01/25/2019

### ***INSTRUCTIONS:***

*Complete this form using department documentation and your own observations. This self-study is designed to be a narrative document and all responses to questions should be supported by rationale, explanation and or specific documentation.*

**All documentation provided for the Non-Academic Departmental Review Self-Study should include the previous five years, beginning with the 2014-2015 academic year.**

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

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## 1: Non-Academic Departmental Review Participants

List the names of **your department personnel** who contributed to the writing of this report and their position/association within your department.

Name	Association
Carlos Rivera	SSS Advisor (resigned 01/04/19)
Johana Gonzalez	SSS Advisor
Manuela Vigil	Data Coordinator
Velia Rodriguez	Tutoring Coordinator
Kurt Peterson	Program Director

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.



## 2: Departmental Profile

### A. Mission/Purpose

1. What is the mission of the department and how does it align with the institutional mission and other strategic priorities?

The mission of SSS is for students to complete each semester at GCCC (retention), have a high GPA, graduate from GCCC and transfer to a four-year institution. It aligns with the institutional mission because we are helping students to prepare for their chosen career where they will become “positive contributors to the social and economic well-being of society”.

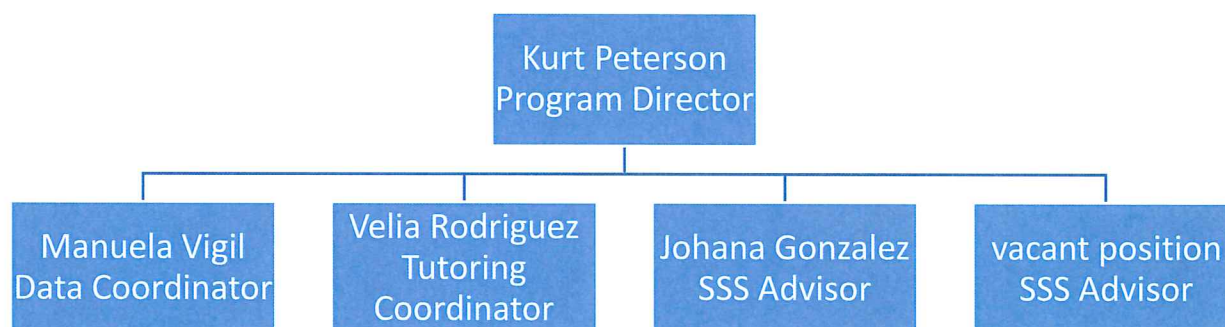
### B. Human Resources

*Combine all Sub-units for analysis.*

1. How does the department assure that all personnel are qualified for their position?

The grant states the requirements for each position, Human Resources staff and SSS staff check to make sure the applicants are qualified before they have an interview, and the SSS Director checks the references.

2. Include an organizational chart with names and titles.



3. List departmental, divisional, College, professional, or community committee or board activities and leadership roles, if applicable, of each full-time employee for the past five years.

Manuela Vigil:	HALO Sponsor, LULAC member
Velia Rodriguez:	HALO Sponsor
Johana Gonzalez:	HALO Sponsor, LULAC member
Kurt Peterson:	LULAC Treasurer, Garden City Habitat for Humanity board member

4. List names and anticipated dates of retirement (month, year) within the next five years.

NAME	MONTH	YEAR
N/A		

5. How are the results of employee evaluations used in identifying professional development needs?

In evaluation meetings, the director and employee discuss job performance issues and any related concerns. If there are job-related staff development opportunities that are helpful and there is room in the budget, the employee can attend the respective training.

6. What department-specific professional development opportunities are offered/provided by the department?

The US Department of Education has training grants for institutions and organizations who submit winning proposals specifically designed to train TRIO program professionals how to do different aspects of their respective jobs. The TRIO training priorities are as follows:

1. Evaluation, Recordkeeping and Reporting Student/Project Performance
2. Budget Management and the Statutory & Regulatory Requirements
3. Assessment of Student Needs; Retention & Graduation Strategies; Use of Technology
4. Financial Aid, Financial Literacy, & Admissions Training
5. Recruiting and Serving Hard-to-Reach and High-Risk Participants
6. Training for New Directors

Each TRIO-based training focuses on one of the above priorities. Another option for TRIO program staff is to attend conferences provided by the chapter association (MO-Kan-NE) or regional association (EOA—Educational Opportunity Association). The national level association (COE—Council for Opportunity in Education) conference is very expensive and it is not economically feasible nor cost-effective to send all staff to that event. Usually, there has been enough money in the SSS budget (between the federal grant award and the GCCC cash match) to send staff members to some kind of training although in some recent years, there was not enough money for everyone to travel in order to attend a training.

7. Show evidence that employees have continued their professional development by attaching a list of current full-time employees who participated in professional development activities during the past **five** years, and those activities.

Manuela Vigil  
 2016-17 SSS Annual Performance Report (webinar)  
 Smarter Measure training (webinar)

Velia Rodriguez  
 2016-17 SSS Annual Performance Report (webinar)  
 Smarter Measure training (webinar)

Johana Gonzalez  
 2016-17 SSS Annual Performance Report (webinar)  
 Smarter Measure training (webinar)  
 Academic Coaching: Promoting Reflection, Motivation, Inspiration, & Accountability for  
 Student Success

Kurt Peterson  
 2016-17 SSS Annual Performance Report (webinar)  
 2017-18 SSS Annual Performance Report (webinar)  
 MO-Kan-NE (TRIO chapter conference)  
 EOA (TRIO regional conference)  
 COE (TRIO national conference)

## **C. Description of the Department and the Customers/Clients Served**

1. What are the key functions, processes and services provided by the department? Include production level data such as students/customers served, transactions processed, etc. Explain any compliance duties or responsibilities.

The goal of SSS is to increase postsecondary persistence and graduation rates of low income students, first generation college students, and students with disabilities. All SSS students are enrolled in postsecondary education, they must meet at least one of these eligibility criteria, and they must exhibit academic need.

SSS program services are provided by a 5-year cooperative grant. In return for the awarded funds SSS must complete a yearly annual performance report (APR) report. Student data is gathered throughout the year. The APR will highlight the services provided to each participant. Some of our duties/services include the following:

- academic tutoring
- advice & assistance in postsecondary course selection
- education/counseling to improve financial & economic literacy
- information in applying for federal student aid
- assistance in completing & applying for federal student aid
- assistance in applying for admission to 4-year institution & obtaining federal student aid



Readers should note that the 17-18 data is still being compiled.

number of students receiving contact type by year	14-15	15-16	16-17
academic tutoring	152	122	174
advice & assistance in postsecondary course selection	200	161	154
education/counseling to improve financial & economic literacy	141	107	170
information in applying for federal student aid	192	104	165
assistance in completing & applying for federal student aid	149	50	131
assistance in applying for admission to 4-year institution & obtaining federal student aid	196	0	103

2. What impact do those services have on students and other key stakeholders? What are the department's enhancements to the institution?

The services provided by Student Support Services promote academic success for the population served through this program. Services provided increase the likelihood of retention, graduation, and ultimately transfer on to four-year institutions for its participants. The department helps increase retention and graduation rates by providing services to a population with significant barriers whom would otherwise face increased difficulty to achieve success without proper support.

3. Discuss how the department utilizes appropriate technology to provide services to its stakeholders.

The program uses technology such as e-mail and text messaging for the majority of our communications with students. The program also has a computer lab available with 16 working PC's for participants to utilize for completing assignments and other academic related responsibilities requiring computer usage. The department documents data such as contact with students and services provided through the Blumen record keeping services for all Trio programs, for institutional record and the US Department of Education.

4. Describe any existing continuous improvement activities.

The program staff meet on a weekly basis in preparation for future events, to discuss success in past events and improvement for future. Individual staff also meet with the program director on a monthly basis to discuss current projects and any needs that should be addressed. After every event, the students whom participate complete an event evaluation form to help the staff assess the event and make any improvements necessary.

5. Provide any other relevant information needed for a complete understanding of your department.

Student Support Services is a federally funded program at this institution. Meeting our goals and objectives is the highest priority not only to benefit students we currently serve, but also to ensure future funding to continue to make an impactful contribution to the student population and the community in the end. Academic success is our main priority and we constantly evaluate and evolve our processes to meet the needs of the population we serve. We strive to provide the most complete and competent services.

### 3: Departmental Resources

1. Describe the overall adequacy of resources (human, technological, capital, facilities, and fiscal) available to the department for providing effective service delivery and achieving outcomes. If additional resources are needed, please provide data and describe how those resources would improve services.

*Include documentation if requesting additional resources.*

GCCC TRIO Student Support Services has accomplished a lot and met objectives using the available resources. The five full-time staff members are able to recruit students, determine eligibility, advise students, provide tutoring, plan and execute events, and perform other work activities to meet the stated objectives. They do a good job of utilizing their talents and resources to meet program needs. The US Department of Education grant and the GCCC cash match provide adequate funding to operate the program. The in-kind support from GCCC goes a long way to help staff meet the needs of students and meet the grant objectives.

Such in-kind support includes services from the Registrar's Office, Financial Aid, the Business Office, Maintenance, IT, the Saffell Library, and other college entities. The Registrar's Office enrolls our students in classes, helps them add and/or drop courses when necessary, and executes activities necessary for graduation. Financial Aid answers questions about the FAFSA, helps when students are selected for verification, and determines eligibility for federal aid programs. Business Office staff answers questions about billing, facilitates purchasing processes and payment for program services, and contributes to the travel process as necessary. Maintenance staff have arranged seating and tables for program events, completed work orders, moved furniture, and have done other things to contribute to the smooth operation of the program. IT staff have kept the desktop and laptop computers running efficiently, helped with technology issues as they relate to program activities, and made recommendations for new equipment as necessary. The Saffell Library houses the SSS offices, tutor lab, and storage facilities. Library staff have shared their copy



machine/printer, addressed facility concerns, and helped with some technology issues. They also provide a place for participants to study and do homework.

#### 4: Departmental Innovation

1. Does the department engage in extracurricular activities as a service to the students and community (yes or no)?

*If yes, list activities and explain how they benefit the students and/or community (e.g. fliers, internal department documentation)*

Yes. Three SSS staff members co-sponsor the GCCC HALO (Hispanic American Leadership Organization) chapter. The goal of HALO is to keep students connected to the college community and to encourage them to complete their formal education. They conduct community service projects, cultural awareness events, and student engagement activities. Club members also do much of their own fundraising to pay the expenses for yearly activities and events. One of the purposes of Hispanic Student Day is to educate southwest Kansas high school and middle school students on why higher education is important, how to get into college, and how to be successful when you get there. The Campus Fiesta is an opportunity for students, faculty, and staff to eat authentic Mexican food. The fall 2018 event provided opportunities for attendees to make their own tortillas.

The SSS Director has been serving on the board of Garden City Habitat for Humanity for the last twenty years. Habitat builds houses for qualified families who are in substandard housing. The SSSD has also served on the Garden City LULAC (League of United Latin American Citizens) Council for the last several years. The SSS Data Coordinator and one of the SSS Advisors are also contributing members of the Council. LULAC raises money for student scholarships and would like to do other things to help the community when membership allows.

2. What innovative ideas have been incorporated into the operation of the department during the last five years? Discuss the results and provide documentation.

The September 1, 2015 – August 31, 2020 grant includes a Tutoring Coordinator whose main focus is to hire paraprofessional and peer tutors to help participants be successful in their course work. In the past, one of the SSS Advisors had to oversee that operation and now that person can focus more on case management and make sure students are getting all the services they need.

Below are the results of the good academic standing rate from the respective year annual performance reports to the US Department of Education in the first two years of the grant cycle.

15-16 79.89

16-17 92.96

The 17-18 annual performance report will be submitted in the next three or four weeks so we will have a figure for that year upon submission. In the first year of the most recent grant cycle, the Tutoring Coordinator was learning how to do her job and the rest of the staff was figuring out the new balance of duties.



## 5: Outcomes, Assessment Measures, Targets of Achievement, and Prior Results

1. If data has previously been gathered, list the intended outcomes for the department for the past three years and cite the institutional Essential Skills and other Strategic Plan priorities that each outcome supports.
  - a. GCCC TRIO SSS must serve 200 students each grant year.  
written communication, oral communication, critical thinking, cultural diversity, social responsibility, student success, institutional partnerships
  - b.  $\geq 67\%$  of participants must be low-income and first generation.  
social responsibility, institutional partnerships
  - c.  $\geq 33\%$  of students with disabilities must be low-income.  
social responsibility, institutional partnerships
  - d.  $\geq 67\%$  of participants must persist from one academic year to the next or graduate.  
written communication, oral communication, critical thinking, student success, institutional partnerships
  - e.  $\geq 81\%$  of participants must have 2.0 or higher GPA.  
written communication, oral communication, critical thinking, student success, institutional partnerships
  - f.  $\geq 41\%$  of new participants served each year will graduate from GCCC within 4 years.  
written communication, oral communication, critical thinking, student success, institutional partnerships
  - g.  $\geq 23\%$  of new participants served each year will graduate and transfer to a 4-year institution within 4 years.  
written communication, oral communication, critical thinking, student success, institutional partnerships

### Goal Attainment by Year

	14-15		15-16		16-17	
number funded to serve	200/200	100.00%	175/200	87.50%	200/200	100.00%
low-income <b>and</b> first generation	154/200	77.00%	133/200	66.50%	152/200	76.00%
participants w/disabilities who are also low-income	8/10	80.00%	7/9	77.78%	6/6	100.00%
persistence from one year to the next	156/200	78.00%	142/200	71.00%	175/200	87.50%
2.0 & higher GPA	173/187	92.51%	151/189	79.89%	185/199	92.96%
associate degree attainment	48/97	49.48%	38/84	45.24%	5/9	55.56%
associate degree & transfer rate	33/97	34.02%	20/84	23.81%	3/9	33.33%

Readers should note that the 17-18 data is still being compiled.

2. Describe the data gathering process and give results.

The SSS Data Coordinator records information regarding grades, persistence, graduation, and transfer status on participants in program software called Blumen. Each year the program reports to the US Department of Education on those aspects of student progress and pulls information from

Blumen into a document to be submitted for their review. In the 2015-2016 grant year, the objectives in 1a, 1b, and 1e were not met. In the other years for this review cycle, all of the objectives were met or exceeded.

3. Analyze the data by comparing the actual results to the targeted levels of achievement and document what was learned.

Staff members who worked in SSS during the year when objectives were not met were interviewed and there is a common theme in their responses. At that time, only one staff person could distribute blank applications, help students complete them, and accept completed ones. These are the applications that students must complete in order to participate in the program and receive services. Students develop relationships with more than one SSS staff member and there were four important [human] resources that were not utilized for recruiting. This restriction took place in the '15 – '16 academic year for which program objectives were not met.

4. The department will gather feedback regarding *expectations and performance* from stakeholders through interviews, surveys, focus groups or other appropriate measures. This feedback shall be considered when selecting performance measures and when continuous improvement plans are developed. Describe what changes have been made in response to these measures.

*Attach copies of any stakeholder survey results for your department.*

The SSS staff conducted a survey with participants asking about satisfaction with key components of the program. While results to those questions were very positive, there was a suggestion from a student that is worth much consideration. The student wrote that there should be a parent orientation as part of the first-year experience. Since the program serves first generation students, many parents are not familiar with the level of commitment necessary to be successful in college. They don't understand why their son or daughter is at the college campus for so many hours each day. Another issue is that some parents don't understand the value of formal education and how much it can help the student's professional outlook. Another campus organization had a parent orientation in the past that was successful and SSS staff should consider such an event as well. This is something that can be done with some planning and cooperation from the students and parents. Increased support from the parents is a worthwhile pursuit. If the parents encouraged students to invest more time, maybe there would be better academic performance among some students. It would be interesting to see how students make increased investments into their own success.

GCCC TRIO Student Support Services  
Program Review Survey  
January 2019

GCCC TRIO Student Support Services is completing the Program Review process and needs your help! We ask that you kindly complete this brief survey and give it to any SSS staff member. Thanks so much for your help!

Please remember that the mission of TRIO Student Support Services is to 1) help students be successful at GCCC, 2) help students graduate from GCCC, **and** 3) help students transfer to a **four**-year institution to continue work on a bachelor's degree.

1. How would you rate the availability of SSS staff?
 

1	2	3	4	5
never available	usually not available	sometimes available and sometimes not available	usually available	always available
  
2. How well prepared do you feel as a student after consulting with the SSS staff and tutors?
 

1	2	3	4	5
not prepared at all	not as prepared as what I would like	somewhat prepared	mostly prepared	well prepared
  
3. On a scale of 1 to 5, how adequate are the SSS program resources related to the transfer to your four-year institution?
 

1	2	3	4	5
totally inadequate-- they don't meet any of my transfer-related needs				most adequate-- they meet all my transfer-related needs
  
4. On a scale of 1 to 5, how satisfied are you with assistance from staff to help you graduate from GCCC?
 

1	2	3	4	5
most unsatisfied				most satisfied
  
5. On a scale of 1 to 5, how would you rate your overall satisfaction with GCCC TRIO SSS?
 

1	2	3	4	5
most unsatisfied				most satisfied
  
6. What could be done differently to improve your experience with the SSS program?
 

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## SSS Survey Results

- 1) 25 responded 5 and 8 responded 4
- 2) 24 responded 5 and 9 responded 4
- 3) 29 responded 5 and 4 responded 4
- 4) 31 responded 5 and 2 responded 4
- 5) 32 responded 5 and 1 responded 4
- 6) The first time I went to get help on an assignment was phenomenal. I would definitely recommend this to another student in need of help!!!!

More Meetings

Nothing everything is good.

I feel like the SSS program should help students make sure that classes are transfer credit to other schools. Advisors could meet more with the students and have more campus visits during the semester. **The SSS program should have each semester a SSS parent Orientation.**

Nothing I really enjoy it. Thank you for the opportunity!!!!

I don't see anything that needs to be done differently.

Bigger rooms

I was a great experience.

Nothing

Everything is going well!

Nothing

N/A

They all have help me with everything I need.

Nothing much. It's a good program.

Everything is great.

N/A

The program is great and the SSS staff are awesome. I am not sure what needs improving in the program.

N/A

N/A

Nothing

Nothing. It's perfect.

Nothing everything is good.

Nothing

Having more time to schedule a meeting.

What can be done differently that can improve my experience in that I could have participated in more event.

I have no complaints I am very satisfied.

So far I have no complaints with SSS.

Nothing love them all.

Honestly everything is fine the way it is.

5. Use the results to develop a Continuous Improvement Plan for the department, improving efficiencies based on targeted outcomes. Include consideration for resources, processes, data collection, analysis and timelines for monitoring and

assessing the results. List intended outcomes for the department that insure alignment with institutional Essential Skills and other strategic priorities.

For each outcome identify at least one method of measurement that will be used to assess progress toward the outcome. Assessment is strengthened when multiple measures are used. An assessment measure should provide meaningful, actionable data that the department can use to assess efficiency and improve processes.

Describe the target level of achievement for each measure. Levels of achievement shall be:

- Specific and measurable.
- Stated in numerical terms.
- Stated in realistic terms.
- Directly related to the outcome.
- Inclusive of all aspects of the outcome.
- Manageable and practical.

To demonstrate efficiency, determine if external or internal benchmarks are available for comparison.

To start, readers should know that SSS holds workshops with students once or twice a month that tie to grant objectives or a mandate by the Higher Education Opportunity Act of 2008. At this point, staff are having participants evaluate each workshop on organization, application to the needs of the student, clear presentation, and usefulness of the material. Each student in attendance at a workshop gets a survey, completes the form, and gives it to a staff person before leaving the venue. The first step toward improvement in this aspect of the program is that staff need to be more aggressive in reviewing each activity survey. At this point, they are stored for potential use in writing the proposal for the next grant cycle. The program director and other staff members should analyze the results of each survey as soon as possible following each workshop in order to check for issues that students may have with presentations in their current state.

Each workshop survey utilizes a Likert scale with a rating of 5 being the best, 2 being the worst, and a 1 for not applicable. As part of the analysis of each survey, there should be a total of how many 1 and 2 ratings there are for each question and a study of comments on open ended questions related to what the student would like to see differently. This will help to make improvements in serving students' needs and interests. Staff members can examine aspects of the workshops that have a 3 or 2 rating and figure out how to make improvements. Totals of attendees and number of each negative rating could be recorded and tracked over time to see if percentages of negative ratings decrease. Staff members could also monitor student engagement by tracking the number of questions asked in each workshop. As the number of questions increase, it could mean that the content is more appealing and that students consider it more pertinent to their lives. It is important to note that some program content such as tutoring and financial literacy education are mandatory but the presentation or manner of operation could be improved to make it more appealing to students and potentially increasing the positive impact among participants.

Also, a large part of the program includes assistance with transferring to a four-year institution. Right now, there are no evaluations for visits to such campuses. There should be a chance for



# STUDENT SUPPORT SERVICES

## Activity Evaluation

SSS provides enrichment activities.

Get with your advisor to enroll in some and complete the evaluation.

Student's Name: \_\_\_\_\_ I.D. # \_\_\_\_\_

ACTIVITY TITLE FAFSA Workshop Date 10/30/18

Start Time 1:00 pm End Time 3:00 pm

Select the number that best represents your response to each of the statements.

<b>5-Strongly Agree</b>	<b>4-Agree</b>	<b>3-Disagree</b>	<b>2-Strongly Disagree</b>	<b>1-N/A</b>	
1. The activity was well organized and the time was well spent.	5	4	3	2	1
2. The activity was interesting and pertinent to my needs.	5	4	3	2	1
3. The material presented was easy to understand.	5	4	3	2	1
4. I will be able to use the information I learned from the workshop.	5	4	3	2	1

Complete each statement below.

Your responses will help us to evaluate the effectiveness of the activity and to plan for future programs.

The most valuable part of the activity was:

The least valuable part of the activity was:

I will use the information from this activity in the following manner:

Garden City Community College  
 Student Support Services  
 801 Campus Dr.  
 Garden City, Ks 67846



students to express their opinions regarding these events so staff members can make changes to make them more attractive to students. A similar survey with Likert scale responses that has one or two open-ended questions could help to determine what aspects of the visits students find appealing and what they deem less valuable. Any aspect of the visits with a 3 or 2 rating could be considered for improvement.

Although the evaluation of the project could use some work, there was an overall program satisfaction survey conducted with participants when students returned to school in January 2019. They had the chance to evaluate availability of staff, help with preparation for academic success, transfer assistance, help with progress toward graduation, and overall satisfaction with the program. While the results were very positive, a suggestion was made to have a parent workshop as mentioned in question #4 of section 5 of the Program Review Template. This is something that staff should consider and discuss at great length. TRIO Student Support Services is a program for first generation students. Many of the parents don't understand what higher education is about and could use some information so they can better support their son or daughter. To measure success or lack thereof of a parent workshop, staff could look at grades, turnout at workshops, engagement in transfer activities, and number of student office visits.

Finally, staff should compare the annual performance report results from year to year to see if there are improvements being made in the ratings described in question #1 of section 5. If there is improvement, analysts could consider the impact of greater attention to student concerns.

## 6: Additional Comments

This space is for the department to add any additional comments to help clarify or explain its functions, if applicable.

## 7: Executive Summary

### 1. Briefly describe how the department review was conducted:

Questions were divided among staff members. They wrote the answers to the questions and submitted them to Kurt. After review of the answers, they were inserted to the program review document.

### 2. Describe the MAJOR conclusions regarding the present state of the department:

The GCCC TRIO Student Support Services program has a very cohesive staff. Members are able to express concerns and answer questions as necessary. Challenges are addressed as a team and a plan is developed to meet each one. Staff members are dependable, do their respective jobs as professionals, and ask questions as necessary. While the program has achieved much success over the last few years, it is important that none of the staff members (director included) take anything for granted. We need to make sure that we're doing everything we can to meet program objectives and to serve our students well in a kind, respectful manner.

### 3. Briefly describe the goals and objectives of the department:

- a. GCCC TRIO SSS must serve 200 students each grant year.
- b.  $\geq 67\%$  of participants must be low-income and first generation.
- c.  $\geq 33\%$  of students with disabilities must be low-income.
- d.  $\geq 67\%$  of participants must persist from one academic year to the next or graduate.
- e.  $\geq 81\%$  of participants must have 2.0 or higher GPA.
- f.  $\geq 41\%$  of new participants served each year will graduate from GCCC within 4 years.
- g.  $\geq 23\%$  of new participants served each year will graduate and transfer to a 4-year institution within 4 years.

### 4. Comment on the progress on previous Departmental Review Action Plans or Recommendations

*Departments completing the review for the first time will not have these items and need not answer this question.*

### 5. Describe the department strengths:

As stated in question 2, SSS has a very cohesive staff. We work on projects and challenges as a team. Members communicate with students and with each other effectively and professionally. Staff members are very dependable and can be trusted to do their jobs well.

6. Describe what areas need improvement:

The director would like to have a review of the documentation process for group contacts to make sure they are being entered in Blumen (TRIO database software) as necessary. Also, there is room for improvement in the supervision of advisors to make sure that contacts are being made and documented.

7. State the recommendations for the department:

Staff members should have a discussion as to how each kind of contact is being entered and who is entering it into Blumen. Subsequently, there should be a program policy written that says who is doing what and when they are going to do it.

In addition, the director needs to develop a way to ensure that all advisors are contacting assigned students, making necessary contacts, and logging them into Blumen.

There is an ongoing issue that the desktop computers in the SSS Tutor Lab (SAFL 1109) are very slow and have lost a very large percentage of their effectiveness. The SSS staff recommends that all of the desktop computers in that facility be replaced as soon as possible. The Dean of Student Services has assured us that this project is on a list of college improvements and will be done eventually. We just want to make sure that this item is not forgotten. It is essential that our students (mostly from low-income families) have the necessary resources, including properly functioning computers, to meet their academic expectations. The grant proposal to the US Department of Education states that the IT staff will keep technology for participants in working order.

Furthermore, SSS staff should consider a program orientation for parents or collaboration with the HALO club for their parent orientation so they understand program requirements. Better understanding for the parents could help them to encourage students to do what is necessary to be successful in college.



8: Departmental Action Plan (with timelines for recommendations)					
	Year 1	Year 2	Year 3	Year 4	Year 5
	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications
<p><b>Recommendation 1:</b> SSS staff needs to make sure all group contacts are being entered timely. <b>Measure of Success:</b> All group contacts will be entered in Blumen and can be found under corresponding date.</p>	<p><b>Actions:</b> Have staff meeting to discuss issue. <b>Budget Implications:</b> little if any further anticipated cost <b>Timeline:</b> could be resolved in two or three months</p>	<p><b>Actions:</b> Director should check to make sure contacts are entered correctly. <b>Budget Implications:</b> little if any further anticipated cost <b>Timeline:</b> one or two days</p>	<p>same as year 2</p>	<p>same as year 2</p>	<p>same as year 2</p>
<p><b>Recommendation 2:</b> SSS Director needs to ensure that Advisors are contacting assigned students and logging respective contacts into Blumen. <b>Measure of Success:</b> evidence in files &amp; Blumen</p>	<p><b>Actions:</b> SSS Director needs to develop a plan to ensure that aspect of job is done properly. <b>Budget Implications:</b> little if any cost <b>Timeline:</b> one year</p>	<p><b>Actions:</b> SSS Director should check for evidence of task completion in files and on Blumen <b>Budget Implications:</b> little if any cost <b>Timeline:</b> one year</p>	<p>same as year 2</p>	<p>same as year 2</p>	<p>same as year 2</p>
<p><b>Recommendation 3:</b> Improve effectiveness of tools in SSS Tutor Lab <b>Measure of Success:</b> Students will have access to reliable, effective computers to do their course work.</p>	<p><b>Actions:</b> replace all desktop computers in SAFL 1109 <b>Budget Implications:</b> \$10,000 according to division report <b>Timeline:</b> six months</p>	<p><b>Actions:</b> make sure computers are still working; take prevention measures <b>Budget Implications:</b> time of IT for maintenance <b>Timeline:</b> one year</p>	<p>same as year 2</p>	<p>same as year 2</p>	<p>same as year 2</p>

<p><b>Recommendation 4:</b> Staff members should consider having a parent workshop. <b>Measure of Success:</b> Participants will be more engaged in academics and commitments to SSS program.</p>	<p><b>Actions:</b> Staff members should discuss the idea of an SSS parent workshop or the possibility of collaborating with the HALO club on their parent workshop. <b>Budget Implications:</b> There wouldn't be much cost in the planning stage. <b>Timeline:</b> six months</p>	<p><b>Actions:</b> Staff members need to plan the event, what content should be covered, venue, food, etc. <b>Budget Implications:</b> \$300 or less <b>Timeline:</b> 3 months to plan and carry out actual event</p>	<p>same as year 2</p>	<p>same as year 2</p>
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## 9: Signature Page and Archiving

Wendy Peterson 6-7-19  
Department Head/Director Date

N/A  
Dean/next level supervisor (if applicable) Date

Colin D. Saul 6/7/19  
VP of Student Services or VP of Administrative Services Date

[Signature] 6/24/19  
Vice President of Institutional Effectiveness & Accountability Date

[Signature] 7.24.19  
President Date

### Archiving:

#### **Division Leader submits to VP of Institutional Effectiveness & Accountability.**

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page