1. Program Overview

The purpose of the federally funded TRIO Student Support Services program is to provide academic and other support services to low-income, first-generation and/or students with disabilities. Program's objectives are to increase student retention and graduation rates, facilitate transfer from two-year to four-year universities, and foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities.

Funded by the United States Department of Education, the TRIO Student Support Services goals are to ensure graduation, retention, and transfer rates of program participants.

One program goal includes a plan to inform the institutional community of the program goals, objectives, and services as well as the eligibility requirements for potential participants.

The second goal plans to identify, select and retain 250 participants with academic need, need for supportive services, and monitor academic progress using the following methods: 1) The TRIO Pipeline Guidance Course 2) Campus Referrals 3) Presentations at Campus-Sponsored Activities 4) Student Self-Referrals. The program has maintained the six to eight semester graduate and transfer objective.

The third goal is to plan for assessing individual needs and monitoring academic progress. Participants will answer a needs survey that identifies areas where assistance is needed such as tutoring, academic advising, financial aid, computer skills, and test-taking skills. Each student will develop a Comprehensive Educational Plan during the first semester of enrollment.

The final fourth goal, plan to provide services that address project goals and objectives. To ensure proper and efficient administration of the federal grant.

Program Activities and Accomplishments:

The TRIO Student Support Services (SSS) program has been in existence at MJC since 1999 and federal grant has been approved and funded every 5-year cycle.
TRIO SSS has continue to provide all services mentioned during the 2015-16 academic year with the goals to meet all program objectives and goals.

The TRIO Student Support Services program is a federally funded program that serves low-income, first-generation students. The program serves a minimum of 250 students and offer the following services: personal, academic, and career counseling; academic and career workshops; college campus visits, cultural events; priority registration; financial aid and scholarship assistance; grant aid; and assistance with completing admissions application and (TAG) transfer admissions guarantee to a four year college.

We encourage our students to be more involved in club activities. TRIO students have taken the responsibilities of presidents or vice-presidents of various campus clubs. Some have become ASMJC Executive Officers and we had many ASMJC Senators this year. The experience gained from these positions was invaluable. Experience that can also be shared as they apply to the University of California via their personal statement and extra-curriculum activities.

For the year 2014-15 we had 51 graduating and/or transfer students. 20% of them finished within two years with our program. Over 12 students accepted and transferred to various UC's and 36 transferred to CSUs and three transferred to Out of State Universities. 100% of our population also have completed comprehensive educational plans administered by program Counselor/Coordinator.

For the year 2015-16 we are projecting to have over 50 students graduating and/or transferring to a 4-year university. Various workshops were offered targeting the needs of the students. Find below the list of activities:

**Fall 2015**
1. Welcome Day
2. Lawrence Livermore National Laboratory
3. Career Talk: Biology, Criminal Justice and Psychology
4. Test Anxiety/Stress Management Workshop
5. Blackboard Session
6. UC TAG Session
7. Library Research Workshop
8. Lion King the Musical Event
9. Advising Sessions
10. Campus Visits: UC Davis, CSU Chico, and CSU Fresno, UC Berkeley, UC Merced
11. CSU Stanislaus Transfer Admission Guarantee Session
12. CSU Application Session
13. PowerPoint Session
14. Scholarship Workshop
15. UC Transfer Admission Planner Workshop
16. The Good Women of Setzuan
17. UC Application Workshop
18. Career Talk: Nursing Majors
19. Holiday Social

**Spring 2016 Activities:**
1. FAFSA Workshops
2. Campus Visits: CSU East Bay, UC Santa Cruz, CSU Monterey Bay, CSU Stanislaus
3. What's Next Workshop
4. Career Talk: Business and Nursing Majors
5. Financial Literacy: Pay Yourself First & Money Matters
6. Advising Sessions
7. Townsend Opera Presents: Sweeney Todd
8. CSU Stanislaus Teacher Recruitment & Retention Workshop
9. Transfer Requirements Workshop
10. Advising Session: Business Majors
11. Financial Literacy: Own Your Own Home
12. Career Talk: Liberal Studies
13. Advising Session: Sociology and Psychology Majors
14. Blue Man Group
15. Job Interview/Application Workshop
16. End of the Year Celebration

The 2015-16 Program Accomplishments/Goals:

1. Program Application Online
2. Hire Program Mentors/Tutors
3. Attend training for Counseling Faculty (i.e. MBTI, Strong Inventory, Elumen training for SLO, etc.)
4. Provide two Advisory Committee meetings
5. Text messages to students using Remind.com
6. Strengthen TRIO pipeline: MJC TRIO ETS, Upward Bound and CSU Stanislaus TRIO SSS.

---

2. Response to Prior Year
Previous Program Review Commendations:

From Manager: I am very impressed with the outcomes and assessment tools that this program uses. Student Support Services has been assessing and keeping track of their outcomes for many years. This is proven by their annual reports that they do. The stated long-range goals are aggressive and ambitious.

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Previous Program review Recommendations:

From Manager: Note: The Program Review was initiated by the Manager, but completed by the department faculty and staff. In the future, faculty and staff will author the review to follow the college’s Program Review process. The program provides comprehensive services that impact student success rates in every classroom that program participants enroll in. Adding more description of how the program impacts the strategic goals of the college could help readers understand the full impact of the program on this campus. SSS has faced significant budget cuts and the loss of a full-time employee. It is recommended that you reinstate this, among other cuts it has endured in the summary.

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Describe how your program has responded to these commendations and recommendations.

Current program review being completed by faculty and staff. Every year in December, our program completes the U.S. Department of Education Annual Performance Report (APR) tracking program outcomes. Last December 2015, the APR 2014-15 outcomes and objectives were met according to the grant’s ambitious goals. Data for this year is not yet available. Data for the previous year (2013-14) is as follows: Academic Standing Approved Rate: 75% Academic Standing Attained Rate: 85% Persistence Approved Rate: 86% Persistence Attained Rate: 86% Graduation Approved Rate: 65% Graduation Attained Rate: 65% Transfer Approved Rate: 65% Transfer Attained Rate: 95% NOTE: New grant cycle (2015-2020) the Counselor/Coordinator (Faculty) is also serving as the Program Director.

In a previous year, the college funded the Resource Requests listed below. You provided a proposed measure of effectiveness at that time. Please "close the loop" by analyzing the actual effectiveness of each item.

<table>
<thead>
<tr>
<th>Item Funded</th>
<th>Proposed Measure of Effectiveness</th>
<th>Analysis of Actual Effectiveness</th>
</tr>
</thead>
</table>

3. Program Personnel

Program Personnel:

<table>
<thead>
<tr>
<th>Fulltime Tenure Track Faculty</th>
<th>Name</th>
<th>Hired</th>
<th>Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Claudia Ramirez</td>
<td>2015</td>
<td>Guidance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classified Staff Member</th>
<th>Name</th>
<th>Hired</th>
<th>Months</th>
<th>Pct Full</th>
<th>Fund 11</th>
<th>Fund 12</th>
<th>Other Pct</th>
<th>Classified Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Glen Stovall</td>
<td>2004</td>
<td>12</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>Program Technician</td>
</tr>
<tr>
<td></td>
<td>Laura Valencia-Baez</td>
<td>2015</td>
<td>12</td>
<td>48%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>Administrative Assistant</td>
</tr>
</tbody>
</table>
Fulltime faculty retirements or other departures last review:

0

Adjunct Faculty Spring:

0

Adjunct Faculty Fall:

0

Anticipated Staffing Changes:

The program experienced a separation of the Program Technician due to career advancement/promotion. In the process of hiring a replacement for Glen Stovall.

4. Student Learning Outcomes

Institutional Learning Outcomes (ILO) Assessment Executive Summary:

The following are our SAO and SLOs:

SAO: By spring semester, faculty and staff will use a student survey to access tutoring services and computer lab productivity and availability to drive the changes that we will make as a program. This will help students graduate and transfer to a four year institution in two years.

SSLO 1: Students will be able to understand the CSU and UC admissions/transfer requirements and be able to select the UC or CSU campus that best fits their educational goal and needs.

SSLO 2: Students will be able to understand Student Financial Aid awards and Pell grant requirements.

SSLO 3: Students will be able to understand the CSU Online Admissions Applications process.

Assessment Summary:

In the Fall 2015, the SSLO 1, SSLO 2 and SSLO 3 Learning Outcomes were assessed. Finding of the SSLOs are as follows:

Transfer Requirements to CSU and UC Workshop
Pre-Survey 73% answered questions correctly
Post-Survey 81% answered questions correctly

Financial Aid Workshop:
Pre-Survey 68% answered questions correctly
Post-Survey 97% answered questions correctly

CSU Online Admissions Application Workshop:
Pre-Survey 36% answered questions correctly
Post-Survey 83% answered questions correctly

The SAO was assessed based on the availability of a computer.
Over 90% of our TRIO SSS students have access to a computer and internet for school and personal needs. Our center also has a small computer lab accessible only to TRIO SSS students on a walk-in basis with no-cost to print assignments.

Program Learning Outcomes (PLO) Assessment Executive Summary:

n/a
Has this program made adequate progress on assessing outcomes since the last program review? If not, provide a plan to meet the outcomes assessment expectations of the college:

In the previous program cycles TRIO SSS worked with Research and Planning to develop survey monkey in order to survey student. We continue to survey every workshop, campus visit, or event for continuous program improvement in order to achieve student success.

5. Trend Analysis

Trend Analysis:

TRIO SSS serves students that live below the poverty, homeless/foster youth, single parents, and first-generation college students. Larger groups of students are seeking to enter the program because it provides students with grants, counseling, 4-year university campus trips, transfer assistance, and priority registration. The lack of employment and increase in poverty levels has increased the amount of students seeking to join our program. Because of participant limits (250) students, applications are reviewed and students are selected based on need, motivation, and goals.

We can increase our student population from 250 to 350 with additional resources including: adjunct counselor, a full-time permanent Administrative Assistant and hiring of additional Peer Mentor/Student Assistants. In addition, funds are needed for summer counseling hours. The counseling services would include Educational Ed planning, CSU and UC on-line Spring Admission Applications and TAG (Transfer Admission Guarantee) application; program intake, and academic advising. Also the planning and implementation of the TRIO SSS Summer Bridge Program for new participants.

The location of where the Center is housed is of extremely importance for student success. Knowing where to find constant assistance, a resource/place where they feel comfortable meeting other TRIO SSS students, mentors, tutors or just a place to study and use computer lab. An adequate location and space for our Tutors within the Center. Accessible computer lab to complete assignments and/or sign up for webinars related to major, campus choice, career, etc.

6. Long-range Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as opportunities or threats to your program or an analysis of important subgroups of the population you serve.

The increased demand by students seeking to enter the program has provided staff and faculty to seek resources that will allow the program to accept more students. The need clearly exists. The opportunity for increased federal funding depends on the allocations made in the U.S. Department of Education. It is possible to seek more TRIO SSS specialized grants that focus on STEM, students with disabilities and Veterans. Partnership with other programs on or off campus may also assist the needs of our participants. Expand the resources by working closely with the Career Development and Transfer Center, Counseling Department, various departments and programs. Extending our pipeline with the CSU and UC universities that perhaps have the TRIO SSS program at their campuses. Also partnering with the CSU Stanislaus TRIO SSS program as we seek peer mentors for our program.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.:

With the addition of two new TRIO SSS grants, we will increase to 600 students. Increased program staffing will include two full-time tenured counseling faculty, one adjunct counselor, two program technicians, and two administrative assistants. Given the opportunity to submit more grant proposals in three years, if successful, we can realistically plan to increase staff and faculty to serve more students. Therefore, the need for office space and a larger computer lab will be necessary.
In the meantime, increasing our Administrative Assistant from 47.5% to 100% full-time, 12-months would greatly benefit and impact our program.

An adjunct counselor to help meet the student demand of counseling hours alleviating the Counselor/Coordinator (also Director).

7. Resource Requests

Resource Requests:

<table>
<thead>
<tr>
<th>Name</th>
<th>Resource Type</th>
<th>Sub type</th>
<th>Budget Object Code</th>
<th>Level</th>
<th>Est. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Technician</td>
<td>Personnel</td>
<td>Classified Staff</td>
<td>NonInstruc-Reg</td>
<td>Mission</td>
<td>$75,000</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Personnel</td>
<td>Classified Staff</td>
<td>NonInstruc-Reg</td>
<td>Mission</td>
<td>$50,000</td>
</tr>
<tr>
<td>Adjunct Counselor</td>
<td>Personnel</td>
<td>Part-Time/Overload</td>
<td>NonInstruc-Reg</td>
<td>Essential</td>
<td>$50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Augmentation</td>
<td>(e.g. counselors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>Personnel</td>
<td>Full-Time Tenure Track</td>
<td>NonInstruc-Reg</td>
<td>Essential</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(e.g. counselors)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student workers</td>
<td>Other</td>
<td>Miscellaneous</td>
<td>Stu-NonInstuc-Hourly</td>
<td>Essential</td>
<td>$4000</td>
</tr>
<tr>
<td>Laptops (5)</td>
<td>Technology-Hardware</td>
<td>Equipment</td>
<td></td>
<td>Essential</td>
<td>$4000.00</td>
</tr>
<tr>
<td>Furniture</td>
<td>Equipment (not</td>
<td>Equipment</td>
<td></td>
<td>Desired</td>
<td>$8,000</td>
</tr>
<tr>
<td></td>
<td>computers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

The TRIO SSS program has been in existance for many years at Modesto Junior College. Our program has many successful outcomes pertaining mainly to first-generation and/or low-income students along with students with disabilities. Program has greatly impacted many transfer students who have successfully transferred and met their academic and personal goals.

College being an Hispanic Serving Institution (HSI) and student population continue to increase, it is anticipated that the TRIO SSS services will continue to be in high demands and will continue to increase in the years to come. With proper resources the program will be able to adjust with the need in order to provide more services to the highest need students. There is potential for growth, therefore the need for adequate facilities is anticipated to increase. In order to continue to meet our set program objectives, the college needs to continue to provide Priority Registration to program participants as this will also facilitate the other components of the program.

9. Managers Comments

Commendations:
Recommendations:

10. Instruction Council Comments

Commendations:
Recommendations:

11. Outcome Assessment Workgroup Comments

Commendations:
Recommendations: