Dillard University

Division of Student Success
Policy and Procedures Manuel
2020-2025
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About Trio

History of the Federal TRiO Programs

Student Support Services is one of the Federal TRiO Programs funded by the U.S. Department of Education. TRiO began in the 1960’s as a result of the Economic Opportunity Act of 1964, the original War on Poverty statute that initiated the Upward Bound program.

The Higher Education Act of 1965 followed, which provided the foundation for the Talent Search program. The reauthorization of the Higher Education Act in 1968 led to the creation of the Special Services program, now called Student Support Services. Thus, by 1968, the original TRiO programs had been created: Upward Bound, Talent Search, and Special Services.

The original three programs have grown into eight, which now include Educational Opportunity Centers (1972), Training Program for Federal TRiO Programs (1976), Ronald E. McNair Post baccalaureate Achievement Program (1986), Upward Bound Math/Science (1990), and the TRiO Dissemination Partnership (1998).

Legislation and Regulations

US Department of Education Student Services Program Legislation, Regulations, and Guidance can be found at https://www2.ed.gov/programs/triostudsupp/legislation.html
Participant Definitions

Funded through the U.S. Department of Education, this grant will serve 140 students annually who meet the specific eligibility criteria of (a) first-generation college student, (b) student with a disability, or (c) low-income.

Low Income: TRIO Income Guidelines 2019 - Family's annual taxable income does not exceed 150% of the poverty level established by The U.S. Commerce Department's Bureau of Census.

First Generation: (1) neither parent completed a bachelor’s degree or (2) if that individual regularly resided with and received support from only one parent (or guardian), then if that one parent did not complete a bachelor’s degree.

Disabled: A person who has a diagnosed physical or mental impairment that substantially limits that person’s ability to participate in the educational experiences and opportunities offered by the institution.

Student Support Services (SSS) Program Overview

Student Support Services Program Description

Dillard University was awarded their first (SSS) Grant in 1976 through the Department of Education. SSS help students adjust to college life by providing academic and counseling support services to eligible students. Since its inception, Student Support Services has provided four-six (46) years of continuous services.

Dillard University launched its continuation TRIO-(SSS) program in fall 2021. Funded through the U.S. Department of Education, this grant serves 140 students annually who meet the specific eligibility criteria of: (a) first-generation college student, (b) student with a disability, and/or (c) low-income.

About Dillard SSS Project

Mission

*Student Support Services (SSS)* is designed to increase college persistence and graduation rates for eligible students, increase the transfer rates of eligible students from two-year to four-year institutions, and foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities. Based on their needs and goals, SSS assists them with academic accomplishments and social and cultural enrichment so they may successfully complete baccalaureate degrees.
Program Services

The TRIO Student Support Services program provides holistic support and motivation to support students through graduation. The goals of TRIO SSS are to increase retention, achieve good academic standing each semester, and successfully graduate participants to achieve their post-secondary degree. Participants will receive one-on-one and small-group assistance designed to meet their specific needs to graduate from Dillard. The program provides:

- Academic Advising
- Success skills workshops
- Tutoring
- Counseling
- Financial aid and scholarship information
- Financial wellness and literacy workshops
- Individualized degree completion plans
- Career and major exploration
- Graduate school information seminars

Eligibility Requirements

A student is eligible to receive services from a SSS program if he/she:

- Is enrolled at the university or accepted for enrollment for the next academic term
- Is a U.S. citizen or meets the residency requirements to receive Federal financial aid
- Is low-income, first generation or has a physical or learning disability
- Has a need for academic support

The U.S. Department of Education requires that two-thirds of all participants be first generation and low-income or be students with disabilities. The remaining one-third may be first generation, low-income or have a disability. Of those students with disabilities, one-third must be low-income.

Students must apply and be accepted to be a part of the program. SSS offers a variety of academic support services, which increase the retention and graduation rates of eligible students. Because the program is federally funded, all services are free of cost to accepted students. SSS at Dillard University is funded to serve 140 participants.

Identifying, Selecting, and Retaining Participants

a) Academic and counseling needs will continue to be the basis for identifying and selecting 140 eligible students from the pool of students at Dillard University. The University has determined that placement in developmental courses (Reading/ED 115, English 110, and/or Math 109) is a designation of academic and/or counseling needs. As a result, the staff will visit each developmental class to introduce services and to assist students in completing program applications. Instructors will refer eligible students from their classes whose daily assignments, quizzes, and tests indicate a need for academic and/or counseling services. An additional target for identifying and selecting eligible students will be those students who have received unsatisfactory grades in Reading/ED 115, English 110, and/or
Math 109. Those students will be immediately assessed by staff to engage students in academic and counseling support services.

b) All admission records, financial aid information, health data, self-referrals, instructor referrals, program applications, University placement test scores, high school transcripts, and college transcripts will be reviewed and assessed by program staff to identify and select students with need. As mandated by the University, admitted freshmen from the University College will receive special considerations for program services.

Recordkeeping: SSS shall maintain records that show —
   a) The basis that each participant is eligible to participate in the project;
   b) The basis for determining the academic need for each participant;
   c) The services that are provided to each participant; and
   d) The performance and progress of each participant by cohort for the duration of the participant’s matriculation at Dillard.

Identification Plan: SSS, in conjunction with the Offices of the Registrar, Financial Aid, Academic Affairs, Admissions, University College, and other relevant departments, will identify eligible program students with specific academic needs. This will be accomplished by:

   a) Working with the Offices of Admissions, Registrar, and Financial Aid, to identify all known low-income, first-generation, and/or disabled students. These records will be cross-checked with referral sources to identify the pool of candidates;
   b) Meeting with various University representatives to explain the program and to identify and receive referrals;
   c) Meeting with representatives from divisions to explain the program and to identify referrals;
   d) Advertising the program and program eligibility requirements campus-wide in the student newspaper, social media outlet, and the University’s web page.

SSS will proceed to perform the following program activities:

1. Develop program Intake form;
2. Develop program brochures;
3. Acquire participant list of all potential TRiO program participants;
4. Acquire admissions printout reflecting priority candidates;
5. Mail brochures to each potential participant;
6. Mail letters to parents of students explaining services;
7. Send application to those students who respond;
8. Provide follow up correspondence;
9. Provide intake forms at all SSS presentations;
10. Provide applications to walk-ins and referrals;
11. Establish pool of priority participants;
12. Review continuing participants; and
13. Determine number of eligible slots.
**Selection Plan:** Participants will be selected based on eligibility, demonstrated financial need, *demonstrated academic need*, and motivation to pursue a college degree. An eligible pool of alternate students will be available for future selections. Staff will review applications to determine eligibility of low-income, first-generation, and/or disabled students. Eligible students are then interviewed by the staff. They will discuss with the student the program and its services, the student’s interests, goals, and motives, and together they begin to assess the student’s needs. *Academic* and counseling need will be the basis for selecting 140 students.

**Retention Plan:** Staff will assess each student’s academic skills to determine academic needs, utilization of support services, and the incorporation of a personalized program for retention. Activities to promote retention will involve the following:

**Academic and Counseling Support**

**Academic Support:** The tutoring component exists primarily to provide individual attention to students needing academic assistance with courses. The type of assistance provided by the peer tutors is intended to supplement, not replace, that which is offered by the course. The staff will convey the belief that if the student puts in the time and effort, SSS will enable them to attain success and persist at Dillard University. SSS staff will provide individual and group tutoring in reading, English, mathematics, study skills, natural sciences, and foreign languages. This service will be offered throughout the academic year, including the *Emerging Scholars* summer program. Essentially, there are four different types of tutoring services: Individual (one-to-one) tutoring provided by a professional staff member; group tutoring provided by professional; individual (one-to-one) peer tutoring, provided by qualified students; and group peer tutoring.

**Counseling Support:** Counseling can be crucial in assisting students to overcome problems that interfere with the degree of academic and non-academic integration (Noel-Levitz, 2008): The counseling component provides *personal* counseling while assisting students in making educational plans; selecting appropriate courses; meeting academic requirements, and planning for graduation and graduate school. SSS offers assistance with the following: *financial aid guidance* - assisting students in completing financial aid applications to develop adequate aid packages; *career counseling* - helping students to learn about career opportunities through written and computerized information, assessing their career interests and capabilities, and making occupational plans; transfer counseling - assisting students interested in attending other four-year programs in meeting the requirements of those programs, and *graduate school counseling* - assisting students in choosing graduate or professional programs and applying for admission and financial aid for those programs.

**Project’s Organizational Structure and Job Descriptions**

**Organizational Structure**

The Dillard University SSS Project will be fully integrated into the organizational structure of Dillard as part of the *Division of Student Success* and is housed within Dent Hall. SSS lies under the leadership of the *Vice President for Student*. The SSS Project Director is at the same organizational level as the other Directors (Student Engagement and Leadership, the Center for Students Advocacy, Support, and Accountability, Health Services, Educational Talent Search,
the University Chaplain, the Center for Career and Professional Development, and Dillard University Police Department.

Chart 1: Organizational Chart

Table 10: Student Support Services: Regular - Organizational Chart

<table>
<thead>
<tr>
<th>Vice President for Student Success</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Academic Counselor</td>
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<tr>
<td>Administrative Assistant</td>
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</tbody>
</table>

Staff Job Descriptions:

Project Director

The Project Director will be responsible for the daily and direct supervision and evaluation of project staff. The Project Director will monitor the work performance of project staff regularly to assess the achievement of individual duties and responsibilities documented on annual performance evaluations required by the college.

The Project Director will manage the following Critical Project Components:

- Beginning of Year Procedures
- Identification of New Participants
- Selection of New Participants
- Monitoring Academic Progress of Participants
- Delivery of Services, Documentation of Services Provided
- Formative Project Evaluation of Internal Project Goals
- Summative Project Evaluation of External Project Goals (APR & PE)
- Preparation for Next Project Year
Academic Counselor

The Project Advisor will focus on providing individualized student “coaching” to promote the retention and graduation of their assigned participants.

The Project Advisor will also participate in the following Critical Project Components:

- Beginning of Year Procedures
- Identification and Recruitment of Participants
- Monitoring Academic Progress
- Delivering Services
- Documenting Services Provided
- Formative Project Evaluation of Internal Project Goals
- Preparation for Next Project Year

Administrative Assistant

The Administrative Assistant will be proficient in data collection, budgets management, computer skills, and ability to work effectively with college students. The Administrative Assistant will work with the Project Director to reconcile the monthly budget statement with accounting records maintained on all expenditures and encumbrances and maintains the project website, Facebook, and Twitter Pages. The Administrative Assistant will also work with the academic counselor to enter participants’ attendance at meetings and workshops into the project database (SPSS).

Objective, Outcomes, Logic Models

Project Objects and Outcomes

<table>
<thead>
<tr>
<th>Table 1: Objectives</th>
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<tbody>
<tr>
<td><strong>OBJECTIVE I – PERSISTENCE</strong></td>
</tr>
<tr>
<td>Retention in Postsecondary Education: Fifty-five percent (55%/77/140) of all participants served will persist from one academic year to the beginning of the next academic year or graduate.</td>
</tr>
</tbody>
</table>

| **OBJECTIVE II – GOOD ACADEMIC STANDING** |
| In Good Academic Standing at Grantee Institution: Seventy-five percent (75%/105/140) of all enrolled participants will meet the performance level required to stay in good academic standing at the grantee institution. |

| **OBJECTIVE II – GRADUATION** |
| Completion of Baccalaureate Degree: Thirty-three percent (33%/46/140) of new participants served each year will graduate within six (6) years. |
### Logic Model

**Table II: Logic Model**

Logic Model: (Dr. Susan Barkman, Purdue University, 2016)
Utilizing the Logic Model for Program Design and Evaluation:

<table>
<thead>
<tr>
<th>Inputs: What resources will be used to support the project?</th>
<th>Activities: What services/supports will the program provide?</th>
<th>Outputs: What tangible results do you expect?</th>
<th>Outcomes: What will occur as a direct result of participating in services?</th>
<th>Objectives: What will be the long-term objectives? (i.e., Standardized Objectives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded SSS Grant; <em>DU</em> Commitment; <em>DU</em> Personnel; SSS Staff; Eligible Students; <em>CPP-1</em> and 2 Partners; <em>Early Alert</em> Data; <em>Accucampus</em> Assessment Data; <em>EAB</em> Retention program; Mid-Semester and End-of-Year Grades; Program Evaluations; <em>Formative and Summative</em> Evaluations</td>
<td>Advising, Counseling, Tutoring, Cultural Enrichment, <em>Emerging Scholars</em>, <em>Pearson MyLab Math On-Line Homework Tutorials and Resource Tools</em>; Extended tutoring hours during Mid-terms and Final Exams; After-hours Counseling; <em>CPP-1</em> and 2 Programming</td>
<td># and % received Advising, Tutoring, Counseling services; # and % Retained, Good Academic Standing, Completion of Baccalaureate Degree; # and % enrolled in <em>CPP-1</em> and 2 Programming; # and % enrolled in the <em>EAB Retention program</em>; Improved Mid-Semester and End-of-Year Grade Point Averages; Ongoing efforts to examine the effects of SSS; Plan for Improvements;</td>
<td>Increase # and % who are Retained, Good Academic Standing, Completion of Baccalaureate Degree; # and % of students receiving program services; Rationale for SSS;</td>
<td>55% Retained; 75% Good Academic Standing; 33% Completion of Baccalaureate Degree</td>
</tr>
</tbody>
</table>