

Status Update: TriO

Recommendation 1: Continue working with Student Peer Leadership Program and summer Bridge program

Progress: The Summer Bridge Program has continued to evolve. Each student that completes summer bridge remains in the TRIO program and has to complete the TRIO program requirements. Furthermore, summer bridge cohorts have meetings and workshops that are directed just to summer bridge students throughout the academic year.

The long-term impact of summer bridge cohorts have begun to show some promise. For example, the 2014 Summer Bridge Cohort has the following outcomes:

- 78% persistence rate
- 68% are slated to Graduate and/or transfer within the next academic year (within 4 academic years). All of these students were underprepared Latinos.

According to Gavilan College's scorecard, underprepared Latino student have about a 43% college completion rate within 6 years from a different cohort year. An exact comparison cannot be made with the scorecard given that it's a different cohort year, yet we offer the data for the sake of conversation.

In the Summer of 2017, Summer Bridge will continue to grow and partner with a Summer STEM academy. Each program will be coinciding and collaborate to maximize the colleges efforts. We have continued to develop our Student Peer Leadership Program.

Recommendation 2: Continue intrusive counseling to increase the number of graduates

Progress: Developed a counseling procedures guide which includes intrusive counseling techniques and case management counseling that is unique to the TRIO program. This is important as part time counselors may transition into the program. Make students feel cared about by the institution is central to the intrusive counseling model.

Heisserer and Parette (2002) observe that “the only variable that has a direct effect on student persistence is the quality of a relationship with a significant member of the college community” (p. 72). Therefore, ample opportunity is given to develop these opportunities using adapted forms of intrusive counseling such as but not limited to.

- Proactively monitor grades and students' progress, educational plan updates
- First time students receive extended appointments for Education Plan Development and rapport building with the students
- Tracking of student cohorts, as it relates to academic progress and success
- Photos are taken for each students file.

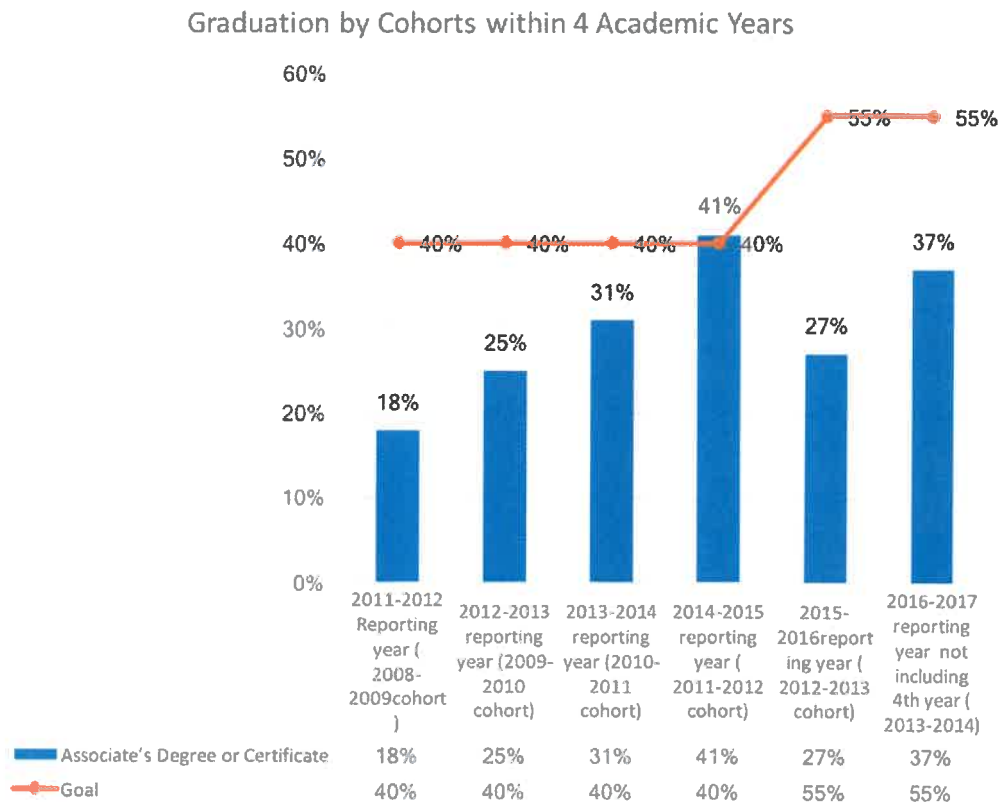
- Counselors participate in student events and activities such as campus visits, workshops, community building events, cultural activities, banquets etc.
- Counselors have begun to do workshops for students families, further developing rapport with students and their families

Graduation Rates

TRIO graduation rates are measured by cohort and by what percentage of the students graduate within 4 academic years since starting in the program. The required graduation rate based on our grant and the Department of Education increased recently from 40% to 55%.

TRIO had steadily increased its graduation rates from 18% to 41%. The program had met the DOE graduation goal for the first time in 4 years. However there was a recent cohort that had a decrease. The outlier within the last couple of years with graduation rates was for the 12-13 cohorts 4-year graduation rate. It has been hypothesized that in light of the absence of a Program Director for several months a significant number of these students did not receive onboarding services such as a program orientations, comprehensive education plan, and the TRIO activities.

Despite the 12-13 cohorts lower rate, the 2013-2014 cohort is currently at a 37% graduation rate within 3 academic years. We hypothesis that the rate will increase more at the end of the fourth year. Therefore, the graduation rate will reach its recent levels again.



Recommendation 3: Monitor and assess the effects of the reorganization (the combination of MESA and TRiO) on student success rates.

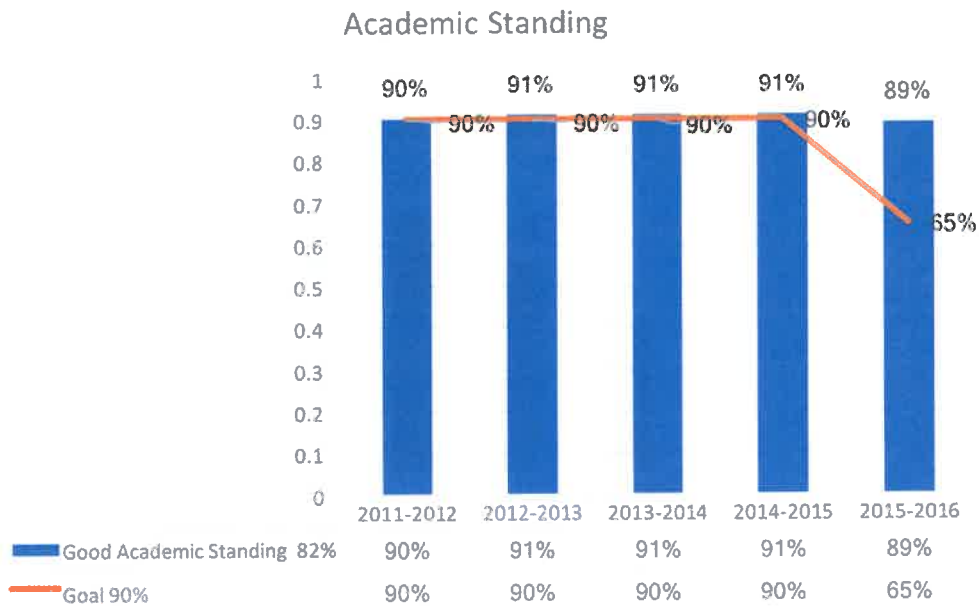
Progress: The combinations of MESA and TRiO under one administrator has continued. However, the MESA and TRiO administer positions continue to be two different positions at Gavilan College. A single combined position has yet to be created and is contingent on a classification study. The administrator and district still need to agree to terms of the final position.

The combination of two positions will have saved nearly half a million dollars in salary and benefits by the end of this fiscal year. Additional funding has been leveraged to provide more resources and opportunity to students.

Along with the position, the TRiO physical office and study space which was located in the library building was consolidated with the MESA Center and Offices. Space continued to be a challenge in the Math building where the MESA/TRiO offices and study center is located. The space is also shared with the Natural Sciences Division and with the acquisition of a new STEM grant and new faculty; space is a limited and shared resource. Both the MESA and TRiO grants call for separate study centers that are dedicated to each program.

Despite some of the challenges the TRiO program outcomes have remained strong.

For example, TRiO's Academic Standing rate has remained consistent. The new TRiO grant has a new required goal of 65% and it was previously 90%



The TRIO Persistence rates have also remained steady since the reorganization. The TRIO grant has a new grant outcome of 80%. It was previously 75%

Recommendation 4: In conjunction with MESA, provide students more opportunities for cultural events and community building activity

Progress: One of the highlighted activities has been our work with families. At least three times a year we host events where we honor students for achieving various milestones. As part of these events we do workshops for families, parents, brothers, sisters or anyone the student considered to be family. The workshops focus on helping to support students in their educational goals and understanding higher education. Our students are first generation college students and their parents do not have experience and understanding about higher education. Given that the majority of our population comprises of Latina/o Students this is a crucial activity as it is culturally relevant programming to the population.

For example, Familisimo, or familism is an important cultural norm amongst many but not all Latinos. Two aspects of familismo are prioritizing the family over individual needs and conceptualizing family beyond the nuclear to the extended. (Sáenz, Morales, 2015). Inviting our Latino families to interact and be part of our extended TRIO family and reinforcing the families existing priority of education is vital to helping students be successful.

Along with this activity, additional activities have included and but are not limited to Sushi Rolling with the Faculty, Welcome Back Picnics, Fondue Frenzy, Student Conferences, and Ice Cream Socials.

Heisserer, D.L. & Parette, P. (2002, March). Advising at-risk students in college and university settings. *College student journal*, 36(1), 69-84. Retrieved April 1, 2007 from EBSCOhost database