The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a service/office/program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each area reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic (every five years) comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process will improve and increase the flow of information and data at Hartnell College. The result

This section must be completed for ALL services/offices/non -instructional

assisted over a span of no more than

the monies available for TRiO Program primary services are progressively decreasing. Under the present situation (no increased COLAS and reductions in grant awards) of the federal funding, by the last two years of the program, 2013-14 and 2014

limited primary services to South County at the King City Center. TRiO holds a parent meeting for the parents of South County TRiO students once each year. TRiO visits the high schools in South County in the spring to help prepare the students for Panther Prep Days at the

B. SERVICE/ PROGRAM MODALITY

1. Describe the different physical locations (campuses, sites, etc.) at which, the various delivery vehicles (phone, online, face -to -face, etc.) through which , and the times (of day, evening, week, etc.) at which the service/program is provided to intended recipients. Consider staffing and other resources available to serve user needs for each location , vehicle, and time specified.

The TRiO Program offers our services to students primarily at the Hartnell College main campus. In 2011, all student affairs offices were asked to offer evening hours by the college president. As a result of this request, one of the TRiO counselors adjusted her hours to be on duty until seven pm. This evening counselor schedule arrangement continues into the present academic year.

At the KCG Center s Dean Funks invitation, the TRiO staff visits the King City Center to offer services biannually. The TRiO counselors travel to the King City Center biannually. In addition, the TRiO program conducts a parent meeting once a year at the King City Center. Due to the budget reductions and the resulting constraints listed above, these extended services to the King City Center are endangered.

2. Compare service /program quality provided across locations, vehicles, and times . Are there differences? To what do you ascribe the differences in your service/ program ? Discuss any other relevant fa ctors regarding diverse service/program modalities and environm ents .

The 2010-2015 TRiO Grant was written to place a primary focus is on the Hartnell College main campus. The 2010-2015 TRiO Grant was not written to extend the primary services to either the Alisal Campus or the King City Center. However, the TRiO Program does actively recruit students from the Salinas Union High School District high schools that serve the Alisal area. The TRiO Program wants the students who attend the Alisal Campus and who want to transfer to attend the main campus in order to receive the full complement of services offered to the students focused on transfer on the main campus. The TRiO Program also actively recruits from the South County high schools. The TRiO Program wants to provide limited services to the South County area. This would be possible with augmentation of the TRiO budget.

The TRiO Program also collaborates with the California State University, Monterey Bay Pre

Cruz GEAR UP programs and Monterey County Migrant Education high school programs has established a seamless transition into the Hartnell College TRiO Program for the students enrolled in these various pre-collegiate preparation programs.

3. Describe the process to change and improve service/program quality for the more challenging locations, vehicles, and/or times.

Under the present 2014-2015 TRiO Budget, our financial constraints prohibit expansion of services into the King City Center.

The TRiO director is working with the VP Student Affairs and the Hartnell College Foundation to apply for three TRiO (SSS) grants for 2015-2020. These TRiO grants will include the SSS Regular Grant, the SSS ESL Grant and the SSS STEM grant. If Hartnell College wins several TRiO grants, the possible doubling or tripling of TRiO funding may allow expansion of primary TRiO hours of service and the offering of primary services on the main campus and the King City Center.

C. OUTCOMES

SERVICE AREA OUTCOMES

Each service unit/office/non -instructional progr am develops its own Service Area Outcomes (SAOs). The outcomes should be directly related to the work of the service unit/office/non - instructional program , challenging but attainable, and measureable. SAOs should articulate what specifically is to be achieved; their measurement should assess how well the service unit/office/non -instructional program is performing.

1. Please c omplete the following tables.

List Service Area Outcome(s) scheduled for assessment as previously specified	What changes have occurred in the service/office/ program as a result of dialogue?	Was a Service Area Outcome Assessment Summary completed (if expected)?

of the five PRIMARY
SERVICES.
4. TRiO Workshops
5a. Math and English
Tutoring by Appointment:
5b. TRiO Drop-in Tutoring

Result Year / Status: 2013

Synthesis and Analysis:
Students

Tutoring by Appointment:
50% of survey participants rate these services as VERY HELPFUL.
5b. TRiO Drop in Tutoring:
54% of survey participants rate these services as VERY HELPFUL.

Result Type Criterion met for three of the five PRIMARY SERVICES.
1. Academic Advising Services
2. Career Counseling Services
3. Counseling Services

Criterion NOT met for two of the five PRIMARY SERVICES.
4. TRiO Workshops
5a. Math and English Tutoring by Appointment:
5b. TRiO Drop in Tutoring:

Result Year / Status 2013

Synthesis and Analysis:
Students are generally satisfied with the PRIMARY SERVICES of
Academic Advising Services,
Career Counseling Services, and
Counseling Services.

While the majority of students attend the TRiO workshops, more TRiO students need to attend the TRiO workshops. We need to also improve the satisfaction rate for the workshops as presented.

While the majority of TRiO students find that the TRiO Tutorial services are very helpful, we need in

Initiative 3
TRIO Program Review PEERS, Summary
    Program Assessment Overview

Facilities
1. Secure new space for the TRiO
Program physical facilities.
(Completed 7/2013)

2. Hire additional Staff, hire TRiO
Program Assistant.

3. Increase counselor and tutor
hours as the TRiO grant funding is
being cut due to congressionally
ordered sequestration and as TRiO
enters the last years of the five
year funding cycle.

Under the present federal
administration in Washington DC,
during 2011-12 and 2012-13,
2013-14, the SSS/TRiO grant has
been reduced by 8-3% by the

		2015-2020.
Initiative 4 Student Access: Provide the SECONDARY SERVICES to TRiO students (low-income, first generation and/or with disabilities) in an effective process with student satisfaction. The TRiO Secondary Services Include California State University and University of California Online Application Workshops, Financial Aid Assistance, A dedicated TRiO Student Study Center, Quiet Study Rooms, Computer and Printer Access, Textbook and Graphing Calculators Lending Library, Visits to Public Universities, and Cultural Activities.	1. The TRiO Program must look external funding to purchase additional graphing calculators and college textbooks. 2. More planning and better coordination must be completed earlier in the summer to ensure that more parents can attend and be satisfied with the TRiO Parent Workshops on the main campus and at the King City Center.	Yes, criterion met. 2. TRiO CULTURAL EVENTS: 76% of survey participants rate these services as VERY HELPFUL. 4. Manuel Bersamin, TRiO Director: 94% of survey participants rate these services as VERY HELPFUL. 5. Eva Diaz, TRiO Administrative Assistant, 86% of survey participants rate these services as VERY HELPFUL. 6. Norma Nichols, TRiO Counselor, 90% of survey participants rate these services as VERY HELPFUL. 7. Nancy Reyes, TRiO Counselor, 96% of survey participants rate these services as VERY HELPFUL. 8. TRiO Student Tutors, 74% of survey participants rate these services as VERY HELPFUL. Criterion not met. 1. TRiO Resource Library: 52% of survey participant rate these services as VERY HELPFUL. 3. TRiO Parent Workshop: 42% of survey participants rate these services as VERY HELPFUL. . Result Year / Status: 2013 Synthesis and Analysis: Students are generally satisfied with the SECONDARY SERVICES of 2. TRiO CULTURAL EVENTS. 4. Manuel Bersamin, TRiO Director, 5. Eva Diaz, TRiO Administrative Assistant, 6. Norma Nichols, TRiO Counselor, 7. Nancy Reyes, TRiO Counselor, 8. TRiO Student Tutors.

		Studentsare not generally satisfied with the SECONDARY SERVICES of 1. TRiOResource Library: 52% of survey participants rate these services as VERY HELPFUL. 3. TRiO Parent Workshop 42% of survey participants rate these services as VERY HELPFUL.

List Service Area Outcome(s)
scheduled for assessmen

beginning of the next academic year. During 2012-2013, 93% of all participants served by TRiO persisted from fall 2012 to fall 2013.
(II) 2012-2013 Good Academic Standing Objective.
TRiO is SURPASSING the objective that 80% of all enrolled participants served by the TRiO Project will meet the performance level of 2.0 GPA required to stay in good academic standing at the grantee institution. During 2012-2013, 90% of all participants served by TRiO maintained a GPA of 2.0.
C. Objective 3: Graduation and Transfer Objective(s).
TRiO is SURPASSING the graduation and transfer rate objective that
(I) 15% of 2009-

	year institution with an associate's degree or certificate within four (4) years. In 2013-2014, <u>93%</u> of participants served will graduate with an associate's degree and transfer to a 4-year institution.			
	44 TRiO graduates/transfers in 2013-14.			

2. TRiO Program and Staff will align the SB1456 STUDENT SUCCESS INITIATIVE into TRIO PROGRAMMING.

<mark>Recommendation</mark> ,1 Increase College and Career Readiness,

<mark>Recommendation</mark> 2, Strengthen Support for Entering Students,

<mark>Recommendation</mark> 3, Incentivize Successful Student Behaviors,

	Recommendation 3. TRiO Students completed the TRiO student contract during the first semester and retain eligibility for TRiO Program membership and retain TRiO Services and Priority Registration. KEY PERFORMANCE INDICATORS 1. Hard copy student transcript in student file. Recommendation 4. TRiO Counselors attended the CSU/UC Counselor and Ensuring Transfer Success Conferences and assisted students with the identification of courses from the community college and the CSU/UC via IGETC, CSU Breath and ASSIST.ORG. KEY PERFORMANCE INDICATORS 1. Counselors attended at UC/CSU Counselor and ETS Conferences. 2. Hard Copy Educational Plan in student file. Recommendation 5. TRiO Students who assessed at remedial course levels will successfully attend			

mandatory TRiO tutorial services and utilized other student services offices and

	staff training binder.

INDIRECT ASSESSMENT of SB1456 and INPLEMENTATION of the STUDENT SUCCESS INITIATIVES (SB1456) RECOMMENDATIONS.

1. After Activity Surveys and Questionnaires.

2. Indirect assessment from 2013-2014 TRiO Program Evaluation survey by all continuing TRiO students in Sept 2014

3. Annual end of year survey of TRiO students through the TRiO 2013-2014, End of Year Questionnaire of Students who attended EOPS, MESA, DSPS, MASH and regular Tutoring sessions.

<u>TRiO PROGRAM STAFF ASSESSMENT PLAN</u>

The ASSESSMENT STATUS REPORT of the PRIMARY and SECONDARY MEASURES were discussed with the TRiO Staff at regular meetings:

1. At regular meetings | | | |

(1-2 times per month) between TRiO Director, TRiO Counseling Faculty and TRiO support staff discussed SB1456 implementation.

2. At regular meetings (weekly) between TRiO Counselors and TRiO Tutors and Peer Advisors TRiO support staff discussed SB1456 implementation.

3. At beginning of and end of semester full TRiO staff meetings TRiO support staff discussed SB1456 implementation.

At each TRiO staff meeting, reports were given by each staff member; problems were discussed and if necessary strategies were implemented as needed.

	AREA ANNUAL ACTION PLAN Strategic Initiatives.			
3. IMPLEMENTED IMPROVEMENT OF EDUCATIONAL PLAN COMPLETION

The FIRST of the PRIMARY and REQUIRED SERVICES of the TRiO Program is Course Selection and Academic Advising.

The FIFTH of the PRIMARY and REQUIRED SERVICES of the TRiO Program is Transfer Advising and Graduation Assistance.

Additionally, under the two SB1456 state mandates of Recommendation 1, Increase College and Career Readiness and Recommendation 2, Strengthen Support for Entering Students, TRiO counselors must improve the accuracy and effectiveness of developing TRiO student educational plans. | Outcome:
1. TRiO students are able to articulate, identify, develop, and clarify educational, career, vocational, degree, and transfer goals.

2. TRiO students are able to communicate their interests and needs to the TRiO Counselors.

3. TRiO Students are able to attain goals in reasonable and expected time frames.

4. TRiO students are able to learn adjustment, flexibility, and adapting skills in forming educational plans.

Possible Key Performance Indicators (KPIs):

1. # of TRiO students with educational plans.

2. 3. 4 Results of final TRiO Program Evaluation analysis by graduating and continuing TRiO students.

TRiO Assessment Plan: | | | |

	1. At the TRiO Annual Retreat in August 2014, as a TRiO Program, we will discuss the year's total results from the TRiO strategic initiatives and evaluate where, if anywhere, adjustments need to be made as the TRiO Program.			

4. IMPLEMENTED TRiO FIRST YEAR EXPERIENCE (FYE) CURRICULUM

The THIRD and FOURTH of the PRIMARY and REQUIRED SERVICES of the TRiO Program include providing a curriculum in Financial Aid and Financial and Economic Literacy.

All new TRiO students took part in the TRiO First Year Experience (FYE).

The TRiO FYE provided support to all students

contract with the following requirements: They MUST attend the New TRiO Student Orientation, MUST schedule their mandatory TRiO workshops, MUST attend their educational plan appointments and if required, MUST attend their tutorial sessions.

All TRiO students who complete the contract will be in GOOD STANDING and will receive Level 2 priority registration both Fall

	students.
All TRiO students were encouraged to attend campus events, some of which supported scholarship opportunities for first year students. All TRiO students were encouraged to become involved in campus activities and to become campus student leaders.	2. Results of final TRiO Program Evaluation analysis by first year TRiO students. TRiO Assessment Plan: 1. Annual TRiO Retreat and 2013-2014 Debriefing. In August 2014, the TRiO staff will debrief and assess the STUDENT AFFAIRS SERVICE AREA ANNUAL ACTION PLANs TRiO Program, 5 Strategic Initiatives and NOTES.

complete the following: a. Current grade (if available) b. Number of absences c. Comments d. Instructor signature	4. TRiO students incorporated instructor feedback with a personal academic success strategy and the incorporation of a future academic skillset for university success. <u>Possible Key Performance Indicators (KPIs):</u> 1. Results of final TRiO Program Evaluation analysis by TRiO students. <u>TRiO Assessment Plan:</u> 1. Annual TRiO Retreat and 2013-2014 Debriefing. In August 2014, the TRiO staff will debrief and assess the STUDENT AFFAIRS SERVICE AREA ANNUAL ACTION PLANs TRiO Program, Strategic Initiatives			

6. IMPLEMENTED TRiO PROACTIVE/INTRUSIVE ADVISING

Course Selection and
Academic Advising.

The FIFTH of the
PRIMARY and
REQUIRED SERVICES of
the TRiO Program is
Transfer advising and

occurred the counselors used the proactive/intrusive style of advisement and called the students in for an academic intervention. This constant monitoring and intervention resulted in a higher level of monitoring and contributed to higher percentages of new student persistence from one year to another.

1. Results of final TRiO Program Evaluation analysis by TRiO students.

TRiO Assessment Plan:

1. Annual TRiO Retreat and 2013-2014 Debriefing.

B. Objective 2: Persistence and Good Standing Objective(s).

(I) 2012-2013 Persistence Rate Objective:

We are meeting our persistence rate objective 80% of all participants served by the TRiO Project will persist from one academic year to the beginning of the next academic year. During 2013, 93% of all participants served by TRiO persisted from fall 2012 to fall 2013.

(II) 2012-2013 Good Academic Standing Objective.

We are meeting our objective that 80%

						intervention plan would include working out improved time management, the participation in small study and learning groups at the KCC, additional tutorial services, recognizing learning styles and motivational techniques, or a combination of these intervention strategies.
2.	The restoration of student fieldtrips to the California State University and the University of California Campuses.	2A 2B 5A	Student Access - Provide the SECONDARY SERVICES to TRiO students (low-income, first generation and/or with disabilities) in an effective process with student satisfaction. The TRiO Secondary Services Include: California State University and University of California Online Application Workshops, Financial Aid Assistance, A dedicated TRiO Student Study Center, Quiet Study Rooms, Computer	Improved familiarity of the CSU/UC campuses by TRIO/EOPS /Transfer Center students.	Funding for 3 fieldtrips chartered th.28 2 c8		

re

and Printer

skill assistance.

In regards to improving the transfer rate, TRiO counselors could attend professional development conferences and work more effectively and closely with the Hartnell counselors who are assigned to articulation and transfer counselors, LaVerne Cook and Mercedes Quintero, to better coordinate the transfer of not only TRIO students, but all Hartnell students since when they are not on the TRiO Counselor contract, the TRiO counselors work as CALWORKS and general counselors.

The TRiO counselors would be in constant communication with the full - time college counselors in order to share their new professional knowledge base on student development, retention, advisement, graduation/transfer and personal counseling.

* See Appendix A for a list of the 11 goals in the college's Strategic Plan.

* See Appendix A for a list of the 11 goals in the college's Strategic Plan.

*** Please complete this page for each new activity. ***

2. This item is u sed to describe how the new activity, or continuing new activity, will support the service/office/program .

Consider:
- Faculty
- Other staffing
- Facilities
- Equipment (non -expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

a) Describe the new activity or follow -on activity that this resource will support.

[Begin response here]

b) Describe how this activity supports any of the following:
    1) Service Area Outcome
    2) Program level Outcome
    3) Course level Outcome
    4) Service/Program Goal
    5) Strategic Priority Goal

[Begin response here]

c) Does this activity span multiple years? YES NO

   If yes, describe the action plan for completion of this activity.

[Begin response here]

d) What measureable outcomes are expected from this activi ty? List indicators of success.

[Begin response here]

e) What are the barriers to achi eving success in this activity?

[Begin response here]

	Total = $56,206.00 C									
4. Fund the increase the TRiO Administrative Assistant salary and										

*** <u>H</u> for Hardware, <u>S</u> for Software.

APPENDIX A . Strategic Priorities & Goals
(From Hartnell College Strategic Plan 2013 -2018)

Priority 1: **Student Access**

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities with seamless pathways to all of the college s present and prospective constituent individuals and groups.

Priority 2: **Student Success**

Goal 2A: Hart nell College will provide a supportive, innovative, and collaborative learning environme(o)-4.09384i6(en)-2.66628 558-61(h)-4.6546ing

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student   learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the col lege and the community that the college serves.