

# Supporting Student Success



# Group Members

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# Mission

## Purpose

To encourage new and existing TRIO programs to promote effective communication within all areas of the institution

# Mission

## Vision

To establish a conducive and collaborative institutional environment in order to support student success

# Mission

## Philosophy

We believe that providing educators with information about TRIO services will aid in retention efforts for TRIO-eligible students.

# SWOT ANALYSIS

## STRENGTHS

Educators committed to student success

## WEAKNESSES

Lack of institutional awareness and poor communication

## OPPORTUNITIES

Faculty/staff are supportive of TRIO

## THREATS

Misinterpretation of scope of TRIO programs

# DESIRED OUTCOMES

- ▣ Increase Awareness - Institutions should provide resources for program development and incentives for program participation that reach out to faculty and staff.
- ▣ Increase Student Success - Institutional actions should be coordinated in a collaborative fashion to insure a systematic, campus wide approach to student retention.

# RESEARCH

- ▣ Almost one-half of students entering 2-year colleges and more than one-fourth (28.5%) of students entering 4-year institutions leave at the end of the first year. (Tinto, 1993)



# TINTO'S MODEL OF STUDENT DEPARTURE

Vincent Tinto (1993) identifies three major sources of student departure: academic difficulties, the inability of individuals to resolve their educational and occupational goals, and their failure to become or remain incorporated in the intellectual and social life of the institution. The model states that, to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (extracurricular activities) and informal (peer-group interactions) social systems.

# RESOURCES

- ▣ Staff
- ▣ Relationships
  - Inter-departmental
  - Alumni
  - Community
- ▣ Information
- ▣ Technology

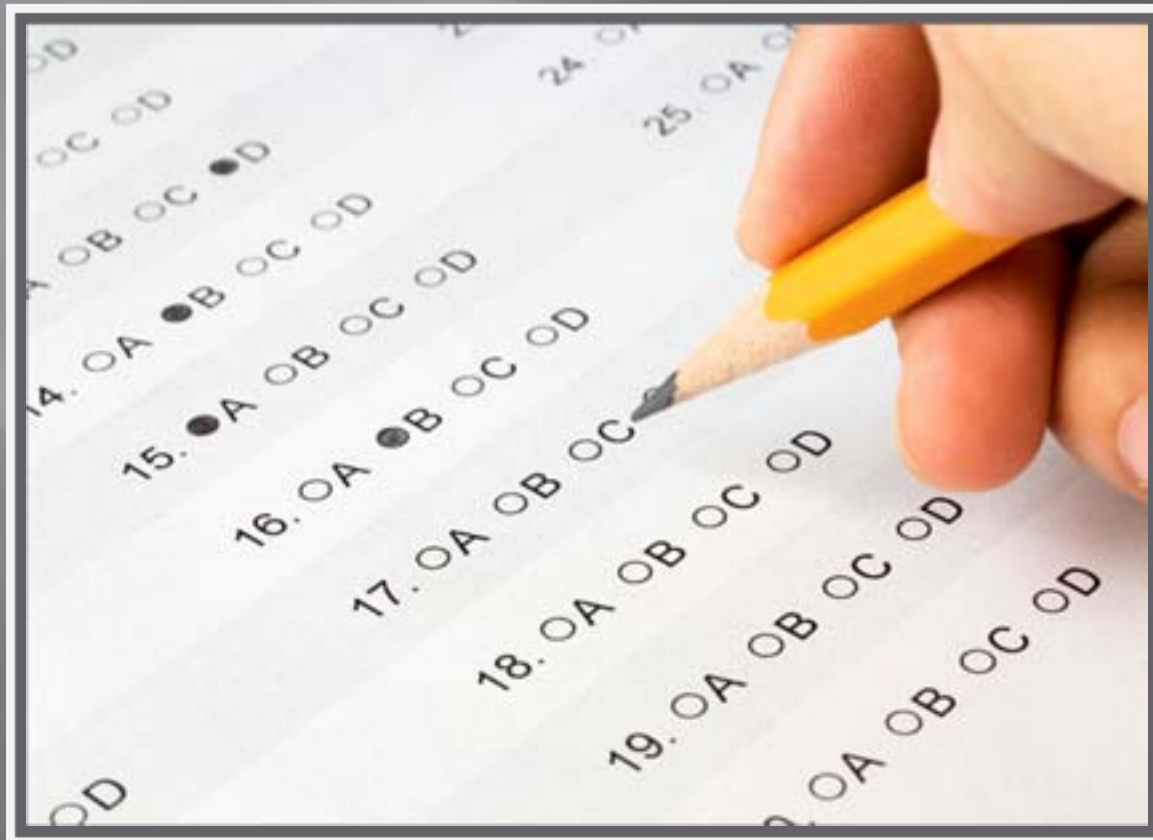
# Role Play

## ▣ Professional Development

- Model – TRIO SSS
- Involves members of the campus community
- Faculty and staff are committed to student success
- Faculty and staff are supportive of the TRIO SSS program but:
  - ▣ Lack awareness regarding eligibility requirements
  - ▣ Lack awareness regarding the purpose and scope of the SSS program
  - ▣ Lack awareness of how their departments can support retention efforts of the SSS program on their campus

## Role Play (cont).

SSS staff conducts a pre-test to assess current levels of awareness among campus community members



# Sample Questions for Pre-Test

- ▣ What is the purpose of the SSS program?
- ▣ Which populations of students are eligible to be served by the SSS program?
- ▣ What is the definition of a first-generation college student?
- ▣ Name one way that SSS determines academic need.
- ▣ Can non-SSS students receive TRIO services?

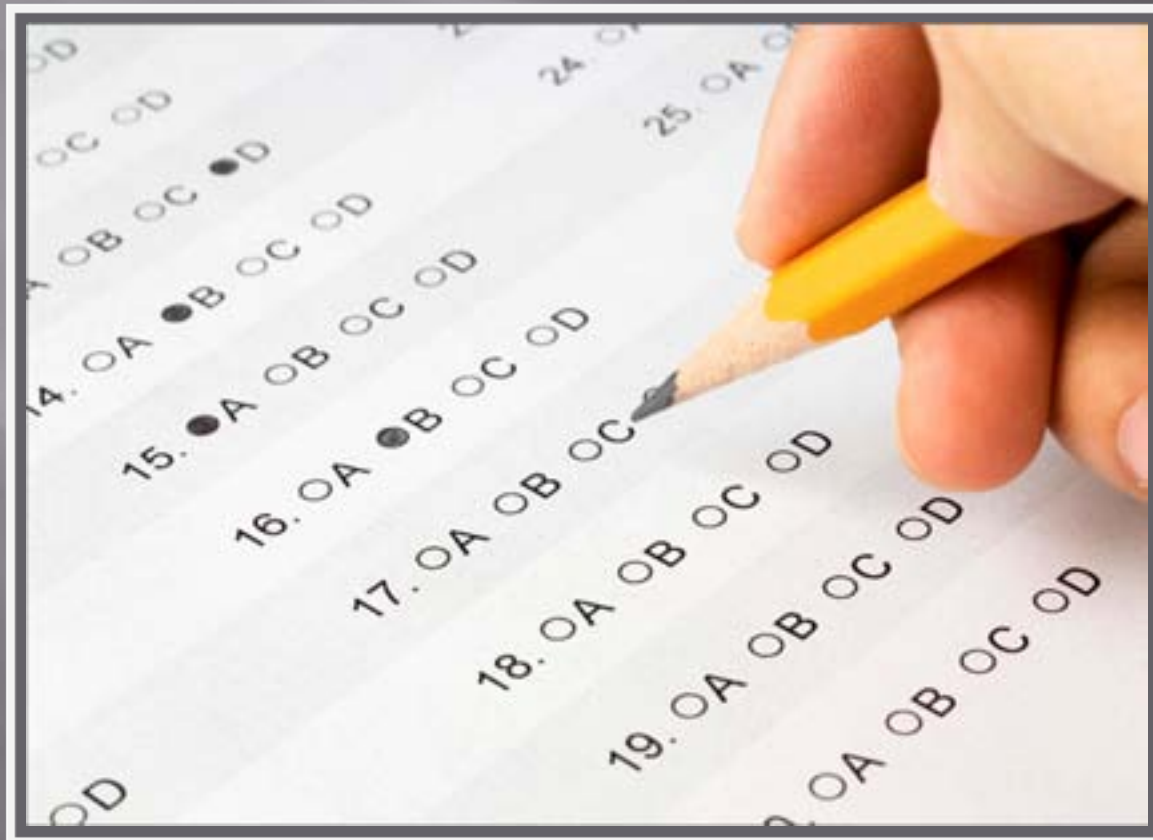
## Role Play (cont).

SSS staff conducts an information session with members of the campus community



### Role Play (cont).

SSS staff conducts a post-test to assess the increase in awareness among campus community members



# Sample Questions for Post-Test

- ▣ What is the purpose of the SSS program?
- ▣ Which populations of students are eligible to be served by the SSS program?
- ▣ What is the definition of a first-generation college student?
- ▣ Name one way that SSS determines academic need.
- ▣ Can non-SSS students receive TRIO services?



# Tools for Effective Communication

- ▣ **Donnia's PIE Method** (Everybody gets a piece of the "pie")
  - **People** (Networking, establishing collaborative relationships, etc.)
  - **Information** (newsletters, brochures, presentations)
  - **Engagement** (serving on relevant committees, community connections, advisory boards)

# ASSESSMENT/EVALUATION

- ▣ Post-test to determine increase in awareness on the part of faculty/staff
- ▣ Increase in number of eligible students referred
- ▣ Increased sense of belonging on the part of the student due to positive faculty/staff relationships
- ▣ Satisfaction surveys to determine if faculty/staff interaction has resulted in increased support to the student

QUESTIONS?

