Supporting Retention & Completion at Portland Community College

SYLVANIA ROOTS PROGRAM

APRIL 18, 2013
The Sylvania ROOTS Program

- Federally funded TRiO Student Support Services Program
- On the Sylvania Campus since 2001
  - Cascade Campus also has a ROOTS Program, funded in 2010
- Serving 170 students per year, a total of 856 since 2001
Our Staff

- Director, Lynn Montoya Quinn (FT)
- Advisor, Sara Neill (.9FTE)
- Advisor, Sarah Elsasser (.9FTE)
- Project Assistant, Juanita Lognion (20 hrs per wk)
- Financial Aid Liaison, Rebecca Lewis (10 hrs per wk)
- Pattie Hill, CG instructor
Our Mission

To increase the retention, graduation and transfer rates of academically underprepared low-income and first-generation students and students experiencing disabilities, and to foster an institutional climate that supports those students.
What we do

- Mandatory advising twice a term
- Mandatory college success classes:
  - Study Skills for College Learning
  - How to Transfer to a Four Year School
  - Financial Survival
- Monitor academic progress
What we do

- College visits to public and private colleges/universities
What we do

- Mentoring & Tutoring Support
What we do

- Support throughout the scholarship process (workshops, essay review, interviewing)
What we do

- Community building & celebrations
2011-12 Student Demographics

- Served 171 students during 2011-12 academic year
- Men = 31%
- Women = 69%
- Average age = 32
- 71% were low income, first generation students
- 15% were first generation only
- 10% were low income only
- 6% were low income and also experienced a disability
- 1% were students who experience a disability
- 25% of students worked with PCC’s Disability Services Office
Student Demographics

Ethnicity

- White - 64%
- Hispanic/Latino - 13%
- More than 1 race - 11%
- Black/African American - 5%
- America Indian/Alaska Native - 4%
- Asian or Pac Islander - 3%
Prior College Experience

- 51% were first year students who had never attended
- 33% were first year students with prior enrollment
- 16% were students in their second year who had accumulated 45 college level credits.
Grades and Graduates in 2011-12

- 35 students graduated with a 2 year degree;
  - 23 also transferred to a 4 year school

- 7 students transferred to a 4 year school before earning a 2 year degree

- 89% of all 170 students graduated, transferred, or returned in Fall 2012

- 3.31 average cumulative gpa among all students

- 45% had cumulative gpa of 3.5 or above
<table>
<thead>
<tr>
<th>Year</th>
<th>Persistence</th>
<th>Good Academic Standing</th>
<th>Graduation</th>
<th>Transfer</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>73%</td>
<td>72%</td>
<td>1%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>2002-03</td>
<td>80%</td>
<td>75%</td>
<td>5%</td>
<td>23%</td>
<td>100%</td>
</tr>
<tr>
<td>2003-04</td>
<td>81%</td>
<td>72%</td>
<td>11%</td>
<td>17%</td>
<td>100%</td>
</tr>
<tr>
<td>2004-05</td>
<td>88%</td>
<td>74%</td>
<td>10%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td>2005-06*</td>
<td>80%</td>
<td>82%</td>
<td>33%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>2006-07*</td>
<td>77%</td>
<td>85%</td>
<td>41%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>2007-08</td>
<td>78%</td>
<td>87%</td>
<td>45%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>2008 – 09</td>
<td>89%</td>
<td>84%</td>
<td>43%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>2009 – 10</td>
<td>94%</td>
<td>83%</td>
<td>46%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Year</td>
<td>Persistence</td>
<td>Good Academic Standing</td>
<td>Graduation</td>
<td>Graduation &amp; Transfer</td>
<td>Administration</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>------------------------</td>
<td>------------</td>
<td>-----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2010 – 11</td>
<td>91%</td>
<td>85%</td>
<td>50%</td>
<td>63%</td>
<td>100%</td>
</tr>
<tr>
<td>2011-12</td>
<td>89%</td>
<td>69%</td>
<td>45%</td>
<td>70%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Addressing Personal Challenges

- 114 student first generation/low income
- 34 students experiencing disability (ies)
- 22 with major health issues
- 31 with mental health issues
- 15 with addiction history
- 10 in unstable housing situations
- 23 are single parents
- 24 are in extreme financial need
- 18 are immigrants
- 14 have current legal issues/probation or parole/history of incarceration
- 5 are victims of domestic violence
- Some are also caring for children who experience learning disabilities

- 30% of our students currently facing 4 or more barriers
- 28% facing 3 barriers
- 3 students experiencing 8 of the above mentioned barriers
Best Practices

- Orientation and engagement activities
- Intrusive mandatory advising
- Cohort model
- Mandatory college success classes
- Holistic approach
- Community of support (counseling, Disability Services, Multicultural Center, Women’s Resource Center, etc.)
- Opportunities for early intervention
- Focus on math success
- Tutoring
Introducing

- Ms. Lily Ningsih Waldman
- Ms. Darla Hailey
Questions?
Thank you