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<th>Submission Date</th>
<th>2017-10-11 15:40:46</th>
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<tbody>
<tr>
<td>Department Name</td>
<td>TRIO-SSS</td>
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| List all staff involved in the preparation of this workbook. | Cynthia Padilla-Gaytan  
Nadia Ulrich  
Jennifer Brown  
Carlos Padilla Cruz |
| State the department's formal mission: | TRIO-Student Support Services increases retention and graduation rates, improves understanding of financial literacy and financial aid, and fosters a climate supportive of success and a sense of belonging while challenging student goals. |
| How does the department mission align with CLC’s institutional mission, vision, values, and goals? | The TRIO-SSS mission aligns with CLC’s institutional mission, vision, values, and goals because the program's goal is to foster a sense of success through completion of a credential. The program provides quality programming throughout the academic year to help students grow personally and academically. |
| List the essential duties, functions, programs, and services performed/offered by your department: | The duties and functions of the department relate to supporting the success of the students in the TRIO-SSS program. This directly means assisting, supporting and bridging students who are planning to transfer to a four-year institution or enter the workforce after they complete a credential. The programming and services that we provide include: financial literacy workshops, academic skills development workshops (procrastination, importance of writing center, transfer advising), college campus visits, educational outings experiences, a peer mentoring program, one-on-one tutoring in Math and Writing, one-on-one assistance with program staff. |
| Why are these duties, functions, programs, and services important for the college? | The function of the department, along with the programs and services are important for the college because of the direct impact the program has on students. TRIO-SSS assists students with navigating the culture of CLC and prepare for graduation, transfer or employment. The program focuses on student success as a student and assists in providing financial literacy as they make financial decisions about their future. This helps ensure that students are preparing to graduate and/or transfer. |
| How do these duties, functions, programs, and services compare to those offered at peer institutions or to industry best practices? | Program functions and services are similar compared to those offered at peer institutions as TRIO-SSS follows the same required services per grant expectations. We have a peer mentor program, which some of our peer institutions do not offer. |
| Are there any functions that the department could offer that is does not currently offer? Please explain. | At this time, there are no additional major functions that the program is able to offer based on grant funding and staff scope. Program activities, such as workshops, are adjusted based on student needs, budget, and annual goals set by the staff. |
| Upload a current department organization chart: | Department Organization Chart.docx |
| Upload a current department succession plan: | Department Succession Plan.docx |
Our department structure and organization is similar to peer institutions based on staff and students served. Other programs are part of a different department, which make their reporting structure a bit different.

Students are the primary stakeholders.

Coaching for Academic Success, Advising, Counseling, Career and Job Placement Center, Office for Student with Disabilities, Catering, and faculty

We collaborate most with financial institutions. We have worked with Edward Jones and First Midwest Bank in providing financial literacy workshops to our students.

We ask students to fill out a survey after every workshop and TRIO-SSS event for feedback about their satisfaction. Students complete an exit interview prior to graduation or transfer. Students are also welcomed to bring their suggestions whenever they have an idea they would like to share.

We are currently fully staffed to fulfill our mission, duties, and functions. We can easily plan all of our programming and students can see a specialist during our office hours.

Our staffing is similar to staffing at peer institutions for the number of students we serve.

No

Currently, there is no knowledge of staff turnover in key positions over the next 5 years.
Based on the data provided on the Inventory, is your department adequately equipped to fulfill the department mission, duties, and functions listed in Part I? Explain.

Yes. We have the computing technology and software for staff to be able to do their work and work with students. In addition, we have technology that students can borrow while they are in the office or working with tutors.

How do your department technology, systems, equipment, and facilities levels compare to those at peer institutions and industry standards?

Our department technology, systems, equipment, and facilities are similar to our peer institutions. Our peer institutions do not offer HP Streams and Laptops for student use in the office, but have desktops or computer lab hours available for students.

List your department's technology, systems, equipment, and facilities needs for the next review cycle (5-years). Rate the urgency for each on a 1 (least urgent) to 5 (most urgent) scale.

We are in the process of ordering a new multifunction printer.

Describe your department's major funding sources (i.e. revenues; e.g. student fees, grant funding, fundraising, etc...).

Department of Education, TRIO-SSS Grant

Attach a copy of your department's most recent budget document outlining major expenditure categories:

SSSBudgetFY18-final-final.doc

Describe your department's budget process (i.e. who is involved and how in preparing the budget):

Our department's budget process begins with receiving the Grant Award Notification (GAN) with the budget amount for the year from the Department of Education and our program officer. The project manager builds a budget working through high priority items to have the department function and programming required by the grant (i.e: personnel, staff travel, student travel, office supplies and equipment, memberships, webinars) and working through extras as the budget allows (i.e: student employment, tutoring personnel, and additional programming). If there was a remainder balance from the previous grant year(s) a separate budget, carry-over budget, is created to account for anything not covered through the regular budget. The carry-over budget can also include additional programming and speaker fees.

The budget is reviewed by the Direct of Academic Success. The project manager then submits the budget to the program officer for review. If the project officer has changes, they are communicated to the project manager.

Once the budget is finalized, the program manager works with the grant office to ensure the budgeted amount are entered for each account in the grant year.

Upload a current budget process manual/map:

Budget Process.docx
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What cost-saving steps has your department taken over the past 5-years?</td>
<td>Our program, in general, has not had a need to take cost-saving steps; because we are grant funded we spend down our budget as much as possible. During the last grant application cycle three years ago, a staffing change was implemented. One full-time classified position was split into a part-time classified office assistant and one part-time student support specialist. This was accomplishing using existing grant funds and was designed to address staffing needs and providing more direct support to students.</td>
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<td>What is your department's contingency plan for reduced revenues? How will you decide which areas to make cuts in your budget, if necessary, in the future?</td>
<td>Our programs contingency plan for reduced budget is to focus on keeping personnel to work with students on required grant services. Services that are implemented based on budget flexibility include tutoring, number of peer mentors, number of college visits and educational visits. An evaluation of these and supplies needed would be considered in the event of decreased funding.</td>
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<tr>
<td>List key departmental policies, procedures, and processes:</td>
<td>Student intake (application, adequate documentation for eligibility, orientation) Workshop planning College visit planning and confirmation Educational visits planning Peer Mentoring preparation, orientation, planning</td>
</tr>
<tr>
<td>What percent of your department's key policies, processes, and procedures have been formally documented and shared (e.g. manuals, process maps, etc..)?</td>
<td>70%-79%</td>
</tr>
<tr>
<td>Upload a copy of your department's cycle/plan for reviewing and updating key processes (e.g. which process are updated when and by whom):</td>
<td>Plan for procedure review.docx</td>
</tr>
<tr>
<td>Describe any professional standards/organizations or legal/accreditation responsibilities that guide the department's policies and processes:</td>
<td>We are expected to meet grant guidelines and abide by the standards from the Department of Education.</td>
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<tr>
<td>What are the department’s key performance indicators?</td>
<td>Persistence/retention rate Transfer rate Graduation and Transfer rate Good Academic Performance rate</td>
</tr>
<tr>
<td>What methods and tools are used by the department to assess its performance (e.g. surveys, data sets, systems, etc...)</td>
<td>We are assessed using the Annual Performance Report though the Department of Education. We also document reflection of the academic year reporting areas of strength and improvement.</td>
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Describe how department leaders use the results of your department assessments for decision-making. How has the department used the assessment results to make improvements?

The department uses the assessment results in making decisions about the programming that is developed throughout the year. Furthermore, the results give insight as to what to discuss with students during one-on-one meetings throughout the year.

Describe any quality improvements or modifications made since the last review period.

This is the first year for this review. The end of fall 2017 was the first year that we have had a full staff during the second grant cycle. We have expanded our services to purposefully plan educational outings. We have a two tutoring staff, math and writing. We also have a functioning peer mentoring program.

List the department's student learning outcomes:

We are currently reviewing our students' learning outcomes around our financial literacy workshops and one-on-one meetings.

List the goals from your last review and explain whether each goal was achieved and why/why not:

We were not reviewed in previous years. Our goals follow the benchmarks from the Department of Education: persistence/retention rate, transfer rate, graduation and transfer rate, and good academic performance. As a program, we continue to meet or exceed the expectation from our grant.

Based on the current review, what are the department's strengths?

-Established tutoring program and peer mentoring program
-Good relationship with services on campus (Career and Job Placement Center, Women's Center, Multicultural Student Center and others)
-System for college campus visits
-Established schedule for workshops throughout the semester
-Great office morale for students and staff. Students feel comfortable walking in whenever they can
-Established system and schedule for communicating with students regarding campus and program events and workshops

Based on the current review, what areas for improvement has the department identified?

-Build a better relationships with financial aid department
-Keeping interest and involvement of mentees high who are part of the mentoring program
-Developing an internal department training manual for the peer mentor program
-Including educational visits and volunteering opportunities for our students
-Building a collegial relationship when faculty have our students in their classrooms and working together to best assist our students (early alert tool should help)
-Encouraging students to use our tutors on a more regular basis
-Building attendance at workshops and college visits

Upload the Goals worksheet:

Goals Worksheet.docx

What structure and personnel changes will your department need to make in order to achieve its goals for the next 5 years?

We foresee that there are no departmental changes needed in structure and personnel for the next 5 years.

What financial support will your department need in order to achieve its goals for the next 5 years?

To achieve our goals for the next 5 years, we need continued grant renewal for TRIO-SSS and support from the college.
What additional resources (e.g. technology, equipment, space, systems) will your department need in order to achieve its goals for the next 5 years?

We do not foresee any additional resources to achieve our goals.

What factors (internal and external) could impact your department’s ability to meet its goals for the next 5 years?

Factors that could impact our ability to meet our goals in having the grant be funding for another 5 year cycle. In addition, continual funding through the grant is also important in being able to meet our goals.

I concur with the findings in this department review without exception.

Signature

[Signature]

Mark as FINAL