



## Review of 2016-2017 Annual Performance Report

The 2016-2017 Annual Performance Report (APR) for the LCCC TRIO Student Support Services (SSS) program was submitted to the United States Department of Education on Friday, March 9, 2018. The 2016-2017 academic year represented year two of the five-year grant, and TRIO SSS earned all possible Prior Experience points for eligibility and outcomes.

### Eligibility

TRIO SSS is required to serve a certain number of students, dependent on budget. Students are eligible for participation in TRIO SSS if they are first generation (FG), low income (LI), *and/or* have a documented Disability (D). Per the parameters outlined in the Higher Education Act, 2/3 of the students served must be first generation AND low income. Additionally, SSS programs that choose to serve students with a documented disability need to ensure that at least 1/3 of that population are also low income.

SSS Core Eligibility			
	2015-2020 Required	2016-2017 Actual	2015-2016 Actual
# Funded	150	150	150
FG & LI (%)	67%	72%	80%
LI & D (%)	33%	33%	53%

Interpretation: TRIO SSS successfully met or exceeded the eligibility ratios required by the United States Department of Education for the 2016-2017 academic year. There is a notable difference between the 2015-2016 and 2016-2017 academic year, which is likely attributed to the following factors:

- TRIO SSS completed a thorough file audit to ensure eligibility documentation was in every active file. In prior years, SSS did not obtain verification of eligibility due to disability; however, this changed in 2016 when SSS developed a general form for Disability Support Services (DSS) to sign, indicating the student is utilizing DSS services. This has resulted in a more accurate reflection of students who have a documented disability.
- Many students provide documentation to verify they are eligible for SSS under all three categories; however, students have to be claimed under either FG and LI or LI and D.
- SSS has developed a strong working relationship with the Wyoming Department of Vocational Rehabilitation, which has resulted in numerous referrals. All of these referrals are eligible under Disability status, and many are also FG and LI. However, some only qualify under Disability, while others qualify under Disability OR FG. As

promised in the grant, SSS will continue to serve students with a documented disability, and will continue to maintain the accurate records to ensure compliance with the required ratios.

**Outcomes**

The United States Department of Education required TRIO SSS programs to develop outcomes in four specific areas for the 2015-2020 grant cycle. SSS developed their target outcomes by acquiring the data for all LCCC students and adding a couple percentages for each outcome.

- **Persistence** is defined by the United States Department of Education as continuing enrollment from fall to fall.
- **Good academic standing** is defined as maintaining a cumulative grade point average consistent with each institution’s definition of good academic standing, which is a 2.0 at LCCC.
- One of the goals of TRIO SSS is for students to **graduate from a 2-year institution within 4 years**. For the 2016-2017 reporting period, these rates were based off the 2013-2014 cohort.
- Another goal of TRIO SSS is for students to **graduate from a two-year institution AND transfer to a four-year institution within four years**. The 2016-2017 reporting period again used the 2013-2014 cohort to determine this rate.

<b>LCCC TRIO SSS OUTCOMES</b>			
	<b>Grant Objective</b>	<b>2016-2017 Actual</b>	<b>2015-2016 Actual</b>
Persistence	55%	78%	74%
Good Academic Standing	85%	88%	84%
Graduate (within 4 years)	27%	44%	38%
Graduate AND Transfer (within 4 years)	18%	30%	17%

Interpretation: SSS met or exceeded the grant objectives for the 2016-2017 academic year, with a notable improvement from the 2015-2016 academic year, during which SSS fell shy of meeting two of the outcomes (good academic standing, and graduate AND transfer). During the 2016-2017 reporting year, SSS improved the persistence and academic standing rate each by 4% (6 students) respectively, and the graduation rate by 6% (9 students). TRIO SSS charted the most improvement in the area of graduation and transfer, with an improvement of 12% (18 students). The improvement on all outcomes can be attributed in part to the following changes:

- At the beginning of the 2016 academic year, SSS Advisors became the academic advisor of record for all TRIO participants. Prior to this, SSS Advisors provided assistance supplemental to that of Advisors. This shift has provided SSS Advisors with access to more tools and authority to provide holistic support to participants.
- SSS has shifted the program culture away from drop-in, crisis-oriented appointments to structured appointments. Students meet with their SSS Advisor once a month, and at the end of each appointment the student and Advisor schedule an appointment for the

following month. SSS does have drop-in times available for quick questions, in line with the philosophy of the Advising Center; however, these drop-in time slots are not used for crisis situations.

- SSS Advisors are Gallup Certified Strengths Coaches, and a strength-based coaching approach is utilized in working with all TRIO SSS participants. This model incorporates the intentional, structured aspect of coaching with an emphasis on tapping into individual natural talents to help each student be successful and meet his or her potential.
- SSS has implemented an expectation around participation level, which has resulted in both improved attention on the acceptance rubric and improved participation rates.
- The emerging emphasis on data accuracy has propelled TRIO SSS to utilize the National Clearinghouse services to accurately track the transfer rate of graduating participants. Utilization of this service has provided more definitive graduation and transfer rates, which have indicated TRIO SSS participants are transferring at a greater rate than indicated in exit interviews.

### **Services Provided**

As part of the APR process, TRIO programs are required to report the number of students served in six key areas, as well as the number of students referred for services in the same key areas. In addition to the overarching goal of providing education for under-represented students, TRIO also holds the core value of ensuring these students are making sound financial decisions in their borrowing habits and learning the tools to help them continue to make sound financial decisions in the future.

<b>LCCC TRIO SSS Services Provided</b>		
	<b>2016-2017</b>	<b>2015-2016</b>
Academic Tutoring	112	62
Academic Planning	144	134
Financial Literacy	129	104
Financial Aid Information	127	112
Financial Aid Assistance	55	12
Transfer Assistance	71	57

Interpretation: The 2016-2017 academic year indicated a marked improvement in the services provided for students. A few key points should be noted:

- In September 2016, TRIO SSS purchased StudentAccess, a database specific to TRIO programs. This database has coding consistent with TRIO grant reporting requirements, making the recording of services more efficient and accurate.
- TRIO SSS was fully staffed throughout the 2016-2017 academic year, whereas it was understaffed for the majority of the 2015-2016 academic year.
- SSS only provided academic planning to 144 of the 150 students, which is attributed to several TRIO participants being in closed health sciences programs. These closed programs require faculty advisors to take the lead in developing academic plans with

students; however, SSS does provide supplemental assistance as needed, depending on each student's goals.

### **Competitive Preference Priorities**

The 2015-2020 TRIO SSS Grant listed two Competitive Preference Priorities:

- 1) Addressing **non-cognitive factors** in traditionally under-represented populations, and
- 2) Utilizing a **coaching model** to facilitate personal and career exploration.

LCCC's grant application outlined a commitment to utilize a Comprehensive Success Plan (CSP) to guide the provision of services in alignment with the Competitive Preference Priorities. The CSP was designed to also include the academic and financial services that have routinely been provided to TRIO participants. The CSP complements the strength-based coaching to create a structured approach to working with all TRIO participants.

Although the Department of Education did not require TRIO SSS programs to report on these numbers for the 2016-2017 academic year, the LCCC TRIO SSS program did track this information and will continue to do so. TRIO SSS previously engaged in some of the activities listed under the competitive preference priorities, but the effort has been more intentional and directed since the 2015-2020 grant cycle started. Although the 2015-2020 grant application did not impose requirements on the rate at which these services are provided, SSS at LCCC has developed the internal expectation that 100% of participants receive both services.

<b>Priority</b>	<b>Number Students</b>	<b>Percentage</b>
1) Non-cognitive Factors	143	95%
2) Coaching	130	87%

Interpretation: Although SSS fell short of the 100% goal, considerable progress has been made in intentionally implementing the competitive preference priorities into engagement with students. This has occurred both in individual interactions between the student and advisor, and group interactions facilitated through Lunch & Learn sessions. The students who did not benefit from the competitive preference priorities are those who were resistant to the culture shift of TRIO SSS, and therefore are minimally engaged with the program. This group gets smaller with each year as these students withdraw or graduate, and it is anticipated both competitive preference priorities will be reflected at 100% by the 2018-2019 reporting year.

### **Summary**

TRIO SSS at Laramie County Community College has made considerable improvement since the beginning of the 2015 grant cycle, which can be attributed to positive changes at the national, campus, and program levels. SSS has developed solid programming with consistent staffing, which will ensure the requisite eligibility ratios and outcomes continue to be met for the duration of the 2015-2020 grant cycle.

### **Goals for the 2017-2018 Academic Year**

In addition to the requirements of the grant, TRIO SSS have developed the following internal goals for the 2017-2018 academic year:

- **Maintain or improve on all services and outcomes.**
- **Have an updated CSP on file for every active SSS participant.** After completing the Gallup Coaching Certification, the TRIO SSS staff revitalized the CSP template to be more conducive to the coaching model.
- **Have a completed academic plan and anticipated graduation date on file for every active SSS participant.** This will create an additional layer of security to ensure SSS meets the outcomes on graduation, and graduation and transfer.

At this time, SSS does not foresee any significant barriers to accomplishing these goals.