

Non-Instructional PPA: AD - VPAD Office (VPAD)

PPA Review Narrative - 2020 - 2021

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The Office focuses on supporting the entire educational journey of a student, from K-12 to Hartnell and beyond.

Accordingly, it invests in college readiness and student success strategies such as Upward Bound, the Salinas Valley Promise, dual enrollment, Guided Pathways, and AB705 implementation.

For example, the Office recently secured a grant of \$250,000 from the College Futures Foundation to support pathway development for dual enrollment students. In addition to developing three discrete pathways, the grant will also streamline on-boarding processes for students by digitizing all forms and linking students to cohorts, thereby minimizing barriers to access while improving program effectiveness. These changes will improve communication and help demystify the college-going process for students. The grant also supports a contract with the Center for Community Advocacy to inform families of dual enrollment opportunities as a means for starting their guided pathway to higher education through a community based/culturally responsive model. These efforts will strengthen college readiness efforts by fostering a soft handoff of prepared students between institutions.

The Office has also partnered with United Way to offer free FAFSA workshops to prospective students, so that they can more easily access the maximum amount of aid available to them, thereby reducing some of the financial barriers that may deter students from enrolling.

More could be done by increasing the capacity of the Department of Communications in order to facilitate additional outreach, recruitment and enrollment.

How does your service/office/non-instructional program support students in selecting and/or pursuing their academic program? Is there more that it can do?

The Office supports students in selecting and/or pursuing their academic program by incorporating Guided Pathways into its fundraising efforts. For example, the recent grant of \$250,000 from the College Futures Foundation is designed to support the integration of dual enrollment efforts into guided pathways work, including meta majors, along with pathway development/refinement. One of the objectives is to clearly identify at least ten introductory courses embedded in meta majors that are a

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Planned Giving position, which will explore long-term funding sustainability and build endowments to further student rates of completion and employment.

How does your service/office/non-instructional program improve equity among the different student groups at Hartnell College?

The Office of Advancement/Foundation priorities equity throughout all of its endeavors. It builds relationships with campus stakeholders, with external partners, with community members, and with representatives of private industry, to ensure that various voices are heard and considered (e.g. the Measure T forums). It looks for equity gaps and catalyzes efforts to address them (e.g. established a COVID-19 emergency relief fund for students and secured funding to support laptops and hotspots for students in order to address the digital divide). It evaluates programs through an equity lens and looks for ways to make programs more equitable (e.g. the Salinas Valley Promise Committee decided to lower the GPA threshold from 2.5 to 2.0 in order to be more inclusive).

In addition, the Office seeks and secures resources for several equity-based programs, like the Salinas Valley Promise, TRIO, UPWARD BOUND, WELI/MILE, Mi Casa, MESA/Science and Math Institute, the Teacher Pathway Program, Nursing and Allied Health, CSIN3, and Ag Ambassadors. These programs are designed with a student centered philosophy and a student equity approach that embrace high expectations and a growth mindset. The Office is excited to see this work scaled up through the Guided Pathways effort.

The Office recently established its next five-year funding plan, which includes a diverse array of priorities sourced from across the college and evaluated by community leaders. These priorities include addressing student basi. T4rW*nBT/F2 10.56 Tf1 0 0 61 0 0 1 3

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