

Unit Planning for Student Services
Counseling Department/TRiO Learning Center

For 2007-2008 Implementation

Section I: Data Elements

	2003-04	2004-05	2005-06
Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts			
Service Contacts:	11,099	11,399	10,511
Service Hours:	3,897	3,560	3,081
Hours in TLC Lab:	5,700	6,509	6,599
Number of unduplicated participants	205	203	202
<u>Demographics of individuals served</u>			
Students of Color:	41 (20%)	48 (24%)	56 (28%)
Female:	158 (77%)	160 (79%)	150 (74%)
Male:	47 (23%)	43 (21%)	52 (26%)
With Disabilities:	25 (12%)	19 (9%)	29 (14%)
First Generation/Low Income:	180 (88%)	184 (91%)	173 (86%)
<u>Enhances Student Learning</u>			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)	Enhances 3 of the CCSSE Benchmarks: 1. Active and collaborative learning through Study Groups and Workshops 2. Student Effort as evidenced by the high number of contacts/hours of service (average of 49 contacts/student; 15 hrs svc/student) Support for Learners: All TRiO services are designed to support learners		
<u>Enhances Student Persistence</u>			
Persistence Term-to-Term	173/193 (90%)	181/201 (90%)	184/202 (91%)*
Persistence Spring-to- Fall	116/158 (73%)	112/149 (75%)	113/152 (74%)*
<u>Other learning enhancement data</u>			
Good Academic Standing	201/205 (98%)	196/203 (97%)	198/202 (98%)*
GPA of 2.8 or higher	189/205 (92%)	174/203 (86%)	170/202 (84%)*
Complete more than 65% credits enrolled in at end of 4 th week	190/205 (93%)	191/203 (94%)	182/202 (90%)*

* 2005-06 data
is not finalized

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	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
<u>Enhances Student Satisfaction</u>			
TRiO Program Evaluation			
Helps me meet education goals			96% agreed
Provides a safe environment			98 % agreed
Provides info for good decisions			94% agreed
Unit Efficiency			
Faculty/Staff to student ratios	4 contracted staff @ 3.01FTE: 202 students 50 PT tutor hrs/week: 202 students Average of 975 service hours per FTE		
Demand/capacity analysis	Full to capacity by end of fall term with wait list for following year.		
Total general fund budget	\$0	\$0	\$0
Budget from other sources (i.e., student fees, grants, etc.)	\$240,905 TRiO Grant	\$239,828 TRiO Grant	\$256,615 TRiO Grant (included 12,000 carry-over)
Unit Essentialness			
Essential to completing a business process with students			
Essential to an effective educational experience			TRiO has a greater persistence and graduation rate than general Lane students
Other evidence of essential service			Funded to provide services until 2011.

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Section II: Program Analysis

Key Question: Please review the planning initiatives that were identified in your annual planning cycle.

Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.

1. What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?

TRiO did not submit planning initiatives as the program direction and objectives are set by the Department of Education. TRiO continuously seeks ways to increase its effectiveness in retaining, transferring and graduating students, and helping to develop institutional strategies to effectively serve first generation, low-income, and students with disabilities. Accomplishments in 2005-06 included the following.

- ☐ Achieved five years of funding through the Department of Education (now funded through August, 2011) to serve first generation, low-income students and students with disabilities. Scored in the top 10% of TRiO grant applicants with a perfect score which results in five years of funding rather than four years.
- ☐ Tracked outcomes for TRiO participants to ensure we met TRiO grant objectives (GPA, percentage of courses and credits completed each term, term-to term persistence, fall-to-fall persistence, graduation rates, transfer rates).
- ☐ Provided a number of workshops and credit classes to support student academic and personal success, such as *Success Strategies, Basic Computer Skills, Dealing with Test Anxiety, Scholarship Application Process, Stress Management, Using the Lane Web Page, Financial Aid Application, Art from the Heart, Creating Resilience, Eliminating Self-Defeating Behavior, "Show Me the Money!", Transfer Strategies.*
- ☐ Twenty-eight TRiO Students (21% of students planning to continue in school in 2006-07) were awarded 36 Scholarships worth over \$125,000 for the 2006-07 academic year. Sixty-eight percent of those students awarded scholarships had taken "*Show Me the Money!*", a 3-credit Learning Community to help students achieve scholarships.
- ☐ Some of the TRiO practices have been used as a model to build broader retention and success practices at the College (intrusive advising, mid-term progress reports, first-year comprehensive experience).
- ☐ Implemented new scheduling and tracking system that streamlined many tracking and documentation processes (SARS). Also increased information available about individual students.
- ☐ Taught students to utilize technology on campus by requiring email accounts and using technology to communicate regularly.
- ☐ Provided workshops on how to effectively utilize web resources.
- ☐ Collaborated with UO TRiO program to create a new referral process to facilitate a smoother transition for students transferring from Lane to UO. Coordinated with other Oregon Universities for transfer students as well.

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- ☐ Participated with SAGA to promote college-wide understanding of success and retention principles and practices.
- ☐ Developed and implemented strategies to utilize the CCSSE at Lane. Presented CCSSE outcomes to a number of audiences.
- ☐ Promoted *On Course* curriculum to a wider Lane audience as a means to increase student success (*On Course* Workshop, *On Course* Curriculum Development Funds)
- ☐ Expanded *Fast Lane to Success*, to include Writing in the learning community aimed at improving success and retention for first year college students.
- ☐ Participated in developing the Title III grant for a campus-wide, comprehensive, integrated first-year experience.
- ☐ Participated in the developing and implementing an intervention for students disqualified from Financial Aid (*Back On Course*).
- ☐ Assisted in developing and implementing a pilot project for E-Portfolios.
- ☐ Implemented mid-term progress reports to intervene early with students who may be struggling in classes. Received a 75% return rate from instructors each term.
- ☐ Staff members actively participated in college-wide committees and activities.
- ☐ Utilized the Noel-Levitz College Student Inventory to identify risk factors early and to address those factors in individualized support plans.
- ☐ Participated in Counseling Diversity committee to enhance staff development.
- ☐ Participated in development of the CAMP grant to increase student support services for students with migrant education.

2. How efficiently did you use the resources you were given?

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2005-2006?

Approaches to gathering evidence of performance included:

- ☐ Tracking all contacts by service type by student
- ☐ Tracking every student's performance including:
 1. Term and cumulative GPA
 2. Percentage of classes completed
 3. Transfer rates
 4. Graduation rates
 5. Persistence term-to-term and year-to-year
 6. Scholarship attainment
 7. Mid-term progress for at-risk students
 - 8.
- ☐ Completing term evaluations for tutors and an annual program evaluation

3. How well are you utilizing current technology?

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2005-2006?

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TRiO attempts to utilize technology in ways that:

- ☐ increase timely and regular communication with students
- ☐ help gather and analyze data
- ☐ increase efficiency in work processes

During 2005-06 :

- ☐ TRiO was able to use the new SARS system to electronically record case notes for students which greatly increased efficiency and timeliness.
- ☐ TRiO continued to utilize weekly E-news to keep students up-to-date on important program and college events.
- ☐ Moved the annual program evaluation to a Banner survey.
- ☐ Coordinate with IT for up-to-date computer lab for students.

4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?

- ☐ TRiO provided intensive services that increase persistence and success for what are considered high-risk students.
- ☐ The services were provided by a small staff and with a relatively small budget.
- ☐ TRiO staff cared about continuous improvement and regularly worked to make operations more efficient and effective.

5. Overall, what challenges do you believe your unit faced in 2005-2006?

- ☐ Increases in funding from the Department of Education have not kept up with the rising costs for personnel services, so over the past few years some services have been reduced.
- ☐ 2005-06 was the last year in a five-year grant cycle for Lane, but most Student Support Services programs began a new four-year grant cycle with increased attention to three-year graduation rates and a focus on following cohorts of students. This will create more rigorous objectives to meet, and entail increased levels of tracking.

6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?

It is critical that TRiO:

- ☐ adjust its intake criteria to more closely align with the new federal objectives.
- ☐ revise the application forms and procedures to ensure participants are able to meet the newly defined objectives.
- ☐ continue to work across the campus to “tighten the safety nets” for first-generation, low-income students and student with disabilities.
- ☐ generate resources for these populations of students and to reduce duplication of services in order to reach more students.