

Sylvania ROOTS Program

Portland Community College

Table of Contents

Executive Summary	1
About TRIO	3
CAS Standards	5
Component 1: Mission & Goals	6
Component 2: Program Services	8
About Financial Aid Advocacy	12
More Than the Sum of Parts	14
Celebrating Achievement	16
Component 3: Leadership	18
Component 4: Organization & Management	19
Component 5: Human Resources	21
Component 6: Financial Resources	23
Component 7: Facilities, Technology & Equipment	24
Component 8: Legal Responsibilities	24
Component 9: Equity & Access	25
Component 10: Internal & External Relations	26
ROOTS Students & Scholarships	28
Component 11: Diversity	32
Component 12: Ethics	34
Component 13: Assessment	35
Best Practices & Recommendations	38
Summary of Assessment	39
Self-Assessment Guides	41
Other Appendices	1 A

Sylvania ROOTS Program

Portland Community College

Executive Summary

About TRIO:

Sylvania ROOTS is a federally funded TRIO Student Support Service (SSS) Program. TRIO programs were established in the 1960's by Congress to help low-income, first-generation students and students with disabilities succeed in college. Nationwide over 2,700 TRIO programs currently serve nearly 873,000 students.

ROOTS Mission:

To increase the retention, graduation and transfer rates of academically under-prepared low-income and first-generation students and students with disabilities and to foster an institutional climate that supports those students.

Number of students served:

170 per year (2005-09)
125 per year (2001-2005) } 503 students served since inception

Federal Funding:

\$235,690 awarded annually (\$942,760 for 4 years) through a competitive grant process.

Program Components:

Intensive academic advising, financial aid advocacy, scholarship advising and assistance, student assessment, degree and transfer audits, college skills building, career exploration and development, student advocacy, enhanced student leadership opportunities, cohort model.

Performance

Objective	Proposed	05 – 06	06 – 07
1: Number Served	170	176	172
2: Persistence (fall to fall)	75%	80%	77%
3: Graduation/Transfer (within 3 years)	25%	33%	41%
4: Good Academic Standing	75%	82%	85%
5: Representation on Key Committees	4	6	7

Scholarship total accessed since program inception: Over \$600,000

Sylvania ROOTS Program

Portland Community College

Review & Analysis:

Component	Compliance
Part 1: Mission	94%
Part 2: Program	92%
Part 3: Leadership	100%
Part 4: Organization & Management	100%
Part 5: Human Resources	94%
Part 6: Financial Resources	75%
Part 7: Facilities, Technology & Equipment	94%
Part 8: Legal Responsibilities	92%
Part 9: Equity & Access	88%
Part 10: Campus & External Relations	88%
Part 11: Diversity	94%
Part 12: Ethics	96%
Part 13: Assessment & Evaluation	100%

"One of the roles of grant-funded programs is to explore, innovate and refine professional practices that might be implemented throughout the institution."

(See CAS Self-Assessment Guides in Program Review)

ROOTS Best Practices institutionalized district-wide at PCC:

- Mandatory advising for developmental education students
- Free College Success classes
- Course Progress Notification process
- MOTT Program
- Scholarship Class

Recommendations for PCC:

- Develop cohort model for first-year students
- Develop a limited case management advising model
- Provide enhanced financial aid advocacy



Sylvania ROOTS Program

Portland Community College

About TRIO

“Students from low-income and first-generation backgrounds historically have had limited access to higher education. With the realization that the ideals of American higher education include access for all, both state and federal legislation have been enacted to mitigate some of these inequities.”

~From the CAS Standards Contextual Statement

The first three TRIO programs—Upward Bound, Talent Search, and Student Support Services—were authorized under Title IV of the 1965 Higher Education Act. Since that time, TRIO has grown to comprise an “educational pipeline” of six outreach programs that serve low-income and first-generation students from middle school through secondary, postsecondary and graduate educational programs. Currently, 2,708 TRIO programs serve over 873,000 students across the nation. More than 22,000 students with disabilities are also served. Funded in 2001 through a competitive grant award process, Portland Community College’s Sylvania ROOTS is a Student Support Service Program that has provided 503 students with intensive support services designed to help them earn an Associates Degree and/or transfer to a 4-year institution.

Sylvania ROOTS was the first TRIO program funded at PCC, followed by Talent Search in 2002 and Upward Bound in 2003. In order to develop a more prominent TRIO identity within the college, PCC TRIO programs have collaborated to create common marketing materials, host a TRIO student panel at Inservice, and report on program performance and outcomes to the PCC Board of Directors. They also participated jointly in the 2004 TRIO Student Leadership Conference in Salem at which TRIO students advocated for increased access and support. Given the current funding climate for federal TRIO programs, their most important collaborative efforts may still lay ahead, as they work with PCC’s Office of Institutional Advancement to educate key decision makers in the funding process at the local, state and national levels.

Who are our students?

ROOTS-eligible students are academically under-prepared students who will place into at least one Developmental Education or pre-college level class. They will almost always have inadequate critical thinking, study, research and test-taking skills. First-generation students will find the college environment unfamiliar, disorienting, even threatening, and be reluctant to approach faculty and student service providers for even easily resolved issues. They may not have family or peer support, and are often

Sylvania ROOTS Program

Portland Community College

pressured to give up school in order to work. Frequently first-generation students do not know that financial aid is available, or are intimidated by the complexities of the financial aid process. Low-income students will struggle to balance work, school and family commitments, and live at risk of financial crisis resulting in lack of basic needs such as adequate housing and medical care. Students with disabilities may be unaware of learning disabilities, or be hesitant to disclose their disability or request accommodation from fear of being embarrassed or discriminated against. These are only some of obstacles and challenges faced by over 3,000 of low-income, first-generation and/or students with disabilities with academic need at Sylvania campus. Easily over 10,000 such students struggle at PCC district-wide.

SSS-Eligible Student Populations at PCC Sylvania Based on Income, Generational and Disability Status (for whom data is available)

Population	Number of Students
Low-income Students	3,139
First-generation Students	2,904
Low-income <u>and</u> First-generation Students	1,632
Students with Disabilities	316
<i>Total number of students who are low-income, first-generation and/or have a disability (unduplicated)</i>	<i>4,569 students</i>



ROOTS Students at TRIO Leadership Conference in Salem

"When I came to PCC I was overwhelmed—there were so many buildings and everyone else seemed to know where they were going. It was all a mystery to me."

~ROOTS Student

Sylvania ROOTS Program

Portland Community College

CAS standards: Why this instrument?

"The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development and achievement and in general to promote good citizenship, CAS continues to create and deliver dynamic and credible...Self-Assessment Guides (that) respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 30 functional areas."

(<http://www.cas.edu>)

CAS Principles:

There are five overarching fundamental principles derived from a broad range of contemporary theoretical and conceptual models that guide CAS standards and initiatives. They concern:

- Students and their institution
- Diversity and multiculturalism
- Organization, leadership and human resources
- Health engendering environments
- Ethical Considerations

Program Components:

CAS standards identify and define 13 major areas of TRIO specific program function, upon which the TRIO Self-Assessment Guide (SAG) is based. These are reviewed in detail in subsequent sections.

1. Mission
2. Program
3. Leadership
4. Organization and administration
5. Human resources
6. Financial resources
7. Facilities, technology and equipment
8. Legal responsibilities
9. Equity and access
10. Campus and external relations
11. Diversity
12. Ethics
13. Assessment and evaluation



CAS Standards were last updated in 2006

Sylvania ROOTS Program

Portland Community College

Component 1 / Mission and Goals:

The mission of the Sylvania ROOTS Program is to increase the retention, graduation and transfer rates of academically under-prepared low-income and first-generation students and students with disabilities, and to foster an institutional climate that supports those students.

The ROOTS program mission is accomplished by implementing a variety of strategies that seek to enhance student learning and development. The program provides a package of academic services such as advising, assessment, tutoring, skills development, career exploration and financial aid advocacy in order to motivate and empower participants to succeed on their educational and career path. Program staff members model behavior appropriate to an educational community, teach communication and conflict resolution skills, and encourage students to involve themselves in campus and civic organizations.

The PCC Institutional mission is to provide opportunities for personal growth and attainment of their goals to all students regardless of age, race, culture, economic level, or previous educational experience opportunities. The ROOTS Program, by addressing the academic and developmental needs of at-risk low-income, first-generation students and students with disabilities, helps fulfill the larger institutional mission.



ROOTS students claim the prize

“Without ROOTS
I would not have
graduated. They put
me on the right path
and kept me moving
forward. Not only that,
they made me feel like I
could accomplish
anything!”

~ROOTS Student

Sylvania ROOTS Program

Portland Community College

Goals:

- Holistically address participants' individual abilities, skill levels, cultural, socioeconomic and educational backgrounds and other developmental influences
- Motivate and empower participants to succeed and persist on their individual educational path by providing academic services such as advising, assessment, tutoring, skills development and career exploration
- Facilitate participants' educational development through specialized curricula in required CG111B and CG140B classes
- Enhance students' access to education by monitoring students' financial aid status and providing a range of financial aid advocacy services, including assistance with FAFSA completion, scholarship application preparation, the resolution of financial aid disqualification issues and time frame extensions
- Promote students' personal and intellectual growth by modeling behavior appropriate to an educational community, providing student leadership opportunities and cultural enrichment activities, and rewarding outstanding student achievement
- Create a sense of sustaining community by developing student cohorts, providing a variety of mentoring and campus and community service activities, and creating a safe place for all students—regardless of age, race, gender, ability, sexual orientation, culture, economic level, and prior educational experience
- Promote institutional awareness of and support for Sylvania ROOTS students and program objectives by partnering with PCC entities, serving on major PCC committees, and making frequent presentations to division deans, Board members, faculty, advisors and counselors, and other PCC staff at campus and district Inservices

Findings / Mission & Goals:

While mission and goals are embedded in all program services, they should be made more visible and intentional. We recommend posting, invoking and reviewing mission statement on a periodic basis.

Sylvania ROOTS Program

Portland Community College

Component 2 / Program & Services:

Sylvania ROOTS is a multifaceted program that provides **access** to a wide range of supportive **services** and **opportunities** designed to help students achieve the following learning and developmental outcomes:

- Intellectual growth
- Effective communication
- Enhanced self-esteem
- Realistic self-appraisal
- Clarified values
- Career choices
- Leadership development
- Healthy behavior
- Meaningful interpersonal relationships
- Independence
- Collaboration
- Social responsibility
- Satisfying and productive lifestyle
- Appreciate diversity
- Personal and educational goals

"I have a direction and a purpose because of the ROOTS Program."

~ROOTS Student

Core Program Services:

Outreach

Outreach and marketing efforts focus on promoting the value of ROOTS program services to potentially eligible students. Legislation prohibits us from "recruiting" anyone to PCC solely to receive ROOTS Program services. Flyers, posters, bookmarks, and displays with the unique ROOTS logo are distributed to key student service areas, including Admissions and Registration, Advising and Counseling, Financial Aid, Testing, the Student Success Center, Women's Resource Center, Multicultural Center, and Child Development Center, among others.

Program Staff collaborate with a wide range of campus service providers and faculty, including members of the above service areas, Developmental Education faculty, Department Chairs and Deans. Some of ROOTS most focused marketing strategies are facilitated by other PCC departments. Two examples include mailings to low-income students reported by the Financial Aid office, and information about ROOTS included on the test results for students who place into at least one DE or pre-college level class.

Sylvania ROOTS Program

Portland Community College

Intake

ROOTS multipart intake process identifies motivated at-risk students with the ability to benefit from program services. Initial inquiries usually bring interested students to our office where they meet staff, receive brief program information, have an opportunity to ask questions and complete a program application. We run student transcripts and other Banner queries to confirm student information and ascertain academic need eligibility, legacy, and current academic and financial aid standing.

The student's next step is to attend the Information Session conducted every Thursday at noon in Library 204.

Here the prospective student meets additional staff, usually the director, and gets detailed information about program services and benefits and students' rights and responsibilities.

After attending the information session students write a short 1-2 paragraph statement about their educational goals and how they believe ROOTS can help them achieve them. They also provide a signed copy of the prior year's Federal 1040 forms to verify the applicant's taxable income. They are then scheduled for an in-depth interview, usually with the program director, and a final assessment is made using an Assessment of Need Scoring Guide. Students

who are ineligible, or who are not able to benefit from program services at the present time are referred to other resources; the program frequently follows up with these students subsequently. Admitted students see their advisor within one week of program entry to begin the advising process.

*"I've transferred to a 4-year school and I really miss your guidance. Can I take my advisor with me?"
~ROOTS Student*

Advising

Individualized academic advising serves a multitude of educational, social and interpersonal outcomes, and is often identified by students as the most valuable program service.

The ROOTS program's personalized **case management** advising model encourages the development of a strong, trusting relationship between student and advisor. Students are required to see their advisor at least twice a term, with new students sometimes requiring several more contacts

Sylvania ROOTS Program

Portland Community College

as they get their bearings at PCC. Initial meetings are focused on identifying any academic, personal or financial issues that may impede the student's progress toward a college degree and on conducting a comprehensive assessment of student' needs. This advising model reduces the time to graduate, provides clear and consistent information and encourages student accountability. ROOTS advisors are informed, credible, empathetic, accessible, and supportive, and strongly contribute to program participants' academic and personal development and growth.

A **Contract for Success (CFS)** is developed over the first two terms in the program and revised as needed. The CFS enables students to clarify personal, academic, financial and career goals; assess academic needs; identify resources; and develop an action plan. Use of the CFS encourages student accountability by tracking and evaluating progress.

Term requests for **Course Progress Notifications** from faculty enable advisors to provide timely intervention for students who are having difficulty in a class, and create opportunities for students to develop a deeper understanding of academic requirements and form relationships with instructors and classmates. Not unexpectedly, positive progress reports give advisors a chance to provide students with invaluable rein-

forcement and validation. The efficacy and strength of the advising relationship is demonstrated by the academic standing, GPA, and transfer and graduation rates of ROOTS students. (See page 34 for rollup of data.)

Relationships with advisors, instructors, other staff and students all contribute significantly to students' broad social and interpersonal development, including communication skills, realistic self-appraisal and enhanced self-esteem, ability to self-advocate and form meaningful interpersonal relationships, make informed choices and choose healthy lifestyles.

ROOTS Classes

Customized College Success and Career Help class curricula address the academic, psychological, cultural, and economic characteristics of academically at-risk, low-income, first generation students and students with disabilities. The curricular scope of these classes is far-reaching and addresses the developmental needs of students who have had few educational and career role models, and who may have had unsatisfactory academic and work experiences in the past.

The ROOTS **Study Skills** class assists students in the academic, personal and social adjustments needed for college- and life-success. Students learn about

Sylvania ROOTS Program

Portland Community College

time management, study skills, test-taking strategies, and learning styles and personality traits that influence their academic success. They learn about intercultural communication, scholarships, course expectations, campus resources, and how to balance school, work and family. They also learn how to assume their rights and responsibilities as a student in an academic community.

Career and Life Planning introduces students to different theories of occupational choice and personality types and broadens their understanding of their own interests, values, skills, and achievements that enable them to make appropriate life choices pertaining to education, work, and leisure. Students examine a variety of careers and occupational clusters and identify what would constitute a satisfying and productive lifestyle, and grow to understand the dynamics of the global economy and the impact of technological changes in the workplace. They also practice job acquisition skills such as resume-writing and occupational interviewing.

Cohort Experience

Each batch of new ROOTS students will work together as a **cohort** over two consecutive terms in an intentional, supportive **learning environment**. Through a variety of collaborative

classroom activities students are provided with multiple opportunities to **clarify their values and choices**, improve communication skills, **appreciate diversity** and develop an understanding of personal and social responsibility. Other positive and supportive relationships are developed with staff and peers through program-sponsored cultural events and campus visits, participation in the ROOTS mentoring program, and referrals to other service providers and student development programs such as the Women's Resource Center, Multicultural Center and Illumination Project.

Financial Aid advocacy

Financial Aid advocacy enables low-income, first-generation students and students with disabilities to navigate a complex process that is too often an insurmountable obstacle to persistence. The goal is to demystify the process, and create financial aid literacy and self-advocacy skills in all program participants. The Financial Aid Liaison provides intensive support to ROOTS students (see article on page 12), gives ROOTS advisors weekly updates to on any changes in ROOTS students' financial aid status.

"Michael Morrow helped me so many times. He even went with me to a financial aid workshop at Washington State University!"
~ROOTS Student

Sylvania ROOTS Program

Portland Community College



Financial Aid Advocacy

Access to financial aid is frequently the “make or break” factor for low-income, first-generation students and students with disabilities. Some students do not know that financial aid is available, and most do not realize that the often bewildering application and award process begins with an early FAFSA submission and timely response to all communications from the financial aid office. It is not uncommon for a first-generation college student to come to campus a week before term to be admitted, register for classes, and see what will be available to them in the way of financial aid or scholarships. Such a student is extremely fortunate if she can afford to pay tuition and fees and buy books out-of-pocket while waiting for a very late award letter. More often she is disappointed, frustrated and perhaps discouraged from making another attempt to get a college degree.

The ROOTS program immediately begins to help students navigate the financial aid process, access all the aid for which they are eligible, develop a realistic budget and make informed decisions about borrowing. The .25 FTE Financial Aid Liaison provides individualized Financial Aid explanations to all students as part of their intake process. He also conducts FAFSA workshops, provides intensive preparation for scholarship application (including help with personal statements, activity charts, letters of reference and mock interviews) and advocates for students in the appeal and timeframe extension processes. All these services contribute significantly to the student’s ability to fund their education, support their families, and persist in school. Along with ROOTS’ intensive academic advising, its financial aid advising and advocacy are undoubtedly among the most valuable program services for all students.

“ROOTS helped me find scholarships, write essays, and learn how to conduct myself in a very scary interview. Then they congratulated me when I was awarded the scholarship that is paying my way through nursing school!”

~ROOTS Student



Michael Morrow, FA Liaison

Sylvania ROOTS Program

Portland Community College

Mentoring

The ROOTS peer Mentor Program provides one-on-one mentoring between an academically and personally successful ROOTS student and new students as they adjust to college. Prior to the academic year ROOTS Mentors receive an intensive 20-hour training on the following topics: the mentor role, confidentiality, intercultural communication skills, setting boundaries, crisis management. Mentors then receive weekly supervision throughout the year from a program advisor to assist them in delivering effective and appropriate services.

**"I will never forget
being a ROOTS Mentor. It
was the best part of my
college experience."
~ROOTS Student**

ROOTS Events

The ROOTS program promotes a calendar of campus visits and cultural, community service and informational events each term. These activities are staffed in rotation by program staff members, and are designed to strengthen relationships between students, peers and staff, and introduce program participants to a variety of

cultural, educational and social contexts. Campus visits give transferring students an invaluable opportunity to familiarize themselves with different campuses, investigate resources, and explore opportunities for the next stage of their educational journey. Students have had an opportunity to see live theater, attend picnics, concerts and lectures, and visit art galleries. They have participated in leadership conferences, attended FAFSA and scholarship workshops, and performed in community service activities at PCC, in Portland Public Schools, at Oregon Food Bank, and at other service sites through Hands on Portland. While a minority of ROOTS students have leisure to participate in these extracurricular activities, those that do benefit from a broadened experience and perspective and enhanced identification with the larger campus and civic community.



2005—2006 ROOTS Mentors

Sylvania ROOTS Program

Portland Community College

More Than the Sum of Parts:

A **synergistic relationship** exists among program components that enhances and reinforces different aspects of student learning and development. This synergy is illustrated by an examination of how multiple program services interact to effectively address issues common to our students.

For instance, many low-income, first-generation students and students with disabilities have unrealistic self-appraisals and/or low self-esteem. Some assume that with little aptitude for math or science they will succeed in a nursing or engineering program. More often students suffer from low self-esteem based on lack of role-models, difficult life situations, poor academic preparation and past unsuccessful—even damaging—educational experiences. ROOTS addresses these impediments to student development through a variety of active and interactive tools.

Students develop a **personal statement** over their first two terms in CG111B and CG140B. Primarily intended to serve as a scholarship essay, these statements help students clarify values and goals, acknowledge past struggles and achievement, and focus their motivation for future attainments. Self-assessments are conducted in both CG classes to explore personality traits, learning styles, preferences, career options and more. Students are usually interested and

relieved to discover a repertoire of learning styles, and to realize that there are more than one or two interesting career paths in the health professions. Other topics explored in the required classes include goal-setting and decision making skills, and diversity and social justice issues.

The **advising relationship** provides students with an ongoing opportunity to reflect on their goals, challenges, and achievements, and actively involves them in problem-solving. Term progress reports from instructors and the Contract for Success, developed with the ROOTS advisor in the student's first two terms with the program, provide students with additional lenses through which to develop a more realistic self-appraisal.

“ROOTS has changed me as a person, and for the better. They have challenged, motivated, and shaped me to become who I am today.”
~ROOTS Student

Sylvania ROOTS Program

Portland Community College

It's hard to find the time to participate in all the ROOTS activities, but I definitely recommend it to other students. It's helped me make friends and have experiences I would never have otherwise had."
~ROOTS Student

Many low-income, first-generation students and students with disabilities have had unstable domestic and/or academic histories and may not have had an opportunity to form the supportive peer relationships that are such an important part of a positive academic experience. The ROOTS **cohort experience** contributes to our students' ability to form relationships with peers who share some of the same challenges and goals, and connect with the wider campus community. These connections enhance self-esteem, and valorize our students' struggles and achievements.

In much the same way, many first-generation students are intimidated by the academic environment and find **communication with instructors** and administrative staff difficult. Some students will be diffident and avoid contact; others may be overly aggressive. In support of General Education requirements, the ROOTS classroom experience is structured around written, verbal and collaborative work designed to improve students' ability to communicate effectively and appropriately in order to form and maintain constructive relationships with other students, faculty and staff. The advising relationship provides a safe arena in which students can ask questions, express concerns, check perceptions, clarify ideas, and receive feedback and encouragement. Advisors engage students in a dialogue that proceeds from goals through analysis of strengths and weaknesses to a formulation of steps required to attain goals. Finally, all staff members model behavior and communication styles appropriate to an academic setting.

Findings / Program:

ROOTS will expand access to leadership opportunities for students, and address civic engagement and diversity issues more effectively. Recommendations include timely notification of opportunities and application processes, featuring involved students on program website, and developing a web page to promote value of civic engagement.

Sylvania ROOTS Program

Portland Community College

Celebrating Achievement:

Low-income, first-generation students and students with disabilities typically balance school, work and family responsibilities, with it often seeming as though the term will never end, and the degree or transfer never attained. The ROOTS End-of-Year Celebration (EOYC) is a time for students, faculty, and staff to come together and acknowledge the commitment, sacrifice and achievement of ROOTS students in pursuit of their academic and life goals. It is a joyful and sometimes bittersweet occasion that prompts transferring and graduating students to reflect upon their time at PCC, appreciate how far they have come, and anticipate new challenges and opportunities in the next stage of their journey. Newer students contemplate the direction of their own path, and recommit themselves to the coming year's tasks. Frequently former ROOTS students return to share advice, wisdom and encouragement to students who are standing where they stood just a few years ago.

ROOTS staff members take great care in planning a program that will be as interesting and meaningful as possible for all guests, and strive to balance innovation and tradition. Tradition requires that all students be listed on a ROOTS poster that highlights students who have achieved academic honors or performed community service. We share instructor feedback about the contributions ROOTS students make in the classroom, and two outstanding students are publicly commended and selected to receive the Sylvania ROOTS Academic Achievement and Sylvania ROOTS Community Service Awards. ROOTS Mentors and Mentees are acknowledged and share some of the benefits of their experience with other students. Friends of ROOTS are named and thanked with a token of appreciation for their exemplary service to ROOTS students. Graduates and transfers are given small rosemary and lavender plants that symbolize their new beginnings and encourage them to both nurture their gifts and remember their beginnings at PCC.



"Term after term, all of my ROOTS students are motivated and eager to learn. They are gifts to any class."
~PCC Instructor

Sylvania ROOTS Program

Portland Community College

"This is the kind of student that PCC is for: smarter in all ways than what she has been conditioned to be by circumstances, who will surprise many people, including herself, with her intelligence and thoughtfulness. She has the ability and maturity to do well and go far."

~PCC Instructor



"...hardworking, curious, generous, engaging...participates, ponders out loud, and enriches the learning environment... tenacious, hardworking student..."

~PCC Instructors about ROOTS students

Above right:
ROOTS students count their stars

Above:
Recent graduates of Linfield Nursing program speak at EOYC

Right:
Some recent graduates and transfers to Portland State University, Oregon State University, Lewis & Clark College and University of Oregon

Left: ROOTS students at the EOYC



Sylvania ROOTS Program

Portland Community College

Component 3 / Leadership:

The Sylvania ROOTS Program director works directly under the Dean of Student Development, is a member of the Student Development Leaders Group, and along with other program staff, serves on a variety of key academic committees in the college. Thus the director is strategically positioned to receive and disseminate information, advocate for low-income, first-generation students and students with disabilities, and address institutional obstacles to program goals.

The director actively and collaboratively promotes program mission, goals and objectives, and adheres to a high ethical standard of conduct that is specified in Legislation, Regulation, and PCC and Program policy statements. Staff development and accountability is promoted through weekly staff meetings, review of action items, one-on-one supervision and staff reviews. Staff members are encouraged to pursue development opportunities as they arise, and the director advocates for staff with other college constituencies. The director leads planning efforts and evaluation processes, and assures that program policies and procedures are current and operational. She communicates effectively, promotes cooperation among program staff and other campus constituencies, and focuses on collaborative efforts to improve program performance and student outcomes.

The director facilitates the Advisory Committee, and actively involves members in program planning and problem solving. Members include the Dean of Student Development, Dean of English and World Language Division, and other members represent a full spectrum of Sylvania departments, including Advising and Counseling, College Success Skills, Financial Aid, Math department, Office for Students with Disabilities, Multicultural Center and Women's Resource Center.

The director facilitates continuous improvement of program services in response to changing student needs and institutional priorities; and has collaborated toward that end with many college entities, including the Student Development Leaders Group, Sylvania Division Deans and program directors, District Wide Advising committee, tutoring committee, Enrollment Management and Time Frame Extension committees. She has helped develop innovative course work for CG 105 Scholarships: Finding Money for College and Sociology 298, as well as mandatory advising policy and recently implemented Course Progress Notification (CPN) process.

Sylvania ROOTS Program

Portland Community College

The director strives to implement an inclusive, collaborative decision-making process within strictly adhered to guidelines to assure program accountability.

Findings / Leadership:

The director's ability to address student needs and institutional priorities are constrained both by limited funding, program eligibility requirements and other institutional constraints. Staff identified the need for an institution-wide 360-degree evaluation process to support assessment of overall employee performance.

Component 4 / Organization & Management:

The Sylvania ROOTS Program is purposefully structured to achieve its objectives in accordance with guidelines defined by the U. S. Education Department; the objectives, plan of operation and budget authorized by the ROOTS Grant proposal; and in alignment with PCC Institutional policy. Program operation is overseen by the program director, who reports to the Dean of Student Development, and in consultation with PCC's Department of Education Steering Committee. The director has attended Council for Opportunities in Education (COE), TRIO and Northwest Association of Special Program (NASP) trainings to improve program performance and outcomes.

Program policy and procedures are formulated and available to all staff in

both electronic form and hard copy, and are periodically reviewed and revised as needed to improve program compliance and effectiveness. In addition to internal review of policies conducted in staff meetings, staff supervision, planning retreats and Advisory Committee meetings, the ROOTS staff participates in the Enrollment and Student Services Retreats, in the Educational Master Plan and Lean processes, DOE Steering Committee, and PCC trainings, all of which present opportunities to assess and refine program policy and management.

The Program's ability to function effectively and purposefully is enhanced by clear channels of authority and accountability within the U. S. Department of Education, TRIO, Portland Community College's administration and the ROOTS program structure. ROOTS has access to

Sylvania ROOTS Program

Portland Community College

relevant data with which to guide and assess program effectiveness from the U.S. Education Department, PCC's Department of Institutional Effectiveness, PCC's Banner system and the ROOTS program database. And well-defined academic policies and appeal processes enable the program to advocate effectively for students. Program management is further facilitated by an open flow of communication between different constituencies.

Staff communicates with students through face-to-face encounters in classrooms and advising sessions, and through phone calls, emails, program web site and mailings. The program broadcasts time-sensitive information such as new scholarship opportunities or changes in PCC academic policy to program participants with periodic mailings and through the MyPCC Sylvania ROOTS Group. Staff identified the need for further dissemination of the PCC Communications Policy to ensure that students understand the necessity of monitoring their MyPCC email account.

Staff communication and accountability is facilitated through weekly staff meetings, information sharing and review of action items, and weekly supervision, retreats, and employee reviews.

Lastly, ROOTS is ideally positioned to promote collaboration and develop the support of senior administrators, thus assuring the program's recognition and visibility

among students, faculty and other staff. As previously stated, the director reports (with other member of the Student Leaders Group) to the Dean of Student Development. This group consists of the Division Dean of Student Support Services and Adult Basic Skills; Coordinators of the Multicultural Center, Women's Resource Center, Student Employment and Cooperative Education, Athletics, Intramurals and Aquatics; the Office for Students with Disabilities Faculty Chair and the Counseling Faculty Chair; and the Associate Dean of Student Services who supervises Outreach, Orientation, Testing and Information.

Collaboration with other campus constituents such as Institutional Effectiveness, Information Technology Services, faculty, division and campus deans, the ROOTS Advisory Committee, etc. permits ROOTS to track student development, assess learning outcomes, and refine **best practices**.



Sylvania ROOTS Program

Portland Community College

PCC Institutional Support:

Portland Community College's strong institutional support demonstrates its commitment to the success of ROOTS and the students it serves. PCC has provided a wide array of resources to supplement the ROOTS program funding, including:

- Well-equipped, visible, and accessible office space
- Computers and other electronic technology
- .25 FTE Financial Aid Liaison
- Faculty to teach ROOTS courses
- Salaries for ROOTS peer mentors
- Eight credits of tuition waivers for ROOTS students
- Administration of Supplemental Grant Aid and Emergency loans
- Accounting and data collection and analysis services
- Staff professional development funds
- Personnel expense
- Other program funding shortfalls

Component 5 / Human Resources:

The Sylvania ROOTS staff members are well-qualified in terms of formal education, professional knowledge and experience to serve traditionally under-represented college students and to meet program objectives.

Of course staffing levels are constrained by limited financial resources; indeed, in an era of level funding for TRIO programs, program salaries and benefits are augmented by PCC general funds. Ideally the program would have two full time advisors and a full-time administrative assistant.

PCC institutional policy ensures that position descriptions and procedures for

staff selection, training, evaluation and supervision are in place and that hiring and promotion practices are "fair, inclusive, and non-discriminatory." Program policy provides additional support for training, supervision and evaluation of staff performance.

ROOTS has attempted to assemble a diverse staff that provides a range of readily identifiable role models for participants, and will work to identify staffing needs and develop a strategic plan in an effort to meet them.

PCC has generous provisions for professional development opportunities, which staff members are sometimes prevented

Sylvania ROOTS Program

Portland Community College

from pursuing due to pressure of program work and other institutional commitments.

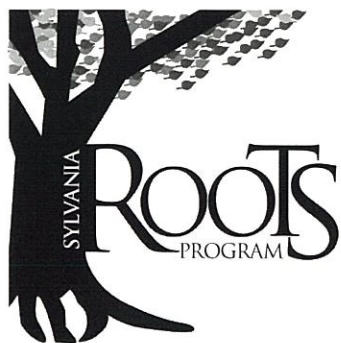
In terms of student employees, Sylvania ROOTS has created a peer mentor program that matches new students with experienced, successful students. As previously stated, mentors are carefully selected, participate in extensive training and receive weekly supervision from a professional advisor and counselor.

Findings / Human Resources:

Program will attempt to identify additional resources and time-appropriate opportunities for future professional development, and develop all-staff professional development activities. Program will also work to identify long-term staffing needs and develop a strategic plan in an effort to meet them.

The ROOTS Name and Logo

The Sylvania ROOTS program started out in 2001 as the “TRIO” Program. While the original name identified the funding agency, it didn’t do much to capture our students’ imagination or describe the program’s comprehensive set of student learning and development goals. So early in the life of the grant TRIO students were asked to help select a name that would best express the idea of connectedness, sense of place and an engaged student’s personal, intellectual, and social growth. Then the program turned to PCC graphic design students and asked them to create a logo that would capture the essence of “Sylvania ROOTS”. ROOTS’ distinctive name and logo have served as an inspiration to staff and students ever since.



...a tree’s root system is usually beyond our notice, invisible and sometimes taken for granted. But our ROOTS support all that we do and provide the grounding that enables us to draw nourishment. Ultimately our ROOTS determine our direction and reach in life.

~From ROOTS End-of-Year Celebration

Sylvania ROOTS Program

Portland Community College

Component 6 / Financial Resources:

Could the ROOTS program serve more students and increase program retention rates? Absolutely, with more funding for additional staff, professional development, and student aid. As it stands, ROOTS' ability to accomplish its mission and goals and fully comply with PCC institutional HR policy and federation contracts is **compromised by the flat level of federal funding** for the program. In fact PCC is required to compensate for ROOTS program funding shortfalls throughout the life of the grant.

Supplemental Grant Aid has **fallen from a level of \$29,000 to \$4,000 per year**, and is now sufficient to assist only a handful of students, clearly inhibiting the program's ability to retain the majority of students who are at risk of dropping out of school for financial reasons. Under the original grant funding ROOTS distributed over \$116,000 to 212 students in grants of

\$400-\$1200 each. Grant aid was awarded to students in order of unmet financial need, or through a scholarship-model application process. ROOTS now reserves the \$4,000 in Supplemental Grant Aid for emergency use only, and has distributed a total of \$8,000 to 14 students for child-care, learning disability testing, and medical expenses.

Given funding constraints, the program carefully prioritizes all program expenditures, and has **leveraged substantial institutional support** in the form of tuition credits, mentor and staff wages and benefits, and a .25 FTE Financial Aid Liaison position. (See page 21 for more about PCC institutional support.)

Program fiscal responsibility and cost effectiveness are ensured by TRIO legislation and regulation, as well as PCC institutional policies and procedures, the Contract and Grant Accounting Office and its Department of Education Steering Committee.

Findings / Financial Resources:

Flat federal funding is inadequate for program operation, and Supplemental Grant Aid is insufficient to aid in student retention. Our recommendation is to report to and work with Institutional Advancement to educate key decision makers in order to increase federal funding.

Sylvania ROOTS Program

Portland Community College

Component 7 / Technology, Facilities & Equipment:

The ROOTS program is ideally situated in Campus Center Building 225 in close proximity to most student services, including Admissions and Registration, Financial Aid, Business Office and Advising and Counseling.

In cooperation with PCC Administration the ROOTS program has leveraged its location and the program's private and accessible offices to better identify and serve eligible students. Additionally, the program enjoys easy access to state of the art equipment, technology and technology services due to PCC's generous institutional support. Security is maintained with a password-protected database and PCC's mainframe system, and locking file cabinets in locked offices in compliance with FERPA.

Component 8 / Legal Responsibilities:

ROOTS staff are knowledgeable about and responsive to the TRIO hierarchy of legislation, and rely upon the Grant Proposal, the Family Educational Right to Privacy Act, the Americans with Disabilities Act, and the Contract and Grant Accounting Office to guide practice in order to limit individual and institutional liability. Trainings provided by the Council for Opportunity in Education (COE) and NASP inform staff about potential legal problems. The program strictly observes FERPA guidelines and Americans with Disabilities Act, and staff members are familiar with PCC institutional policy, in-

cluding the Safety and Risk management policies and Student Rights and Responsibilities.



TRIO Hierarchy of Legislation

Findings / Legal Responsibilities:

Dissemination of information about legal obligations and liability issues has been unsystematic, and the procedure for obtaining legal advice is unclear. Our recommendation is to consult with Safety & Risk and to create and update program policy pertaining to these issues.

Sylvania ROOTS Program

Portland Community College

Component 9 / Equity & Access:

Equity of access to services is particularly important for a program serving underrepresented students for whom access is frequently a barrier to higher education.

ROOTS staff members work to ensure that program services are provided on a fair and equitable basis, without regard to age, color, creed, cultural heritage, disability, ethnicity, gender identity, nationality, political affiliation, religious affiliation, sex, sexual orientation, or social, economic, marital or veteran status. All students who meet program eligibility requirements, complete application process and demonstrate ability to benefit are given an opportunity to enter the program.

Equity and Access is further ensured by Equal Opportunity Laws, PCC

institutional policy, and program eligibility criteria. PCC Institutional Mission and Values and Diversity statements all frame the context in which the ROOTS program accomplishes its own mission, to address the needs of at-risk low-income, first-generation students and students with disabilities. The PCC Office of Affirmative Action oversees personnel recruiting practices, offers diversity training, and handles discrimination complaints. Program staff have advocated for students who suspect discriminatory practices.

Service delivery incorporates Universal Design whenever possible and ADA access issues are remedied as they are identified. ROOTS works closely with the PCC Office for Students with Disabilities, and advocates for students with faculty, and other service providers as required.

Findings / Equity & Access:

Access to and/or delivery of services is constrained by funding and eligibility requirements. It has been difficult to remedy imbalances in student participation and staffing, and the program does not serve distance learners at this time. Our recommendations are to:

- Collect and analyze data to identify students served and their respective retention and enrollment rates
- Intensify research into student demographic trends and develop targeted recruitment and retention strategies
- Identify and develop opportunities for peer interaction
- Investigate a hybrid service delivery model for distance learners

Sylvania ROOTS Program

Portland Community College

Component 10 / Internal & External Relations:

TRIO Programs are expected to form, maintain and promote effective relationships with a variety of internal and external entities and constituents in order to further program objectives and ensure student success.

Enhanced **access and referral** to campus resources and student involvement opportunities created by **partnerships** with other student development and service organizations such as the Multicultural Center, Women's Resource Center, Office for Students with Disabilities, Illumination Project, Student Success Center, Cooperative Education, Service-Learning, Career Center, Peer Advisors, and ASPCC. Through these and other associations, ROOTS students are encouraged to develop self-advocacy skills, appreciate diversity, and assume social responsibility by engaging in service and leadership activities on campus and in the community.

Here, too, ROOTS services create synergy with other campus service providers and resources. As students gain in self-confidence and communication skills in one arena, they are provided with additional opportunities to develop and grow in other environments. The ROOTS director is advantageously situated to create program-level collaboration with other

members of the Student Development Leaders Group that works under the Dean of Student Development to maximize program service benefit for all students.

Participation in the **Course Progress Notification** process, an outgrowth of the original ROOTS Progress Reports, keeps the program services before faculty, who are in a position to refer students who may benefit from program services. Periodic presentations to the PCC Board of Directors, Division Deans, Sylvania Advisors and Counselors, in the Teaching and Learning Center, and at Campus Inservice keep the program services and outcomes in front of internal entities that are in a position to promote and support the program's operation.

Participation in the Oregon TRIO Association and the Northwest Association of Special Programs keep program staff informed of best practices and national and regional issues and developments that affect program funding, administration, and other issues.

Sylvania ROOTS Program

Portland Community College

Marketing

The ROOTS Program uses a variety of techniques to market program services in multiple venues.

Printed marketing materials include bookmarks, flyers, posters and banners. These are located in virtually all student service delivery sites, including Advising and Counseling, Financial Aid, Student Success Center, Multicultural Center, Women's Resource Center, Office for Students with Disabilities, Computer Resource Center and Bookstore. Additionally, staff conducts weekly information session throughout the year, including summer, on Thursdays at noon in Library 204, to disseminate detailed program information. Staff and mentors also make numerous classroom visits each term to pre-college level classes, and seek referrals from Developmental Education instructors, and PCC Advisors and Counselors.

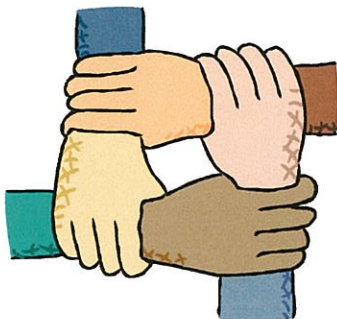
ROOTS students have been prominently featured on the PCC Web page, and in other PCC marketing efforts such as the Fall 06 Inservice video.

Other referral sources are program participants, who are uniquely qualified to identify potential ROOTS students. Indeed, most of our best referrals come from other students.

In spite of significant and ongoing marketing activities, recruitment remains a challenge.

Findings / Campus & External Relationships:

Our recommendations are to identify additional stakeholders and opportunities to inform about program services and collaborate in service delivery. Renew our investment in existing relationships.



Sylvania ROOTS Program

Portland Community College

Component 11 / Diversity:

ROOTS program practice supports and reinforces the values expressed in the PCC Mission and Values and Diversity Statements, and contributes to the inclusive environment PCC seeks to create and nurture.

ROOTS Program services are focused on academically under-prepared, low-income, first-generation students and students with disabilities. While this seems to be a very specific population, in fact it comprises a group of students that in a sense concentrates the diversity of the PCC student body. (See demographic charts below.)

The program creates a number of environments in which commonalities and differences are recognized, explored, and celebrated:

- Curricula in both CG111B and CG140B incorporate an examination of diversity issues, and the classroom experience is consciously structured to foster a cohort in which all members are welcomed and honored.
- The advising relationship creates a safe, trusting environment that encourages exploration and open communication that deepens understanding of identity and diversity issues.
- The ROOTS events calendar always features a variety of cultural and community involvement activities that both

celebrate diverse cultural heritages, expose students to new ideas and challenges assumptions.

- Collaboration with and referrals to other Sylvania service providers extend the perimeters of the safe and nurturing environment created by ROOTS. In particular, the Multicultural Center, Women's Resource Center, Wisdom Keepers, etc. all recognize and celebrate diversity.
- The ROOTS Mentor Program creates one-on-one peer relationships in which it is safe to explore ethnic, racial, class and generational similarities and differences.

All staff members have participated in multiple and in some cases helped develop diversity trainings to heighten awareness of and sensitivity to issues of difference, such as ethnicity, gender, sexual orientation, and religious affiliation, including required PCC diversity training, Inservice training, intensive Intercultural Communications Institute coursework, and Safe Space Training.

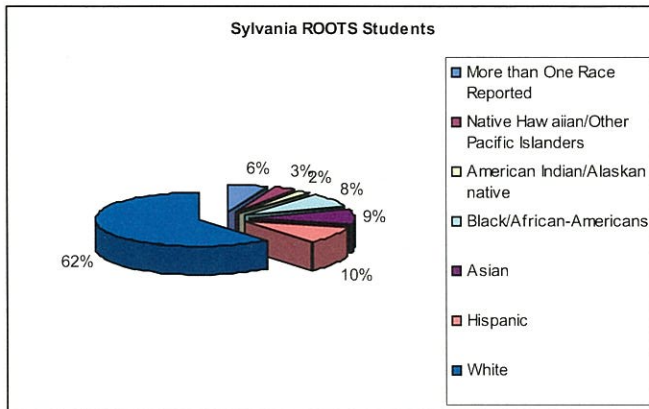
"A big surprise really...
I've discovered I can do the
academic thing really well!

~ ROOTS Student

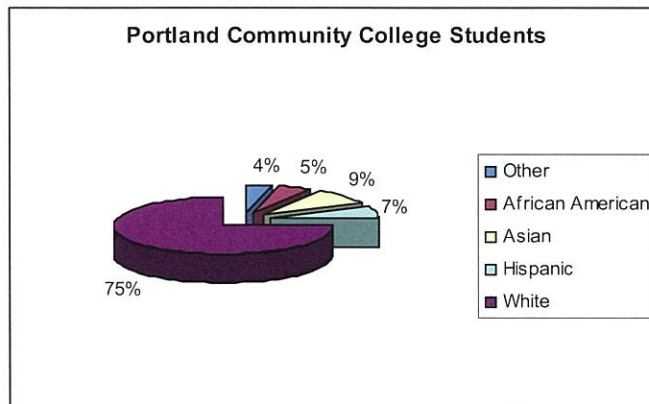
Sylvania ROOTS Program

Portland Community College

Demographics:



From Sylvania ROOTS Program Database



From Institutional Effectiveness Factbook

ROOTS Program services are designed for academically under-prepared, low-income, first-generation students and students with disabilities. While this seems to be a very specific population, in fact it comprises a group of students that in a sense concentrates the diversity of the PCC student body.

~ROOTS Program Review

Findings / Diversity

Our recommendations are to:

- Continue to recognize changing student demographics and characteristics
- Develop more proactive population-specific recruitment and service delivery design, especially peer-to-peer
- Continue with ongoing knowledge acquisition

Sylvania ROOTS Program

Portland Community College

Component 12 / Ethics:

Ethical considerations play a key role in program operation and service delivery. In addition to the constraints defined by FERPA, the U. S. Department of Education, and PCC Institutional Policy, ROOTS staff members are guided by the PCC Standards for Professional Practice and the CAS Statement of Shared Ethical Principles. The protection of privacy and the confidentiality of student information are of particular importance. Meetings with students occur in private offices, student case files are kept in locked cabinets in twice-locked offices, and electronically-stored information is in a password-protected database on the departmental H-drive. Program staff share student information internally on a “need to know” basis and are sensitive to conflict of interest issues.

From CAS Shared Statement of Ethical Principles:

Principle I - Autonomy

We take responsibility for our actions and both support and empower an individual's and group's freedom of choice.

Principle II – Non-Maleficance

We pledge to do no harm.

Principle III - Beneficence

We engage in altruistic attitudes and actions that promote goodness and contribute to the health and welfare of others.

Principle IV - Justice

We actively promote human dignity and endorse equality and fairness for everyone.

Principle V - Fidelity

We are faithful to an obligation, trust, or duty.

Principle VI - Veracity

We seek and convey the truth in our words and actions.

Principle VII – Affiliation

We actively promote connected relationships among all people and foster community.

Findings / Ethics:

Our recommendation is to develop an ethical statement specific to program practice.

Sylvania ROOTS Program

Portland Community College

Component 13 / Assessment & Evaluation:

The ROOTS Program conducts a variety of systematic assessment and evaluations and employs both quantitative and qualitative methodologies to determine how effectively its stated mission and student learning and development outcomes are met.

ROOTS Objectives

Objective 1: By December 15th of each year, 170 eligible students will be identified, selected and enrolled in ROOTS. At least 67% (114) will be low-income and first-generation students or students with disabilities. The remaining 33% will be low-income, first-generation students or students with disabilities. At least 33% of students with disabilities will be low-income.

Objective 2: Of students entering the ROOTS program, each cohort will persist as follows: 75% to the second cohort year, 53% to the third cohort year, and 40% to the fourth cohort year.

Objective 3: Of students entering the ROOTS program during each academic year, 25% will graduate (or transfer) within three years (measured by cohort).

Objective 4: At the end of each academic year, 75% of ROOTS participants will be in good academic standing.

Objective 5: Each academic year, 80% of ROOTS participants will have a minimum of six contacts with ROOTS staff.

Objective 6: Each academic year, ROOTS will have staff representation on a minimum of four College committees related to financial aid, student advising, developmental education, student development and/or retention and will actively advocate for the needs of SSS-eligible students in order to foster an institutional climate that is supportive of SSS-eligible students.

Like all federally funded TRIO programs, Sylvania ROOTS submits an **Annual Performance Report** to the U. S. Department of Education. Student Support Service Programs report on 32 variables for all students served during the program year, and for prior students still enrolled at the institution; ROOTS reports on an average of 200 students each year. Variables include persistence, rate of graduation or transfer, Cumulative GPA, Academic Standing, number of credits attempted and earned, current grade level, and amount of financial aid needed and awarded.

Sylvania ROOTS Program

Portland Community College

Thus every twelve months ROOTS staff are required to scrutinize the extent to which they have met their objectives and why, or why not; the program's prior performance will be weighed in the next competitive grant funding process. This rigorous reporting process occupies the better part of 6 - 8 weeks, and requires considerable collaboration from programmers and statisticians in PCC's department of Institutional Effectiveness. Data are collected from the ROOTS database and blended with data pulled from PCC's Banner system to create a quantitative record of program accomplishment. Program staff members then examine this information for internal consistency and accuracy; it may be necessary to go back and forth several times between the program and IE in an effort to ensure accuracy and transparency.

Year	Persistence	Good Academic Standing	Graduation	Transfer	Administration
2001-02	73%	72%	1%	7%	100%
2002-03	80%	75%	5%	23%	100%
2003-04	81%	72%	11%	17%	100%
2004-05	88%	74%	10%	15%	100%
2005-06*	80%	82%	33%		100%
2006-07*	77%	85%	41%		100%

** New grant cycle with different reporting requirements and definitions*

ROOTS routinely conducts other assessments and evaluations to capture student progress and to guide program service development and delivery:

- **Class evaluations** from both CG classes, designed to give instructors feedback on the value of course design and implementation
- An average of 655 **term progress reports** (now delivered through the CPN process) requested from all instructors for all students, with an average of a 62% response rate, to provide both quantitative and qualitative evaluation of student progress and development
- **Quarterly reports from IE** on student course completion and academic and financial aid standing to assist advising staff in anticipating which students may need advocacy or additional support services in the coming term
- **Annual calculation** of financial aid and scholarships awarded to ROOTS students

Sylvania ROOTS Program

Portland Community College

CAS

The CAS Assessment process was initiated in earnest in Fall 2006. Program staff members familiarized themselves with the 32-page Self-Assessment Guide for TRIO programs, and met an hour a week for several weeks to discuss and reach agreement about the meaning of each component of each of 13 standards: a total of **122 program components were discussed and interpreted**. A 4-point scale from Not Met to Fully Met was used to broadly estimate the extent to which a given standard has been implemented; other points on the scale were Not Done and Not Rated. There were two components in our Assessment that were not rated: the extent to which program services promoted participants' spiritual development (Part 2.4.15) and accessibility of program services to distance learners (Part 9.7).

Staff members then individually rated each criterion before coming together as a group to report individual findings, present and sometimes reconcile points of view, and collectively make final judgments and recommendations for improvement. This sometimes grueling process occupied a weekly hour-long meeting throughout much of Fall 2006, Winter 2007 and Spring 2007 terms.

Fall 2007 was spent writing, researching and reflecting upon findings. Concurrently documentary evidence was being identified, evaluated and assembled. A comprehensive list of evidence is appended at the end of this document, and accompanied by a list of links to electronic sources and hard copies of other pertinent documentary evidence to support assessment findings.

The process has been both instructive and rewarding, and has enabled the ROOTS program staff to clarify, refine and internalize understanding of the program and why it works as well as it does and what it must undertake in order to develop and grow in response to changing student and institutional needs.

Findings / Assessment & Evaluation

Our recommendations are to:

- Re-evaluate survey tools
- Develop timeline for more intentional, ongoing student surveys
- Develop pre- and post-test instruments
- Work with Institutional Effectiveness to gain deeper analysis of data

Sylvania ROOTS Program

Portland Community College

Best Practices:

One of the roles of grant-funded programs is to explore, innovate and refine professional practices that might be implemented throughout the institution. While it is uncommon for SSS programs to “shape larger institutional policies regarding retention, recruitment or admissions, minority relations, or financial aid policy” (From ED.gov <http://www.ed.gov/offices/OUS/PES/higher/sss2.html>) the ROOTS Program has done precisely that in PCC’s forward-looking and open environment.

The following are among the district-wide policies and programs that ROOTS has had a role in developing and implementing:

- Mandatory advising for developmental education students
- Course Progress Notification process
- MOTT Program
- Free College Skills classes
- CG 105: Scholarship class

Recommendations:

- Develop a cohort model for first-year students to foster peer-relationships, create opportunities for student involvement, and enhance student development and retention.
- Implement a limited case management advising program for all first-year, degree-seeking students.
- Create a full-time Financial Aid Advocate position to develop and implement financial aid literacy and self-advocacy programming for PCC students, perhaps in the form of a free, credit-bearing CG class.

“The amount of energy everyone involved with the ROOTS Program puts towards the betterment of the educational system, as well as the individual student, is truly inspiring.”

~ROOTS Student



Referred by: _____

Portland Community College
Sylvania Campus
CC Building, Room 225
(503) 977-8195

PROGRAM APPLICATION

Name _____ SS# _____

Address _____

City/State/Zip _____

Home Phone _____ Work Phone _____ Cell Phone _____

E-mail _____ Date of Birth _____

Gender ☐ Male ☐ Female

Ethnicity/Race (Please check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Asian | <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> Black/African American |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Native Hawaiian/Other Pacific Islander | <input type="checkbox"/> White/Caucasian |
| <input type="checkbox"/> More than one race | | |

Enrollment Status ☐ Full-time (12 or more credits) ☐ 3/4 time (9-11 credits)

Students must be taking at least half their credits at Sylvania.

Students enrolled for fewer than 9 credits do not qualify for the Sylvania ROOTS Program.

Educational Goal

- ☐ Associates degree ☐ Transfer to another institution

Are you currently employed? ☐ Yes ☐ No If so, where? _____

How many hours a week do you work? _____

Educational Status

- ☐ Less than high school diploma ☐ GED ☐ High school diploma

Citizen Type

- ☐ US Citizen ☐ Resident Alien ☐ Refugee/Immigrant ☐ Other

If not citizen, please provide Visa type or Resident Alien Card #: _____

What types of services are you interested in?

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Study Skills | <input type="checkbox"/> Test Taking Skills | <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Computer Skills | <input type="checkbox"/> Time Management | <input type="checkbox"/> Math | <input type="checkbox"/> Explore Careers |
| <input type="checkbox"/> Transfer Advising | <input type="checkbox"/> Financial Aid Info | <input type="checkbox"/> College Visits | <input type="checkbox"/> College Admissions Help |

Portland Community College is an affirmative action, equal opportunity institution.

Career Interests

☐ Health ☐ Education ☐ Business ☐ Social Science ☐ Arts ☐ Other _____

Academic Need

Are you taking or do you plan to take any of the following courses (please check all that apply)?

Reading	Writing	ESOL	Math	
<input type="checkbox"/> RD 90	<input type="checkbox"/> WR 90	<input type="checkbox"/> ESOL 260	<input type="checkbox"/> MTH 20	<input type="checkbox"/> MTH 70
<input type="checkbox"/> RD 115	<input type="checkbox"/> WR 115	<input type="checkbox"/> ESOL 262	<input type="checkbox"/> MTH 60	<input type="checkbox"/> MTH 95
		<input type="checkbox"/> ESOL 264	<input type="checkbox"/> MTH 65	

ALL APPLICANTS MUST HAVE AT LEAST ONE OF THE FOLLOWING ADDITIONAL QUALIFICATIONS.

APPLICANTS WITH MORE THAN ONE QUALIFICATION WILL BE GIVEN PRIORITY.

Please answer ALL questions below:

1. Income

To qualify a family's taxable income must not exceed 150% of the federal poverty level.

What is your taxable income for the prior filing year? _____

If you are under age 23, you must include parent/guardian income information.

2. First Generation to Graduate from College

Did the person(s) who raised you graduate from a 4-year college or university?

☐ Yes ☐ No

If yes, please list the person(s) and where they received their degree.

3. Ability

Do you have a documented disability? ☐ Yes ☐ No

If yes, please describe. _____

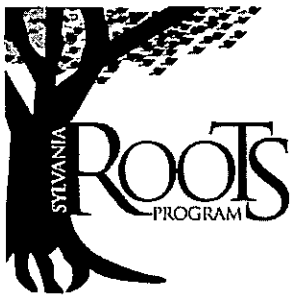
Are you working with the PCC Office for Students with Disabilities (OSD)? ☐ Yes ☐ No

I have read this application, and to the best of my knowledge the information I have provided is true and correct. I also authorize local and federal staff associated with the Sylvania ROOTS Program to obtain, copy and/or review my records, including high school and college transcripts, test scores, financial aid records, progress reports, final grades, enrollment status at transfer institutions, and other records as needed to assist me and to meet the requirements of the TRiO grant. I also understand that the Sylvania ROOTS Program staff may discuss my academic and personal needs with other college staff.

Applicant's Signature _____ Date _____

For office use only. Please do not write below this line.

Eligibility	<input type="checkbox"/> LIFG	<input type="checkbox"/> LI	<input type="checkbox"/> FG	<input type="checkbox"/> DLI	<input type="checkbox"/> D
Grade Level at Entry	<input type="checkbox"/> 1 st year, never attended		<input type="checkbox"/> 1 st year, attended before		
First Term Attended Term:	Fall	Winter	Spring	Summer	
	Year:				
Current FAFSA in Banner	<input type="checkbox"/> Yes	<input type="checkbox"/> No	AGI: _____		



*Have you heard about
Sylvania ROOTS?*

Increase your chances to receive scholarship funds!

Sylvania ROOTS students have received over \$600,000 in scholarships!

Double your chances to get a degree or certificate!

90% of Sylvania ROOTS students continue their program of study.

Improve your ability to get good grades!

62% of ROOTS students have been on an academic honor roll during the past year.

Are you eligible?

To qualify you must:

- ☐ Register for at least 9 credits each term (excluding summer)
- ☐ Take at least half of your credits at Sylvania Campus
- ☐ Need to take at least one of the following classes:
(RD 90/115; WR 90/115; ESOL 260/262/264; MTH 20/60/65/70/95)

And at least one of the following:

- ☐ Be low income
- ☐ Be a first-generation college student (neither parent has a 4-year degree)
- ☐ Have a disability

<http://spot.pcc.edu/roots>

(503) 977-8195

CC 225 on the Sylvania Campus

We look forward to meeting you!

TRiO
STUDENT SUPPORT SERVICES

ROOTS Info Session
Every Thursday at Noon
Library 204

Student name: _____

Student File Checklist

Eligibility Criteria: ☐ LIFG ☐ FG ☐ LI ☐ DLI ☐ D

1) Signed and dated:

- ☐ Complete program application

2) Proof of citizenship or permanent residency:

- ☐ If US citizen, citizen box is checked, application signed & dated.
- ☐ If not US citizen, then documentation that student is eligible for FA. Make sure to check expiration date & get double-sided copy.
 - ☐ SAR
 - ☐ Visa
 - ☐ Permanent Resident Card (I-551)
 - ☐ Alien Registration Card (A number)
 - ☐ Arrival/Departure Record (I-94)
 - ☐ Passport may have A number in it
 - ☐ If refugee, look for a stamp reading either "Admitted as a Refugee Pursuant to Section 207 of the Act. If you depart the US you will need prior permission to return. Employment Authorized," or "Status changed to refugee pursuant to Section 207 (C) (2) of the Immigration Nationality Act on _____. Employment Authorized." Refugees may also have a Travel Document (Form I-571), which can be used for documentation if it has not expired.
 - ☐ If Asylee, a stamp reading "Asylum status granted pursuant to Section 208, INS. Valid to _____. Employment Authorized."
 - ☐ Conditional entrants, a stamp in dictating that the student has been admitted to the US as a conditional entrant. If the student has an I-94 w/ conditional entrant status granted after 3-31-80, not eligible.
 - ☐ Parolees, a stamp indicating that the student has been paroled in the US for an indefinite period of time for humanitarian reasons. The word "indefinite" and/or "humanitarian" will be handwritten into the stamp.
 - ☐ Cuban-Haitian entrant, a stamp across the face of the I-94 indicating that they student has been classified as a "Cuban-Haitian Entrant (Status Pending). Reviewable 1-15-81. Employment Authorized until 1-15-81." Note that a document showing that the holder is a Cuban-Haitian entrant is valid even if the expiration date has passed.

3) Academic need:

- ☐ Asset test scores printed out & in file
- ☐ Test into at least 1 DE, pre-college, or ENL course

4) Proof of enrollment or admission to PCC prior to entry into program &

Transcripts showing grade level at entry into program:

☐ Initial transcript in file located beneath application

OR

☐ Current transcript with project entry date highlighted

5) Proof of financial need, if applicable:

☐ Federal 1040 form with family size & taxable income highlighted

OR

☐ IRS certification (print out) of taxable income (family size & taxable income highlighted)

OR

☐ Financial Aid Award Notification (with Adjusted Gross Income below allowable amount)

OR

☐ Banner printout showing AGI below the allowable amount

OR

☐ Signed form indicating applicant was not required to file a tax return

6) Proof of first generation status, if applicable:

☐ "No" box is checked on application (application signed & dated)

7) Proof of disability, if applicable:

☐ Disability documentation on file

8) Form demonstrating acceptance into program:

☐ Signed & dated Student Responsibilities form

OR

☐ Congratulations letter to 2001 cohort students

9) Signed & dated:

☐ Contract for Success in file

OR

☐ Ed plan for 2001 cohort students

10) Most current case notes:

☐ Current in DB

☐ Printed out & in file

11) Exit notification letter (if applicable)

☐ Copy in file

12) Signed & dated (if applicable):

☐ Exit survey in file



Sylvania ROOTS Program STUDENT RESPONSIBILITIES

TRiO
STUDENT SUPPORT SERVICES

Student Name _____

Sylvania ROOTS

Program Advisor _____ Phone _____

Congratulations and welcome to the Sylvania ROOTS Program! In order for you to benefit from the Program's services it is important that you understand our commitment to you as a student and also, your role as a Program participant.

A Sylvania ROOTS Program Advisor will work closely with you to provide continuing and comprehensive services. As a participating student, you agree to do the following:

- Stay enrolled at PCC for nine or more credits every term except summer term
- Take at least half of your credits at the PCC Sylvania campus
- Meet with your Sylvania ROOTS Program advisor at least twice each term
- Successfully complete our specialized College Success classes
- Develop (with the help of Sylvania ROOTS Program staff) your individual Contract for Success
- Inform your Sylvania ROOTS Program advisor before making any changes to your Contract for Success, class schedule, or education plan
- Talk with your Sylvania ROOTS Program advisor about any academic or personal concerns which affect your college studies
- Allow Sylvania ROOTS Program to contact your instructors regarding your academic progress
- Permit the Sylvania ROOTS Program to contact you via the MyPCC ROOTS Group
- Permit the Sylvania ROOTS Program to use your name, photo, videotape image or information concerning your participation in the Sylvania ROOTS Program

◆ To start your participation in the Program, please sign and date this contract. ◆

I understand the requirements of this contract and accept responsibilities as a participating student in the Sylvania ROOTS Program.

Student Signature

Date

Sylvania ROOTS Program Director

Date



Contract for Success

The Sylvania ROOTS Program Contract for Success or "CFS" is a document designed to assess your needs as a PCC student. The CFS is also a tool to assist your advisor in sharing information regarding available resources, degree options, and PCC policies. The final section of the CFS includes an "Individualized Action Plan" which will allow you and your advisor to track and evaluate your progress in relation to academic, personal, and career-related goals.

Name: _____ Date: _____

Advisor: _____

Student enrollment status:

- ☐ Full Time
- ☐ Part Time

Student employment status: _____ hrs/week

DEGREE OPTIONS

- ☐ Associate of Arts Oregon Transfer Degree (AAOT)
- ☐ Associate of Science Degree (AS)
- ☐ Associate of Applied Science (AAS)
- ☐ Certificate

TRANSCRIPT INFORMATION

- ☐ Do you have a transcript(s) from another college? Yes / No
- ☐ Transcript evaluation process

TRANSFER RESOURCES

Access Transfer Resources:

- ☐ Locate Transfer Documents (located inside of CC 216)
- ☐ Check out "University Transfer" information on www.pcc.edu
- ☐ Participate in Transfer Center events—posted on MyPCC announcements
- ☐ Participate in the Sylvania ROOTS Program University Visits
- ☐ Set appointments with an advisor at transfer school
- ☐ Visit Career Center (CC 216)

PROFESSIONAL/TECHNICAL RESOURCES

- ❑ PCC Catalog (Career Descriptions/Program Prerequisites and Requirements)
- ❑ Department websites
- ❑ Introductory classes
- ❑ Department advisors

ACADEMIC RESOURCES: HOW DOES TUTORING WORK?

- ❑ Student Success Center—Writing/Reading (levels 80 & 90 & RD 115)
CC Building, Room 204
503-977-4563
- ❑ The Writing Center and Mac Lab—Writing (levels 115 & higher)
CT Building, Room 239
- ❑ The English Speakers of Other Languages “ESOL” Tutoring
CT Building, Room 208 (all ESOL classes)
- ❑ Student Success Center—Math support(all levels)
CC Building, Room 204
503-977-4540
- ❑ Multicultural Center—Science and Math (see schedule term-to-term)
CC Building, Room 202
503-977-4114
- ❑ Computer Skills Tutoring (for students enrolled in computer tech classes)
TCB Building, Room 308/311
- ❑ Biology Tutoring (offering general Biology & Anatomy/Physiology tutoring)
HT Building, Room 207
- ❑ Physical Science Tutoring (Chemistry & Physics)
AM Building, Room 107
- ❑ Engineering Tutoring
ST Building, Room 208
503-977-4163

PCC POLICIES

- ❑ Student Academic Progress Policy
- ❑ Drop/Withdrawal Policy (financial aid detail—week 3 or 4 NO Drop)
- ❑ Billing—50/50 Plan, Late Fees
- ❑ PCC Emergency Loans
- ❑ ROOTS Emergency Loans

PERSONAL AND SOCIAL RESOURCES

- ❑ Counseling and Advising Center
CC Building, Room 216
503-977-4531
- ❑ Office for Students with Disabilities
ST Building, Room 229
503-977-4341
- ❑ Multicultural Center
CC Building, Room 204
503-977-4114
- ❑ Women's Resource Center
CC Building, Room 259
503-977-8101
- ❑ Childcare Resources
CC Building, Room 246
503-977-4366
- ❑ Childcare Center
HT Building, Room 220
503-977-4424
- ❑ Other/Community Resources
Please see your ROOTS Advisor

FINANCIAL RESOURCES

- ❑ Have you completed your FAFSA? Y / N
- ❑ Do you know where you are in the FAFSA process? Y / N
- ❑ Tips on how to use "MyPCC" as a resource
- ❑ Charging books to Financial Aid account prior to first week of term
- ❑ ROOTS Financial Aid Advocate—set up a consultation!
Michael Morrow, CC Building, Room 246
Email: mmorrow@pcc.edu
Phone#: 503-977-4366

Financial Aid Standards of Satisfactory Academic Progress Policy

Current Financial Aid Status:

- ❑ Review of Good Standing/Warning/Probation/Disqualification
- ❑ Satisfactory Academic Appeal process

SCHOLARSHIP INFORMATION

- ❑ Oregon Student Assistance Commission Scholarship
- ❑ PCC Foundation Scholarship
- ❑ Research Scholarships at Transfer Institution (esp. in student's major area of study)

MONEY MANAGEMENT

- ☐ Develop Personal Budget
- ☐ Utilize option to work with ROOTS Financial Aid Advocate, Michael Morrow

CAREER ASSESSMENT AND CAREER EXPLORATION ACTIVITIES

- ☐ The DISCOVER program
- ☐ Career Information Systems "CIS"
- ☐ Meyers-Briggs
- ☐ Strong Interest Inventory

Explore occupational resource materials at Career Center

- ☐ Vocational Biographies
- ☐ Occupational Outlook Handbook
- ☐ Dictionary of Occupational Titles
- ☐ Other Career-Related Resources

Workplace Research Activities

- ☐ Conduct an informational interview in your field of interest
- ☐ Participate in a "job shadow" in your field of interest



Sylvania ROOTS Program Exit Survey

Thank you for your participation in the ROOTS program. Please remember that you will always be a member of our program and if there are any questions that you have about school, please feel free to contact any of the ROOTS staff. We would greatly appreciate the completion of this survey for our files. We rely on your input to enhance our program. Thank you again and we wish you all the best.

First Name: _____

Last Name: _____

ID number: _____

Permanent Mailing Address:

City: _____ State: _____ Zip: _____

Phone Number: _____

Email Address: _____

Please indicate the reason for leaving our program:

☐ Transferred and/or graduated

☐ Transferred to a 2 year college. Name:

☐ Transferred to a 4 year college/university. Name:

☐ Graduated with an Associates Degree

☐ Graduated and transferred to:

☐ Completed certificate program

☐ Withdrew from PCC:

☐ Financial reasons

☐ Health reasons

☐ Academic reasons

☐ Personal reasons

☐ Unknown/no contact

Please indicate the following that best applies to you at this time:

- ☐ I have applied, been accepted to and am planning on attending the college/university of my choice.
- ☐ I have applied to more than one college/university but am waiting to hear if I have been accepted.
- ☐ I have not applied to the college/university of my choice, but plan to apply in the future.
- ☐ I am planning to take time off before attending the college/university of my choice.
- ☐ I am undecided at this time as to what I will be doing next year.

What are your long-term educational/career goals?

Which of the following ROOTS services did you find the most useful and/or beneficial?

- ☐ Academic Advising
- ☐ Financial Aid Assistance
- ☐ Career Planning
- ☐ Personal Counseling
- ☐ ROOTS College Success Class
- ☐ ROOTS Career Development Class
- ☐ Transfer Assistance
- ☐ Mentoring
- ☐ Cultural Enrichment Activities
- ☐ Campus visits
- ☐ Workshops

Do you feel like you have a good understanding of what the ROOTS Program is and is not?

- ☐ Yes ☐ No

Comments:

Did you understand the commitment you were making when you entered the program? ☐

Yes ☐ No

Comments:

Did the ROOTS Program help you make connections with other students?

☐ Yes

☐ No

Comments:

Did the ROOTS Program help you identify other resources on campus? ☐ Yes

☐ No

Comments:

Did the ROOTS staff treat you in a culturally sensitive manner? ☐ Yes

☐ No

Comments:

On a scale of 1-5 how would you rate your experience at PCC?

1	2	3	4	5
Negative	Somewhat Negative	Neutral	Somewhat Positive	
Positive				

Would you be willing to be a contact person for future ROOTS Program students at the college/university you will be attending? ☐ Yes ☐ No ☐ Need more information

May we give them your email address? ☐ Yes ☐ No

May we give them your phone number? ☐ Yes ☐ No

How did the ROOTS program help you with the graduation/transfer process?

What additional areas and/or information could the ROOTS program have provided or assisted you with that would have been helpful with your transfer and/or graduation process?

Additional comments and/or suggestions?

Thank you for taking the time to fill out this survey!



(Date)

Dear _____

I am sending you a letter today in order to check in with you regarding your current participation in the Sylvania ROOTS Program. As your program advisor, I wish to assist you in reaching your educational goals. In order to do this, however, you must be actively engaged in the program by following through with the responsibilities outlined below:

- ✓ Have at least 2 contacts per term with your assigned advisor
- ✓ Successfully complete our 2 Sylvania ROOTS Program classes
- ✓ Create and follow your Contract For Success (see your advisor for details)
- ✓ Keep us updated regarding your address and phone number
- ✓ Take at least 9 credits per term (except summer)
- ✓ Keep us informed before making changes to CFS, class schedule and/or Education Plan
- ✓ Take ½ of all credits at Sylvania Campus
- ✓ Complete Exit Survey prior to leaving PCC

According to my records, you have not been meeting all of the responsibilities listed above. If you believe that you can still benefit from the Sylvania ROOTS Program, I would like to hear from you by _____. As you know, I can be reached at (503) 977-____. I look forward to hearing from you. Unfortunately, if I do not hear from you, you will be officially exited from the program.

Sincerely, Sylvania ROOTS Program Advisor



<<Date>>

Dear <<Student Name>>,

I am sending you a letter today in order to notify you that you have been exited from the Sylvania ROOTS Program. According to program guidelines, students must meet the following responsibilities:

- ✓ Have at least 2 contacts per term with your assigned advisor
- ✓ Successfully complete our 2 Sylvania ROOTS Program classes
- ✓ Create and follow your Contract For Success (see your advisor for details)
- ✓ Keep us updated regarding your address and phone number
- ✓ Take at least 9 credits per term (except summer)
- ✓ Keep us informed before making changes to CFS, class schedule and/or Education Plan
- ✓ Take ½ of all credits at Sylvania Campus
- ✓ Complete Exit Survey prior to leaving PCC

According to my records, you have not been meeting these responsibilities. If you believe that you can still benefit from the Sylvania ROOTS Program, please contact Program Director, Lynn Montoya at 503-977-8192. Thank you for your participation in the Sylvania ROOTS Program. I wish you much luck with your educational goals!

Sincerely,

<<Advisor Name>>, Sylvania ROOTS Program Advisor



Information Sheet

Program benefits include help with:

- Financial Aid/Scholarship searching
- Choosing classes
- Improving study skills
- Developing an educational and career plan
- Monitoring academic progress
- Referrals to math, reading and writing tutoring
- Personal issues
- Understanding the transfer process and planning for transfer to 4-year colleges and universities
- Free trips to local 4-year colleges and universities
- Free admission to cultural enrichment activities on and off campus
- Accessing work study positions
- Referral and advocacy
- Opportunities to be a peer mentor (second-year students)
- Free tuition, 4 credits maximum for summer term if you successfully complete fall, winter and spring terms without academic alert, suspension or probation
- The opportunity to meet other students who are striving for success

Responsibilities include:

- Successfully completing our two required courses
- Staying enrolled at PCC for nine or more credits per term
- Taking at least half of your credits at Sylvania Campus
- Meeting with your assigned advisor at least twice per term (more if you would like)
- Developing (with the help of ROOTS staff) your individualized Contract for Success
- Informing your advisor before making any changes to your Contract for Success, class schedule or education plan

- Keeping us informed about any academic or personal concerns which affect your college studies
- Informing ROOTS staff of any changes to your address or phone number
- Completing an Exit Survey before you leave PCC

Our goal is to help you stay enrolled, well advised, counseled and funded while here at Portland Community College. The challenges of college life can create obstacles in realizing your school, career and life goals. We understand these concerns and want to provide a place where someone will listen and work with you on succeeding at PCC.

We offer individual services for each student – you decide how much you want or need to participate. We will work with you to reach your educational and career goals by providing a wide range of services at no cost to you.

Successful ROOTS students are ones with a high degree of motivation to stay in school, complete a technical degree, or transfer to a 4-year institution.



For more information, please call (503) 977-8195 or stop by our office in CC 225.

Or visit our website at spot.pcc.edu/roots.

**Sylvania ROOTS Program
Portland Community College**

Assessment of Need Scoring Guide

This form is intended as a guide for assessments. Values are only suggested, a professional staff member can choose to increase or decrease scores in any category based upon individual circumstances. Take these values and fill them in on the Assessment of Need Form.

Category	Scoring Factors		Suggested Values
Interview – Interviewer's assessment of applicant's need based upon initial interview.	Very High Need High Need Moderate Need Slight Need		10 8 6 4
Academic Need – ASSET/COMPASS test scores.	<i>ASSET/COMPASS</i> MTH 65+ MTH 60 RD/WR 115 RD/WR 90 MTH 20		10 8 6 4 2
Family Information – Parent's educational level, household size, financial aid/income status. (Use <u>either</u> family size or alternative factors, but not both.)	<i>Family Size</i> 9 + 8 – 7 6 – 5 4 – 3 2 – 1	<i>Alternative Factors</i> LI and FG LI and DI DI LI or FG	10 8 6 4 2
Availability/Attitude – Time flexibility, work schedule, ability to participate in school activities, attitude. (Give each category a max of 5 points and add scores together.)	<i>Flexible hours</i> – able to participate in school activities (max 5 points)	<i>Open to change</i> – expresses internal motivation (max 5 points)	10
Major/Career Choice – Realistic decision making skills.	Realistic Goal Undecided Unrealistic Goal		10 7 5
Classification/College Adjustment – Course load, classification, transfer status. (Give each category a max of 5 points and add scores together.)	Full Time ¾ time 8 credits (max 5 points)	First Year, never attended First Year, attended before Second Year (max 5 points)	5 4 3 2

Disability/Health – Degree of assistance required, coping skills, impact on learning, stamina. (It is possible that a student may not be assigned points in this area – a value of zero would be entered.)	Very High Need	10
	High Need	8
	Moderate Need	6
	Slight Need	4

Sylvania ROOTS Program
Portland Community College

Assessment of Need

Student Name _____ SSN _____

Score each category from 0 to 10, with 0 indicating no need and 10 indicating maximum need. Multiply each score by the weight of that category. Total points may not exceed 100.

Category	Score	Weight	Index	Factors
Interview		1.0		Interviewer's assessment of applicant's need based upon initial interview.
Academic Need		2.0		ASSET/COMPASS test scores
Family Information		2.0		Parent's educational level, household size, financial aid/income status.
Availability/ Attitude		1.0		Work schedule, time flexibility, attitude
Major/Career Choice		1.0		Major/Career decision making skills.
Classification/ College Adjustment		2.0		Course load, classification, transfer status.
Disability/ Health		1.0		Degree of assistance required, coping skills, impact on learning, stamina.
Total Score				

Staff Member _____ Date _____



Sylvania ROOTS Program
Participant Interview
Questions

Name: _____ Date: _____

Review application. Look for:

- ☐ Credit load (must be $\frac{3}{4}$ or full time)
- ☐ In good academic & financial aid standing. No appeals required.
- ☐ Sylvania student (if major is declared, it must be doable at Sylvania)
- ☐ Citizenship (if not US Citizen, student must be eligible to receive Federal Student Aid).
- ☐ Review academic need (check SOATEST and SWRUNOF for academic need)
- ☐ Ask the student about First Generation status (compare with SPAPERS). If erroneous, have student check correct box on application and initial change.
- ☐ Review Federal tax info (line 42 on 1040, line 6 on 1040EZ).
- ☐ Make sure that application is signed.

1. How did you learn about ROOTS?
2. Have participated in a TRiO program before (UB, VUB, TS, EOC)? If so, which branch and where.
3. What do you know about ROOTS?
4. Why do you want to participate in ROOTS?
5. Specifically, what is your greatest obstacle or difficulty in achieving success at school? (Follow up on any health or disability issues)

6. What are sources of support that will help you achieve success in your college experience?
7. What other commitments do you have in your life (family, kids, etc.)?
8. Have you filed a 2007-08 FAFSA? (If no, give 2007-08 FAFSA worksheet).
9. What is your major/area of interest? (Watch for majors at other campuses)
10. Have you attended college before? If so, when? What was your experience like?
11. What were you doing prior to coming to PCC?



Student Mentor Application

The Sylvania ROOTS Program is now hiring mentors for the 2007-2008 academic year. Each student mentor will work five hours a week for a maximum of three terms. Priority will be given to those students who can make a year-long commitment, have demonstrated good interpersonal relationship skills, and have a desire to help others.

Job responsibilities include:

- Attending and successfully completing a mentor training during the summer
- Attending and giving input at a weekly staff meeting (1-2 hours long)
- Meeting weekly with each of your mentees for the duration of the school year
- Keeping accurate and up-to-date logs documenting contact with your mentee
- Encouraging your mentee to attend Sylvania ROOTS Program workshops, cultural events, etc.
- Attending as many ROOTS sponsored events as possible
- Handling confidential situations and paperwork responsibly
- Promoting use of college resources
- Sharing information on mentor program and ROOTS with campus community
- Role modeling time management, test taking, and other skills that encourage student success
- Sharing mentor contact information (phone, email, etc.)
- Maintaining a cumulative GPA of 2.5 or higher

To be eligible you must:

- Have successfully completed our Sylvania ROOTS Program CG 111B & CG 140B classes
- Be in good academic standing
- Have fulfilled the responsibilities of being in the ROOTS program (met with your assigned advisor at least twice per term, kept ROOTS staff informed of pertinent information, etc.)
- Have a cumulative GPA of 2.5 or higher

Name: _____

"G" number: _____

Phone: _____
call: _____

Best time to

1. A mentor is a fellow student who can act as a guide to a new student at PCC. Why are you interested in becoming a ROOTS mentor?

2. What skills do you hope to build by becoming a mentor?

3. What previous experiences (training, school, work, etc.) have you had in helping relationships?

4. What types of students would be a "good fit" for the experiences and resources you have to offer? (for example, recent HS graduates, single parents, older/returning students, etc.) How many students would you be interested in working with?

5. Give an example of a time when you were successful at motivating someone.





Looking for a Mentor?

The PCC Sylvania ROOTS Program is pleased to offer opportunities for students in the program to be matched with a free peer mentor. Peer mentors are students who have completed the two required Sylvania ROOTS Program classes, are in good academic standing and have gone through specialized training to be a mentor. Mentoring offers a consistent, structured, stable relationship between a mentor and a mentee (person being mentored). This relationship involves a commitment of meeting with your mentor for at least one hour per week for the rest of the term. The focus of the relationship is to provide the mentee with information, skills and resources that will lead him/her to academic success and independence.

Mentor's responsibilities include helping mentees:

- ☐ Help themselves
- ☐ Develop skills for personal and academic success
- ☐ Recognize and appreciate their own skills, qualities, and talents
- ☐ Strengthen healthy relationships and support systems
- ☐ Learn resources and how to use them
- ☐ Believe in themselves

Mentee's responsibilities include:

- ☐ Meeting with mentor at least one time per week for at least one hour
- ☐ Sharing information about yourself that is relevant to academic success
- ☐ Being open to feedback and suggestions regarding academic success

To be eligible to have a mentor:

- ✓ Be actively involved in the Sylvania ROOTS Program
- ✓ Be available to meet with your mentor at least one hour per week

TRiO
STUDENT SUPPORT SERVICES

Name: _____

Telephone Number: _____

Best time to call: _____

1. How do you think you would benefit by working with a mentor?

2. Do you have at least 1 hour a week in your schedule to commit to meeting with your mentor? ☐ Yes ☐ No

3. Do you have any flexibility in your schedule? ☐ Yes ☐ No

Explain: _____

4. What is your preference in a mentor? ☐ Female ☐ Male ☐ No Preference

5. What is your major or area of study? _____

6. Would you like to be matched with a mentor in the same major (if possible)?

☐ Yes ☐ No

7. What qualities are you looking for in a mentor? _____

8. What other information can you provide that will help us match you with a mentor (such as your interests, hobbies, etc.)? If you have children, what are their ages?



**SUPPLEMENTAL GRANT AID
APPLICATION**

Funding for the Sylvania ROOTS Supplemental Grant Aid program is made possible by the US Department of Education. Applicants will be screened for eligibility based on Department of Education as well as Sylvania ROOTS Program requirements. Due to limited availability of funds documentation of need will be required.

Name _____ SS# _____

Please review the eligibility requirements before submitting your application. Complete the application and return it to your Sylvania ROOTS Advisor.

TO BE ELIGIBLE FOR THIS GRANT YOU MUST FULFILL ALL OF THE FOLLOWING REQUIREMENTS:

- Be Pell-eligible
- Have unmet need in your Financial Aid Budget
- Be in good standing with the Sylvania ROOTS Program
- Have a cumulative grade point average of 2.5 or higher
- Be in Good Academic Standing with PCC at the beginning of current term
- Be in Good Standing with Financial Aid at the beginning of current term
- Have successfully completed both ROOTS CG111B and CG140B
- Priority will be given to students who have accumulated less than 90 transferable credits & therefore be considered within their first 2 years of study with the program

REASON YOU ARE APPLYING FOR GRANT:

- ☐ Learning Disability Testing
- ☐ Childcare Costs
- ☐ Unanticipated financial emergency

For office use only. Please do not write in this box.

Amount awarded _____

Date application awarded or denied _____

Date FA Office notified of awarded _____

Date award confirmed in student account _____

Estimated amount of funds requested: _____

PLEASE WRITE TWO TYPEWRITTEN PARAGRAPHS EXPLAINING:

1. Your financial need
2. What other resources you have explored
3. How you are at high risk for dropping out of school without this assistance.

ATTACH YOUR STATEMENT TO THIS APPLICATION.

Applicant's signature

Date

PCC Sylvania ROOTS Program CAS Self-Assessment

Program Component	Score	Findings	Recommendations	Target Date
Part 1: Mission	Fully Met 94%	Make program mission more visible & intentional	Post, invoke, review mission statement	Immediate/ ongoing
Part 2: Program	Fully Met 92%	Expand access to leadership opportunities	Notify students via email and program website of opportunities & deadlines for application	Immediate/ ongoing
		Address civic engagement & diversity issues more effectively	Develop tip sheet for application process	8 months
		Delivery of program services constrained by funding and eligibility requirements	Profile students involved each year in office & on website	6-8 months
Part 3: Leadership	Fully Met 100%	Explore 360 degree assessment process for all employee groups	Develop web page to promote value of civic engagement & links to opportunities	12 months
Part 4: Organization & Management	Fully Met 100%	None	Charge Classified & Faculty employees to advocate for 360 degree assessment process	12-18 months
Part 5: Human Resources	Fully Met 94%	Need more staffing to optimize program development & services	None	-
		Expand staff development opportunities	Report to and work with Institutional Advancement to educate key decision makers in order to raise funding	6 mos/ ongoing
		Develop all-staff professional development activities	Identify and schedule time- and issue-appropriate opportunities	
Part 6: Financial Resources	Minimally Met 75%	Flat federal funding inadequate for program operation; Supplemental Grant Aid insufficient to aid student retention	Report to and work with Institutional Advancement to educate key decision makers in order to raise funding	6 mos/ ongoing
Part 7: Facilities, Technology & Equipment	Fully Met 94%	None	None	-

PCC Sylvania ROOTS Program

CAS Self-Assessment

Program Component	Score	Findings	Recommendations	Target Date
Part 8: Legal Responsibilities	Fully Met 92%	Some liability issues not specifically identified to all staff members	Create and update legal issues and liability policies	12-18 months
		Unsystematic dissemination of information about legal obligations	Consult with Safety & Risk document procedure	
		Procedure for obtaining appropriate legal advice unclear	Report to and work with Institutional Advancement to educate key decision makers in order to raise funding	
Part 9: Equity & Access	Well Met 88%	Access to or delivery of services constrained by funding and eligibility requirements	Collect & analyze data to identify students served, retention and enrollment rates	6 mos/ongoing
		Difficult to remedy imbalances in student participation & staffing	Intensify research into student demographic trends and develop targeted recruitment & retention strategies	12 months
			Identify & develop opportunities for peer interactions	8-10 months
		Does not serve distance learning students	Investigate a hybrid model; issues to resolve: consistency of delivery model and cohort	12 months
Part 10: Campus & External Relations	Well Met 88%	None	Identify additional stakeholders and opportunities to inform and collaborate; renew investment in existing relationships	6 mos/ongoing
Part 11: Diversity	Fully Met 94%	Continue to recognize changing student demographics and characteristics	Develop more proactive population specific recruitment and service delivery design, especially peer-to-peer strategies	6 mos/ongoing
			Continue with knowledge acquisition	
Part 12: Ethics	Fully Met 96%	Program does not have written ethical statement	Develop ethical statement specific to program practice	Immediate
Part 13: Assessment & Evaluation	Fully Met 100%	None	Develop annual timeline for different kinds of data collection and analysis.	Immediate/ongoing
			Work with IE to conduct deeper analysis of data collected for APR	6 mos/ongoing

PCC Sylvania ROOTS Program

CAS Self-Assessment

Overview of Matrices

Component	Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully met	Not Rated	Compliance Score
Part 1: Mission					■		94%
Part 2: Program					■		92%
Part 3: Leadership					■		100%
Part 4: Organization & Management					■		100%
Part 5: Human Resources					■		94%
Part 6: Financial Resources			■				75%
Part 7: Facilities, Technology & Equipment					■		94%
Part 8: Legal Responsibilities					■		92%
Part 9: Equity & Access					■		88%
Part 10: Campus & External Relations					■		88%
Part 11: Diversity					■		94%
Part 12: Ethics					■		96%
Part 13: Assessment & Evaluation					■		100%

Types of Evidence

ROOTS CAS Self-Assessment 2007 - 2008

- 1 2020 Vision Process, Lean process
- 2 AAOT requires diversity course
- 3 Access to student leadership opportunities
- 4 Action items from staff meetings
- 5 Advisory Committee
- 6 Advocacy on behalf of students
- 7 Advocates for program equipment, office location, etc.
- 9 Annual performance report
- 10 Annual performance report narrative
- 11 Application & intake process
- 12 Banner purchasing approval process
- 13 Banner screenshots
- 14 Calendar of diversity events
- 15 Campus & community involvement
- 16 Case notes
- 17 ROOTS CG curricula
- 18 CG105/WR199 Scholarship class
- 19 Chronicle of Higher Education
- 20 Classroom visits
- 21 ROOTS Cohort
- 22 College visit survey
- 23 College visits
- 24 Confidentiality policy
- 25 Contract and grant accounting
- 26 Contract for Success
- 27 Cooperative education and service learning
- 28 Coordination of shared space
- 29 Coordination with & referral to Office for Students with Disabilities
- 30 Coordination with & referral to Multicultural Center (MC)
- 31 Coordination with & referral to Women's Resource Center (WRC)
- 32 Coordination with Oregon Student Assistance Commission (OSAC)
- 33 Correspondence in student files
- 34 Council for Opportunities in Education (COE) new director training
- 35 Council for Opportunity in Education (COE)
- 36 Current research
- 37 Customized IE reports
- 38 Database
- 39 Database, computer, student files security guidelines
- 40 Degree coursework
- 41 Department of Education (DOE)
- 42 District-wide advising meeting attendance
- 43 Diversity Fund
- 44 Division, Department & Board Presentations
- 45 DOE site visit binder

Types of Evidence

ROOTS CAS Self-Assessment 2007 - 2008

- 46 EDGAR (Education Department General Administration Regs)
- 47 Education plans
- 48 Eligibility criteria
- 49 Employee assessments
- 50 End-of-Year Celebration
- 51 Exit surveys
- 52 FAFSA workshops
- 53 Federation contracts
- 54 Financial aid advocacy
- 55 Focus groups
- 56 Free tuition ROOTS CG classes
- 57 General education requirements
- 58 General Provisions Education Act (GEPA)
- 59 Grant proposal
- 60 Guests at cultural events
- 61 PCC HR Policies
- 62 IE Fact Book
- 63 Interactions with instructors
- 64 Intercultural Institute
- 65 Joint student leadership training
- 66 Kid-friendly events
- 67 Learning disability testing
- 68 Letter of commitment in grant
- 69 MyPCC Sylvania ROOTS Group
- 70 National Clearinghouse tracking
- 71 Northwest Association of Special Programs (NASP) membership
- 72 Oregon TRIO Association
- 73 PCC budget initiatives
- 74 PCC counseling and advising
- 75 PCC Educational Master Plan
- 76 PCC contract attorneys
- 77 PCC DOE Steering Committee
- 78 PCC fitness testing
- 79 PCC Foundation scholarship/emergency loan administration assistance
- 80 PCC grievance procedure
- 81 PCC Information Technology
- 82 Leveraged
- 83 PCC Inservices
- 84 PCC Institutional Effectiveness (IE)
- 85 PCC institutional policies
- 86 PCC institutional support
- 87 PCC Intranet
- 88 PCC Job classifications, descriptions
- 89 PCC Management handbook and trainings

Types of Evidence

ROOTS CAS Self-Assessment 2007 - 2008

- 90 PCC mission and values statement
- 91 PCC new student orientations
- 92 PCC Office of Affirmative Action
- 93 PCC Office of Staff Development
- 94 PCC open admissions policy
- 95 PCC organization chart
- 96 PCC portal
- 97 PCC quarterly TRiO Program Meetings
- 98 PCC risk management policies
- 99 PCC service awards
- 100 PCC student clubs
- 101 PCC student development guidelines
- 102 PCC Student Rights & Responsibilities Handbook
- 103 PCC task forces
- 104 PCC technology use guidelines
- 105 PCC staff tuition waivers/reimbursements
- 106 Pell Institute salary surveys
- 107 Physical access to campus--power-assisted doors, reconfigured office
- 108 Press releases
- 109 Program budget
- 110 ROOTS marketing materials--Logo
- 111 Proximity to other student services
- 112 Referral to community resources
- 113 Referral to Outside In van and naturopathic clinic
- 114 Release of information form
- 115 Report to PCC board
- 116 ROOTS academic advising
- 117 ROOTS achievement awards
- 118 ROOTS advisor calendars
- 119 Public safety
- 120 ROOTS cultural & community service activities
- 121 ROOTS director's calendar
- 122 ROOTS Information sessions
- 123 ROOTS Intake Interview matrix
- 124 ROOTS mentor program (application, training, policy, supervision, etc.)
- 125 ROOTS Org chart
- 126 ROOTS policy & procedures on shared drive
- 127 ROOTS program objectives
- 128 ROOTS progress reports
- 129 ROOTS student responsibilities
- 130 ROOTS website
- 131 Scholarship support
- 132 Scholarship workshops
- 133 Security guidelines and measures

Types of Evidence

ROOTS CAS Self-Assessment 2007 - 2008

- 134 Sociology 298
- 135 Staff committee work
- 136 Staff correspondence via email
- 137 Staff degree coursework
- 138 Staff diversity training
- 139 Staff HR files
- 140 Staff meeting/guests
- 141 Staff meetings
- 142 Staff resumes
- 143 Staff supervision
- 144 Staff trainings
- 145 Student & Enrollment Services retreat
- 146 Student Development Division retreats
- 147 Student employee guidelines
- 148 Student employee training & supervision
- 149 Student files
- 150 Student Leaders group
- 151 Student leadership position access
- 152 Student satisfaction survey
- 153 Student self-assessments
- 154 Student staffing
- 155 Student surveys
- 156 Students featured in PCC marketing materials
- 157 Students' personal statements
- 158 Subject Area Curriculum Committee (SACC) collaboration
- 159 Supplemental Grant Aid (SGA)
- 160 Teaching & Learning Center presentations
- 161 Transfer advising and monitoring
- 162 TRiO factbook
- 163 TRiO hierarchy of authority (Legs, Regs, Edgar, Circulars, Grant/APR,
- 164 TRiO student leadership conference
- 165 Tuition waiver for CG completers
- 166 Tutor Trak
- 167 Tutoring survey
- 168 Universal design
- 169 Work study access
- 170 Works with physical plant, IT, etc.
- 171 WRC Parent support group

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 1: Mission	Compliance Score: 94%	Score
1.1 A program mission and goals statement is in place and is reviewed periodically. Evidence: Mission & goals statement; meeting minutes, emails		[3] Well Met
1.2 Student learning, development, and educational experiences are incorporated into the mission and goals statement. Evidence: Mission & goals statement; program objectives		[3] Well Met
1.3 The mission is consistent with that of the host institution and the CAS standards. Evidence: PCC Mission; CAS Self-Assessment Guide		[4] Fully Met
1.4 The program advocates for equal access to higher education and facilitates educational development. Evidence: Access Access to workstudy College visits Financial aid and scholarship preparation and support Learning disability screening Resource referral Soc 298, Oregon TRiO Leadership Conferences Supplemental Grant Aid Tuition waiver Free CG 111 and CG 140 Evidence: Development Case files, including case notes, education plan & Contract for Success CG111B and CG140B syllabi and curricula Mentoring program Progress reports Promotion of other PCC student leadership programs Referrals		[4] Fully Met
1.5 The program provides an environment that helps students regardless of learning style or background. Evidence: Advising Annual Performance Report Collaboration and referral with OSD, WRC, MC, Wisdom Keepers, etc. Curriculum design GPRA ROOTS cultural events and community service activities Staff Development		[4] Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 1: Mission	Compliance Score: 94%	Score
<p>1.6 The program develops relationships to promote student completion of higher education.</p> <p>Evidence: Advising</p> <ul style="list-style-type: none"> Advisory Committee Campus visits Cohort model Collaboration and referral Committee work Financial Aid and Time Frame Extensions Incentive awards Mentor program Progress reports 		[4] Fully Met
<p>1.7 The program functions as an integral part of the host institution's overall mission.</p> <p>Evidence: Advisory Committee</p> <ul style="list-style-type: none"> Financial aid advocacy and support PCC Mission Progress reports ROOTS Mission Staff committee work 		[4] Fully Met
<p>Guidelines:</p> <p>A. Program addresses the developmental needs of the individuals served.</p> <p>Evidence: Case files, including case notes, ed plan & CFS</p> <ul style="list-style-type: none"> CG111B and CG140B syllabi and curricula Mentoring program Progress reports Promotion of other PCC student leadership programs Referrals 		[4] Fully Met
<p>B. Program enables individuals served to acquire the necessary skills and attributes to complete a post-secondary education.</p> <p>Evidence: Advising</p> <ul style="list-style-type: none"> CG111B and CG140 syllabi and curricula Collaboration and referral FA and scholarship preparation and support Mentor program Soc 298, Oregon TRiO Leadership Conferences 		[4] Fully Met
Compliance Score:		94%

Mission Overview Questions:

A. What is the program mission?

The mission of the Sylvania ROOTS Program is to increase the retention, graduation and transfer of eligible low-income and first-generation students and students with disabilities and to foster an institutional climate that supports these students.

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 1: Mission

Compliance Score: 94%

Score

supports those students.

B. How does the mission embrace student learning and development?

The ROOTS program mission is accomplished by implementing a variety of strategies that seek to enhance student learning and development. The program provides academic services such as advising, assessment, tutoring, skills development and career exploration in order to motivate and empower participants to succeed on their educational and career path. Program staff model behavior appropriate to an educational community, teach communication and conflict resolution skills, and encourage students to involve themselves in both campus and civic organizations.

C. In what ways does the program mission complement the mission of the institution?

PCC provides opportunities for personal growth and attainment of their goals to all students regardless of age, race, culture, economic level, or previous educational experience opportunities. The ROOTS Program, by addressing the academic and developmental needs of at-risk low-income, first-generation students and students with disabilities, helps fulfill the larger institutional mission.

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 2: Program	Compliance Score: 92%	Score
<p>2.1 The program promotes purposeful and holistic student learning and development.</p> <p>Evidence: Advisory Committee input</p> <ul style="list-style-type: none"> CG class syllabi and curricula Current research presented by TLC, OSD, etc. Mentor program Mission and goals statements PCC student development guidelines PCC task forces Program objectives Progress reports Student leadership 	<p>[4]</p> <p>Fully Met</p>	
<p>2.2 The program has identified learning and development outcomes relative to its purpose.</p> <p>Evidence: APR</p> <ul style="list-style-type: none"> CCOG CFS Interview matrix Learning outcomes for CG classes Self-assessments 	<p>[4]</p> <p>Fully Met</p>	
<p>2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.</p> <p>Evidence: Advising</p> <ul style="list-style-type: none"> Campus visits CG classes Cultural activities FA advocacy process Mentoring program Oregon TRiO Leadership Conferences Personal statements Progress reports Referral to and partnership with MC, WRC, OSD, IP Self-assessments 	<p>[4]</p> <p>Fully Met</p>	

PCC Sylvania ROOTS Program**CAS Self-Assessment**

Part 2: Program	Compliance Score: 92%	Score
<p>2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the following domains:</p> <p>2.4.1 Intellectual growth</p> <p>Evidence: CFS</p> <ul style="list-style-type: none">CG curriculaEmphasis on GPA and academic standingFA advocacy processGen Ed requirementsMyPCC navigationPersonal statementsProgram activities; student involvement on campus and in communityProgress reportsReferral to tutoring		<p>[4]</p> <p>Fully Met</p>
<p>2.4.2 Effective communication</p> <p>Evidence: Advising and mentoring</p> <ul style="list-style-type: none">CG Course curriculaFA appeal processGenEd requirementsPersonal statementsProgress reportsSoc 298Student leadership accessTRiO Leadership Conferences		<p>[4]</p> <p>Fully Met</p>
<p>2.4.3 Enhanced self-esteem</p> <p>Evidence: Advising and mentoring</p> <ul style="list-style-type: none">Campus and community involvementCFSCG classesCommunity resource referralsCounselingEnd-of-Year CelebrationHonors opportunitiesLetters of supportMerit awardsPersonal statementsProgress reportsScholarship applicationsStudent leadership access		<p>[4]</p> <p>Fully Met</p>

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 2: Program	Compliance Score: 92%	Score
<p>2.4.4 Realistic self-appraisal</p> <p>Evidence: Advising and mentoring</p> <ul style="list-style-type: none"> CG curricula and syllabi Ed planning instruments FA appeal process Personal statements Progress reports Self-assessments Student leadership access Transfer process 		<p>[4]</p> <p>Fully Met</p>
<p>2.4.5 Clarified values</p> <p>Evidence: Advising and mentoring</p> <ul style="list-style-type: none"> CFS CG syllabi and curricula Community and on-campus involvement Counseling FA appeal process Personal statement Progress reports 		<p>[4]</p> <p>Fully Met</p>
<p>2.4.6 Career choices</p> <p>Evidence: Advising and mentoring</p> <ul style="list-style-type: none"> Career center access and advising CG syllabi and curricula Cooperative education and service learning activities Counseling referrals Job shadows Self-assessments Work study 		<p>[4]</p> <p>Fully Met</p>
<p>2.4.7 Leadership development</p> <p>Evidence: Advising, mentoring</p> <ul style="list-style-type: none"> Community and campus involvement Cooperative education, service learning, work study Joint student leadership training Oregon TRiO Leadership Conference Promotion of PCC student leadership opportunities (Student Senate, peer advising, WRC, MC, ROOTS mentor program) 		<p>[3]</p> <p>Well Met</p>

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 2: Program	Compliance Score: 92%	Score
2.4.8 Healthy behavior (mental and physical) Evidence: Advising and mentoring Campus climate CG Curricula Counseling referrals Events Gen Ed requirements PCC Fitness testing Referral to counseling and campus and community health resources		[4] Fully Met
2.4.9 Meaningful interpersonal relationships Evidence: Advising and mentoring Cohort group activities Community and campus involvement Cooperative ed, work study Progress reports Service learning		[4] Fully Met
2.4.10 Independence Evidence: Advising & mentoring CG and PCC coursework Contract for Success Counseling referrals Financial aid process mastery Personal statement Progress reports		[4] Fully Met
2.4.11 Collaboration Evidence: Cohort group activities; CG and PCC coursework Community and campus involvement; work study Cooperative ed and service learning Modeling collaborative behavior Soc. 298		[4] Fully Met
2.4.12 Social responsibility Evidence: Cohort activity Community & campus involvement, student leadership opportunities Service learning		[3] Well Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 2: Program		Compliance Score: 92%	Score
2.4.13 Satisfying and productive lifestyle			[4]
Evidence: Advising and mentoring Campus and community resources and involvement CFS CG syllabi and curricula Cultural events Self-assessments			Fully Met
2.4.14 Appreciate diversity			[3]
Evidence: CG syllabi and curricula Cultural events Mentor and joint leadership trainings Partnering with WRC, MC, IP Staff development			Well Met
2.4.15 Spiritual awareness			NR
Evidence: Campus and community involvement Cultural events			
2.4.16 Personal and educational goals			[4]
Evidence: Academic standing, transfer and graduation rates Advising and mentoring CG syllabi and curricula Community and campus involvement; campus employment Scholarship prep			Fully Met
2.5 Program offerings are intentional, coherent and based on theories of learning and human development.			
Evidence: APR Class curricula Grant proposal and objectives Marketing Mission statement Org Chart Partnerships with PCC entities Policy and procedures Role of Advisory Committee			[4] Fully Met

PCC Sylvania ROOTS Program**CAS Self-Assessment****Part 2: Program**

Compliance Score: 92%

Score

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.

Evidence: Advising and mentoring

Application assessment, interview matrix

CFS

Grant proposal and objectives

IE fact book

Ongoing IR tasks

Progress reports

Self-assessments

[4]

Fully Met

2.7 Program offerings support the retention and graduation of students.

Evidence: APR

Community and campus involvement

FA planning

General and transfer advising; mentoring

Progress reports

Scholarship preparation

[4]

Fully Met

PCC Sylvania ROOTS Program**CAS Self-Assessment****Part 3: Leadership**

Compliance Score: 100%

Score

3.1 The host institution has selected, positioned, and empowered a program leader.

Evidence: HR policies

Job description

NBA Jobs

ORG chart

PCC Committee work

Professional development

Resume

Student Development Leaders Group

[4]

Fully Met

3.2 Program leaders at all levels are qualified on the bases of education, experience, competence and professional credentials.

Evidence: Director's & Dean's resumes

HR policies and procedures

Job descriptions

[4]

Fully Met

3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.

Evidence: APR

CG curricula

Grant proposal

Leaders' educational background

Program design

[4]

Fully Met

3.4 Clearly defined leader accountability expectations are in place.

Evidence: DOE Steering Committee

Employee evaluation

Job description

Mission and goals statement

Org chart

PCC Management handbook & trainings

Supervision

[4]

Fully Met

3.5 Leader performance is fairly assessed on a regular basis.

Evidence: 360 Review

Employee evaluation

Supervision

[4]

Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 3: Leadership		Compliance Score: 100%	Score
3.6 The leader exercises authority over program resources and uses them effectively. Evidence: Banner approval process and Banner screenshots Budget DOE Steering Committee Review of allowable expenditures Supplemental grant aid process			[4] Fully Met
3.7 The program leader: a. articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served. Evidence: CG Curricula Marketing materials Mission and goals statement PCC Committeework PCC Committeework PCC Student Development guidelines Presentations to PCC Board, Deans, Inservice Staff meetings and advisory committee minutes Supervision TRIO & NASP connections Universal design implementation			[4] Fully Met
b. prescribes and practices appropriate ethical behavior Evidence: Grant proposal PCC Institutional policy PCC student development guidelines Regulations & Legislation ROOTS policy & procedures Site visit binder Staff meetings and Advisory Committee meetings minutes Staff training			[4] Fully Met
c. recruits, selects, supervises, instructs, and coordinates staff members. Evidence: Action items from staff meetings Advocacy for staff Banner approval queue Director emails Grant proposal Job descriptions PCC HR policy and procedures ROOTS policy and procedures			[4] Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 3: Leadership

Compliance Score: 100%

Score

Staff evaluations Staff resumes Staff schedule Supervision	
d. manages fiscal, physical and human resources effectively Evidence: Budget Banner approval queue Budget narrative DOE steering committee	[4] Fully Met
e. applies effective practices to educational and administrative processes Evidence: PCC Leadership training Educational background & coursework Collaboration with Deans Work experience Committee work TLC participation PCC policies - HR, payroll, etc. NASP Oregon TRIO Association	[4] Fully Met
3.8 Communicates effectively and initiates collaborations with individuals and agencies to further program functions. Evidence: Advisory Committee Collaboration with other PCC services Contacts with other 2 and 4 year institutions Emails PCC Committee work Staff meetings, supervision Oregon TRIO Association NASP	[4] Fully Met
3.9 Deals effectively with individuals and environmental conditions that inhibit goal achievement Evidence: PCC Committee work Presentations to PCC Board, Deans, Inservice Progress reports ROOTS tutoring Scholarship class, SACC work SGA distribution Student advocacy Student development leader group Trainings for part-time staff Universal design	[4] Fully Met

PCC Sylvania ROOTS Program**CAS Self-Assessment****Part 3: Leadership**

Compliance Score: 100%

Score

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.

Evidence: Campus and cultural events

CG Curricula

Collaboration with other PCC services

Committee work

Mentor program

Presentations to PCC Board, Deans, Inservice

Scholarship class, SACC work

Student development leader group

Student leadership positions

TRIO Leadership Day, SOC 298

[4]

Fully Met

3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.

Evidence: Assessment process (APR, CAS)

Class evaluation, exit survey, focus groups

Committee work

District-wide advising

Policy & procedure review

ROOTS Advisory Committee

[4]

Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 4: Organization & Management

Compliance Score: 100%

Score

4.1 The program is structured purposefully and managed effectively.

Structured: Budget

- CG course curricula
- Evidence of services provided
- Grant proposal
- Letters of commitment
- Org chart
- Participation in campus administration
- Policy & Procedures manual
- Progress report
- SGA process
- Student Development Leaders group

Managed: APR

- Contract and Grant Accounting office
- PCC HR policies, including hiring, employee review
- PCC Management Handbook
- Role of advisory committee
- Staff meetings
- Supervision/Director supervision

[4]

Fully Met

4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.

Evidence: EDGAR, Regulations and Legislation

- Grant proposal--objectives, plan of operation
- Org Chart
- PCC HR policy--job descriptions, performance assessments, etc.
- PCC institutional policy
- Policy & Procedure manual

[4]

Fully Met

4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability and evaluation systems.

Evidence: Action items

- Advisory Committee meetings
- APR
- Calendar of events
- case files, including CFS
- Committee work
- Confidentiality and security policy
- Contract & Grant Accounting

[4]

Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 4: Organization & Management

Compliance Score: 100%

Score

<ul style="list-style-type: none"> Emails Employee review FA appeal process Grant proposal Individual student advocacy Info sharing Job descriptions MyPCC Sylvania ROOTS group Partnerships with PCC student services and other entities PCC IE PCC Org chart PCC student handbooks Progress reports Staff meetings Supervision 	
<p>4.4 Channels are in place for regular review of internal and external administrative policies and procedures.</p> <p>Evidence: Advisory Committee meetings</p> <ul style="list-style-type: none"> APR process CAS DOE Steering Committee Educational Master Plan/PCC Lean processes Enrollment & Student Services retreats PCC trainings Planning meetings/retreat Staff meetings 	<p>[4]</p> <p>Fully Met</p>
<p>4.5 The program is placed within the organization so that it can promote cooperation and develop support of senior administrators.</p> <p>Evidence: Advisory Committee</p> <ul style="list-style-type: none"> Committee work Dean and Board presentations End of Year Celebration Inservice activities Partnering with other PCC entities (advising, counseling, WRC, MC, etc.) PCC and program Org Charts Student Development Leaders Group TRiO Day 	<p>[4]</p> <p>Fully Met</p>

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 4: Organization & Management

Compliance Score: 100%

Score

4.6 The program is positioned to assure appropriate recognition and visibility.

[4]

Evidence: Advisory Committee

Fully Met

Committee work

Dean and Board presentations

End of Year Celebration

Inservice activities

PCC news

Progress reports

Student Development Leaders Group

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 5: Human Resources		Compliance Score: 94%	Score
5.1 The program is staffed adequately with personnel qualified to accomplish its mission. Evidence: Grant proposal Job Descriptions Mission & goals statement PCC HR policies Staff resumes			[4] Fully Met
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities. Evidence: Employee assessments Inservices PCC employee tuition waiver/reimbursement PCC HR policies (recruitment, hiring, training, evaluation, etc.) PCC office of staff development Staff committee work Staff supervision			[4] Fully Met
5.3 The program strives to improve the professional competence and skills of all staff members. Evidence: Inservices PCC employee tuition waiver/reimbursement PCC office of staff development Professional development plans Staff committee work <i>Note: Compliance influenced by program financial resources and staff time.</i>			[3] Well Met
5.4 Professional staff members either hold a relevant graduate degree or possess an appropriate combination of formal education and related work experience. Evidence: PCC HR policies (job classifications, descriptions) Staff resumes (professional experience, degree coursework)			[4] Fully Met
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience. Evidence: Director & advisor calendars Interns' contract and learning outcomes Interns' resumes Selection process, interview			[4] Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 5: Human Resources		Compliance Score:	94%	Score
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situations beyond their training. Evidence: ROOTS mentor program process (Application, interview, training, 1-on-1 supervision as needed, weekly meetings)				[4] Fully Met
5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development. Evidence: ROOTS mentor program process (Mentor program binders, training, 1-on-1 supervision as needed, weekly meetings)				[4] Fully Met
5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions. Evidence: PCC HR policy (job classifications & descriptions) PCC Information technology services PCC staff trainings PCC technology use guidelines Staff resumes				[4] Fully Met
5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents. Evidence: Federation contracts, management handbook Grant Proposal PCC HR policy (job classifications & descriptions) Program organization chart Staff resumes				[3] Well Met
5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region. Evidence: Chronicle of Higher Education Federation contracts PCC HR policy PCC management handbook Pell institute surveys				[4] Fully Met
5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory. Evidence: Federation contracts, management handbooks PCC affirmative action office PCC HR policy (posting, recruitment, hiring, etc.)				[4] Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 5: Human Resources

Compliance Score: 94%

Score

5.12 A diverse program staff is in place that provides readily identifiable role models for students.

Evidence: Grant proposal

IE Factbook

PCC affirmative action office

PCC HR policy

Program hiring history

[3]
Well Met

5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.

Evidence: DOE site visit binder

Federation contracts, management handbook

Grant proposal

PCC job classifications and descriptions

Staff HR files

[4]
Fully Met

5.14 The program has a system for regular staff evaluation.

Evidence: Federation contracts, management handbook

PCC HR policy (employee assessments)

Staff supervision

[4]
Fully Met

development opportunities including in-service programs and professional conferences and workshops.

Evidence: Inservices

PCC employee tuition waiver/reimbursement

PCC office of staff development

Professional development plan

Staff committee work

[3]
Well Met

5.16 Staff have knowledge and experience in working with traditionally underrepresented college student populations.

Evidence: Grant proposal

Staff resumes (professional experience, degree coursework)

Staff trainings (Intercultural Communication Institute, TACS,
Best Practices, Safe Space, etc.)

Staff PCC Committee work

[4]
Fully Met

PCC Sylvania ROOTS Program**CAS Self-Assessment**

Part 5: Human Resources		Compliance Score: 94%	Score
Guidelines:			
5.17 Professional staff members possess effective oral and written communication skills.			[4]
Evidence: Advocacy on behalf of students Classroom, TLC, Conference presentations Committee work Division, Department & Board presentations Press releases Program marketing materials ROOTS information sessions Staff correspondence (emails, letters of support, appeals, etc.)			Fully Met
5.17 Professional staff members possess understanding of culture, heritage, and learning styles of the persons served by the program.			[4]
Evidence: Advocacy on behalf of students CG curricula Classroom, TLC, Conference presentations Collaboration with & referral to OSD, MC, WRC, etc. Grant proposal PCC Committee work Staff correspondence (emails, letters of support, appeals, etc.) Staff resumes (professional experience, degree coursework) Staff trainings (Intercultural Communication Institute, TACS, Safe Space, etc.)			Fully Met

PCC Sylvania ROOTS Program**CAS Self-Assessment****Part 6: Financial Resources**

Compliance Score: 75%

Score

6.1 The program has adequate funding to accomplish its mission and goals.

[2]

Evidence: Grant proposal

HR policy (job classifications)

Federation contracts, management handbook

Grant budget

PCC institutional Support (staff salaries)

Supplemental Grant Aid

Minimally Met

6.2 Funding priorities are determined within the context of the program mission, student needs, and available fiscal resources.

[3]

Evidence: Grant proposal

Mission & goals statement

HR policy (job descriptions and classifications)

Policies and procedures (Supplemental Grant Aid process, etc.)

ROOTS mentor training

Cultural events

Institutional support (tuition credit, CG classes, mentor wages, FA liaison position)

Well Met

6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

[4]

Evidence: TRiO hierarchy of authority

PCC institutional policies (accounting manual, Banner purchasing approval process, etc.)

ROOTS program budget

Contract & grant accounting

DOE steering committee

Fully Met

Other Appendices

- **TRIO Legislation** <http://www.ed.gov/about/offices/list/ope/trio/triohea.pdf>
- **Legislation authorizing grant aid**
<http://www.ed.gov/about/offices/list/ope/trio/grantaidlegislation.doc>
- **TRIO regulations** http://www.access.gpo.gov/nara/cfr/waisidx_05/34cfr646_05.html
- **Education Department General Administrative Regulations (EDGAR)**
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- **DOE grants policies bulletin** <http://www.ed.gov/policy/fund/guid/edpicks.jhtml?src=ln>
- **General Education Provision Act (GEPA)**
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>
- **TRIO Student Support Service** <http://www.ed.gov/programs/triostudsupp/index.html>
- **TRIO Student Support Service Performance Information**
<http://www.ed.gov/programs/triostudsupp/performance.html>
- **Council for Opportunity in Education**
<http://www.coenet.us//ecm/AM/Template.cfm?Section=Home>
- **Department of Education** <http://www.ed.gov/index.jhtml>
- **Northwest Association of Special Programs** <http://www.nasp-trio.org/>
- **PCC Missions and Values Statement** <http://www.pcc.edu/about/mission.html>
- **PCC Diversity Statement** <http://www.pcc.edu/about/diversity/>
- **Contract & Grant Accounting** <http://intranet.pcc.edu/finance/acctng/grants.htm>
- **PCC Human Resource Policy** <http://www.pcc.edu/hr/>
- **Federation Contracts, Handbooks and Policies** <http://www.pcc.edu/hr/contracts/>
- **Management Manual on HR Website (link temporarily down)**
- **PCC Banner Manual** <http://intranet.pcc.edu/banner/>

**Other Evidence Available Upon Request
in Sylvania ROOTS Office in CC 225.**

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 7: Facilities, Technology & Equipment		Compliance Score:	94%	Score
7.1 The program has adequate, suitably located facilities, technology and equipment to support its mission. Evidence: CC building diagram; campus map Computers, printers, copier, locking file cabinets, camera Grant proposal Network and Web based access (Banner, program website, H drive, MyPCC, etc.) PCC information technology services PCC Institutional policies and support (computer lease policy) PCC plant services Proximity to student services				[4] Fully Met
7.2 Program facilities, technology, and equipment are evaluated regularly. Evidence: Division of student development support PCC information technology services PCC institutional policies and support				[3] Well Met
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users. Evidence: Family Educational Rights and Privacy Act Locking files Occupational Safety and Health Administration (OSHA) PCC information technology services PCC Safety and Risk Management Power assisted doors, wide hall spaces, ramps, elevators, accessible parking, etc.				[4] Fully Met
7.4 Staff have access to private and accessible offices. Evidence: Office diagram, office remodel OSHA PCC office for Students with Disabilities PCC room availability (TLC, TCB, Library, CRC, etc.)				[4] Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 8: Legal Responsibilities

Compliance Score: 92%

Score

8.1 Program staff members are knowledgeable about and responsive to laws and regulations relevant to their respective responsibilities.

[4]

Fully Met

Evidence: Contract & grant accounting

Council for Opportunities in Education (new director training, webinars, publications, etc.)

DOE site visit prep manual

DOE steering committee

FERPA

Grant proposal

Northwest Association of Special Programs (NASP) conferences

Trio hierarchy of authority (legislation, regs, EDGAR, etc.)

8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.

[4]

Fully Met

Evidence: FERPA

Contract & grant accounting

Student responsibilities

Staff meetings

Supervision with Dean

PCC Institutional policy

Grant requirements

Program policies

8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.

[4]

Fully Met

Evidence: FERPA

Locked files and offices

Information release forms

Safety training

Americans with Disabilities Act

8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.

[3]

Well Met

Evidence: PCC institutional policies

PCC risk management policies

PCC Student Code of Conduct

Employee Assistance Program

PCC Sylvania ROOTS Program**CAS Self-Assessment****Part 8: Legal Responsibilities**

Compliance Score: 92%

Score

8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.

[4]

Evidence: Contract & grant accounting

HR representative on campus

Fully Met

Employee Assistance Program

Federation representatives

Org chart

PCC contract lawyers

8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.

[3]

Evidence: DOE and COE updates

Well Met

Inservice, district wide meetings, Contract & Grant Accounting, DOE Steering Comm.

TRiO listserv

PCC email

Student Development Leaders

PCC managers meetings

PCC Sylvania ROOTS Program**CAS Self-Assessment**

Part 9: Equity & Access		Compliance Score: 88%	Score
9.1 All programs and services are provided on a fair and equitable basis. Evidence: Advisory Committee Advocacy for students APR Diversity trainings Grant proposal IE factbook Mission PCC Affirmative Action statement PCC Inservice PCC institutional policy ROOTS policies & procedures Staff meetings Student Rights & Responsibilities Supervision & staffing			[4] Fully Met
9.2 All program facilities and services are accessible to prospective users. Evidence: Implementation of universal design Maintain hours of other PCC services Marketing materials PCC new student orientations Physical access to campus & office Proximity to other service providers Recruitment & intake procedures ROOTS website			[4] Fully Met
9.3 Program operations and delivery are responsive to the needs of all students and other users. Evidence: Advisory committee Inservice and Cultural competency training (mental illness, poverty) PCC and program mission PCC institutional policy ROOTS exit survey Staff meetings Student satisfaction survey Supervision			[3] Well Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 9: Equity & Access	Compliance Score: 88%	Score
<p>9.4 All services adhere to the spirit and intent of equal opportunity laws.</p> <p>Evidence: Advisory Committee</p> <p>APR</p> <p>Curricula, advising, student advocacy</p> <p>Edgar, Regulations and Legislation</p> <p>GEPA</p> <p>Grant proposal</p> <p>PCC institutional policies</p> <p>ROOTS policies & procedures</p> <p>Universal design</p>		<p>[4]</p> <p>Fully Met</p>
<p>9.5 Program policies and practices do not discriminate against any potential users who meet grant eligibility requirements.</p> <p>Evidence: Collaboration with campus entities</p> <p>EDGAR</p> <p>GEPA</p> <p>Grant proposal</p> <p>Intake process</p> <p>PCC grievance procedure</p> <p>PCC institutional policies</p> <p>PCC Office of Affirmative Action</p> <p>TRIO Legs</p> <p>Advisory Committee</p>		<p>[4]</p> <p>Fully Met</p>
<p>9.6 The program acts to remedy imbalances in student participation and staffing.</p> <p>Evidence: Advisory committee</p> <p>Campus climate survey</p> <p>Grant proposal</p> <p>Hiring record</p> <p>IE ROOTS/PCC data comparison</p> <p>Intake process</p> <p>Internal partners</p> <p>Mission, Affirmative Action statement</p> <p>PCC committees</p> <p>PCC Institutional & HR policy</p> <p>Proactive support, retention efforts</p> <p>Recruitment measures</p>		<p>[2]</p> <p>Minimally Met</p>
<p>9.7 Services are conveniently available and accessible to distance learner students.</p> <p>Evidence: At this time ROOTS services are unavailable to distance learners</p>		<p>Not Rated</p>

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 10: Campus & External Relations**Compliance Score: 88%****Score**

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.

Evidence: Advisory Committee

[4]

College visits

Fully Met

Coordination & Referral to student services

Guests at cultural events

New Grant announcement

Northwest Association of Special Programs (NASP) membership

Oregon TRIO Association

PCC Website features

Presentations to PCC Board, Deans, Inservice

Progress reports

Staff meeting guests

Student Development Leaders Group

10.2 The program regularly communicates about their mission and services to the institution, and to communities, agencies and schools.

Evidence: Advisory Committee

[3]

Campus visits

Well Met

Committee work

Progress reports

PSU Retention Conference

ROOTS marketing materials

Student Development Leaders Group

TLC, Inservice, Division, Department & Board Presentations

PCC Financial Aid day

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 11: Diversity

Compliance Score: 94%

Score

11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.

[4]

Fully Met

Evidence: Advocacy on behalf of students

Calendar of diversity events

Campus & community involvement

CG curricula

Cohort

Cooperative education and service learning

Coordination with & referral to campus organizations

Diversity Fund

PCC counseling and advising

PCC Inservices

PCC institutional policies

ROOTS academic advising

ROOTS mentor program

Staff diversity training

11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture and heritage.

[4]

Fully Met

Evidence: Campus & community involvement

CG curricula

PCC counseling and advising

PCC mission

Personal statements

Referrals and collaboration with MC, WRC, Wisdom Keepers

ROOTS event calendar

ROOTS mentor program

PCC Sylvania ROOTS Program**CAS Self-Assessment****Part 11: Diversity**

Compliance Score: 94%

Score

11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.

Evidence: Campus events--Black history, Women's history

Degree requirements

Staff interactions

ROOTS event calendar

CG syllabi & curricula

Advising model

[4]

Fully Met

11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.

Evidence: PCC institutional policy

PCC mission

Program mission

Referrals and collaboration with MC, WRC, Wisdom Keepers

ROOTS advising

ROOTS mentor program

[3]

Well Met

PCC Sylvania ROOTS Program**CAS Self-Assessment****Part 12: Ethics****Compliance Score: 96%****Score**

12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice. Evidence: Contract & Grants Manual FERPA Managers' ethical practices training PCC Policy Policy & Procedures Staff's advanced degree work	[4] Fully Met
12.2 The program has a written statement of ethical practice that is reviewed periodically. Evidence: PCC Standards for Professional Practice Program mission PCC mission	[3] Well Met
12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice. Evidence: Confidentiality agreement FERPA Locked program files PCC institutional policy Private offices Secure database	[4] Fully Met
12.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy. Evidence: FERPA IE & DOE policy Student responsibilities form	[4] Fully Met
12.5 Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclosed to appropriate authorities. Evidence: FERPA Mandatory reporting PCC Office of Public Safety Safety & Risk management	[4] Fully Met
12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals. Evidence: DOE Policy PCC IE Policy	[4] Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 12: Ethics	Compliance Score: 96%	Score
<p>12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.</p> <p>Evidence: AP & Classified Contracts</p> <p>PCC Policy</p> <p>ROOTS Program policy</p> <p>Staff meetings</p> <p>Staff supervision</p> <p>Student Handbook</p>		<p>[4]</p> <p>Fully Met</p>
<p>12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.</p> <p>Evidence: AP & Classified contracts</p> <p>Diversity trainings</p> <p>Management Handbook</p> <p>PCC Affirmative Action statement</p> <p>PCC policy</p>		<p>[4]</p> <p>Fully Met</p>
<p>12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.</p> <p>Evidence: EDGAR</p> <p>Approval queue</p> <p>Contracts & Grants Accounting</p> <p>DOE Steering Committee</p> <p>Internal Audit</p> <p>PCC Purchasing process</p>		<p>[4]</p> <p>Fully Met</p>
<p>12.10 Staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.</p> <p>Evidence: Casenotes</p> <p>CFS</p> <p>Collaboration with OSD, Public safety</p> <p>Referrals to community-based resources</p> <p>Resource Binders</p>		<p>[4]</p> <p>Fully Met</p>
<p>12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.</p> <p>Evidence: Advisory Committee meetings</p> <p>AP & Classified contracts</p>		<p>Well Met</p> <p>[3]</p>

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 12: Ethics

Compliance Score: 96%

Score

Management Handbook

Staff meetings

Supervision

12.12 Staff members practice ethical behavior in the use of technology.

Evidence: PCC policy

[4]

Fully Met

PCC Sylvania ROOTS Program

CAS Self-Assessment

Part 13: Assessment

Compliance Score: 100%

Score

13.1 The program conducts regular assessment and evaluations and employs both quantitative and qualitative methodologies to determine how effectively its stated mission and student learning and development outcomes are met.

[4]

Fully Met

Evidence: Advisory Committee

Campus climate survey

CAS

Database queries and reports

EOYC

FA data

Grant Proposal, Annual Performance Report

IE reports

Policy & Procedure review

Progress reports

Staff meetings

Student files

Student surveys & evaluations

Supervision

13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.

[4]

Fully Met

Evidence: Progress reports

Exit surveys

Course evaluations

Math tutoring survey

IE reports

Campus climate survey

College visit surveys

Student surveys & evaluations

Advisory Committee

Annual Performance Report

13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.

[4]

Fully Met

Evidence: Advisory Committee Meetings

Presentations to Board, Division Deans, etc.

Institutional adoption of program best practices

IE quarterly reports

Annual Performance Report

PCC Sylvania ROOTS Program**CAS Self-Assessment****Part 13: Assessment**

Compliance Score: 100%

Score

13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.

[4]

Evidence: Annual Performance Report

Fully Met

Advisory Committee

Employee evaluations

IE reports

PCC Marketing

Policy & Procedure reviews

Progress reports

Student surveys