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 comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process improves and increases the flow of information and data at Hartnell College. The result of the process also improves institutional effectiveness.

Service/Office/ Non-Instructional Program	**Date Completed (must be in final form by 3/27/15)***	**Date Submitted to VP**
The Student Support Services/TRiO Program	03/30/2015	03/30/2015

*Please note that you should work with your colleagues and supervisor/director/dean to

VP/Division Head's Comments (required): I have read this comprehensive annual review of the TRIO program. While I feel the program's goal for student achievement was initially set high, I was impressed to read that the success and persistence rate of TRIO students meets the program goals. In reviewing the resource allocation request for this program, I feel that alternative funds could be identified for supplemental funding of TRIO counselors. This would lower the funding request to approximately $65,000. The request could further be reduced if ASHC cost-shared the expense of the student field trips. However, the increase of hours of the administrative assistant would be need to be supported by unrestricted or other funds if the program is to grow and offer year-round services. I support this request.

Romero Jalomo	August 16, 2015
_____	_____
Typed Name of VP/Division Head	Date

This PPA report is organized in 3 sections and 9 subsections as follows:

I. **Comprehensive Review** – a. Overall Service/Office/Program Effectiveness, b. Staffing Profile, and c. Service/Office/Program Goals.

Please complete this section for services/offices/non -instructional programs scheduled for comprehensive review in spring 201 5. Go to Sec tion II for services/offices/non -instructional programs scheduled for annual review in spring 201 5.

A. OVERALL SERVICE/OFFICE/PROGRAM EFFECTIVENESS

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MISSION STATEMENT

> *Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.*

[List and describe service/office/program goals here]

1)

2)

3)

4)

5)

This section must be completed for ALL services/offices/non-instructional programs, including those scheduled for a comprehensive review in spring 2015.

A. DATA & TRENDS

1. **Provide available data and information that define target recipients of the service/office/non-instructional program, including numbers/size, types and characteristics/needs of current and potential users, students, clients, and/or other relevant populations. List the sources of this data and information.**

Program Background.

The Student Support Services/TRiO Program was started in the 2005-2006 academic year. As a program, TRiO is now nine years and one half years old. During these almost ten years, the TRiO program has been developed into a very effective student retention program. TRiO will admit about 100 new TRiO participants each year and give each new student a quality First Year Experience (FYE). TRiO also provides close intrusive counseling and monitoring during their second year and if necessary, even their third year at the college. The five primary TRiO services are 1. Academic Advising, 2. Tutorial Assistance, 3. Financial Aid Workshops, 4. Financial and Economic Literacy Workshops, and 5. Transfer Advisement and Graduation Assistance.

The TRiO Program also works closely with the EOPS, the Transfer and Career Center, the Academic Learning Center, MESA, STEP, STEM Programs, and the Math and Chemistry Academies to arrange academic and tutorial assistance. TRiO provides mandatory new student orientation, mandatory

counseling, financial aid and scholarship assistance, mandatory tutorial assistance, university fieldtrips, and provide mentors to students. TRiO also implements parent workshops at both the main campus and the King City Center.

In spring 2015, the Student Support Services (SSS) TRiO Program will have approximately 44 TRiO students graduating and transferring.

1. Target Recipients

Each year, the TRiO Program selects 100 low income and/or first generation college students and forms a new student cohort. To qualify for the program, students must be a U.S. citizen or legal resident; (certified) disabled students can qualify if they are low income and have first generation status. Transfer coursework. All applicants must interested in graduating with an associate degree and transferring to a four-year institution; should demonstrate academic need and a GPA of 2.0 or higher and must be educationally disadvantaged according to federal guidelines. Students must be enrolled full-time (SSS Regulations).

The target recipients of the TRiO Program are 100 incoming low income and first generation freshmen students selected from the estimated 700 high school graduates from the class of 2015 who will be attending Hartnell College full-time (K Bridge – Fall Enrollment Numbers by High School). The majority of these students come from the ten feeder high schools in Hartnell College service area. The TRiO Program will select these 100 incoming students to create the 2015-2016 TRiO student cohort and they will be assisted over a span of no more than four years as they earn a two-year Associate of Arts/Science degree from Hartnell College and transfer to a university.

Once the TRiO Program renders the primary TRiO Program services, then the TRiO staff can offer the Secondary TRiO Program ser
which include:California St te University and University of California Online Application Workshops, Financial Aid Assistance (FAFSA)
dedicated TRiO Student Study Center, Quiet Study Rooms, Computer and Printer Access, Textbook and Graphing Calculators Lend
Library, Visits to the California State and University o(Fin)-4(a)105s to

2013-14 and 2014-15, the TRiO project will have most of the grant's annual funding become dedicated to ONLY salary and benefits ar
the reduction of primary services thus leaving no monies for student programming.

3.

schools in South County in the spring to help prepare the students for Panther Prep Days at the King City Center. All of the TRiO staff tra

The 2010-2015 TRiO Grant was written to place a primary focus is on the Hartnell College main campus. However, the TRiO Program do actively recruit students from the Salinas Union High School District high schools that serve the Alisal area. The TRiO Program wants th 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 the TRiO budget.

The

C. OUTCOMES

SERVICE AREA OUTCOMES

Each service unit/office/non-instructional program 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,

	The four Program Objectives as mandated by the 1) Fall to Fall Persistence Objective 85% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the grantee institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. US Department of Education, Office of Post Secondary Education, TRiO Office, Washington DC. 2) Good Academic Standing Objective 85% of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution. 3) Graduation Objective 50% of new participants served each year will graduate from the grantee institution with an associate's degree or certificate within four (4) years. 4) Transfer Objective 25% of new participants served each year will receive an associate's degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years.	
SLO 3 At the end of the first semester, TRiO students	1. Beginning in the summer months, TRiO sta	In spring 2015, 103 TRiO participants completed a student survey to

attending the TRiO Academic/Personal Counseling appointments to review academic progress and academic direction) will develop decision-making skills to aid their education and career.

Life Skills Achievement Area – TRiO students will develop long-term academic and personal skills and understand new concepts and theories that can be practically applied in common, everyday scenarios (Social Capital)

are assisting our at risk students to develop a personal connection to the campus community, and introducing them to academic and personal support services that are providing them with new strategies allowing them to persist until degree completion or transfer.

Initiative 2, Student Access: Beginning during the summer months, TRiO staff will provide new and continuing TRiO students with the FIVE PRIMARY & REQUIRED TRiO Services through an organized TRiO plan of operation that instructs the students and parents on how to navigate the institutional culture and engage in the postsecondary educational process which results in their gaining the social capital needed to understand the process of completing both community college graduation and university transfer.

access Academic Counseling services and availability and 99 % of the students found the academic

SLO 5 TRiO students in their last year will attend the CSU/UC Transfer Application Workshops and the students will receive effective guidance to fill out applications for transfer to universities. Transfer to Baccalaureate Institution Skills Achievement Area – TRiO students will learn the process of applying and being accepted to a university and will actually transfer to a bachelor degree granting institution.	1. The TRiO Program director has requested additional Non TRiO external funding resume the university fieldtrips. 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 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, and parent meetings.	SLO 5 In April 2015, the TRiO students in their last year who attended the CSU/UC Transfer

						academic year (CohortOutcome – Oct 2015)
Good Academic Standing Rate: 85% Graduation Rate 50%	Mid-semester instructor reports; Tutor Reports Grade Reports Record of college graduation	Mid-Semester grade monitoring; Review GPA; Conduct Student Interviews Verify graduation	Mid-Semester End of each semester On-going	Director Advising & Coaching Specialists	Review grades at mid term and at the end of the semester	Percentage of SSS participants who are in "good academic standing" (Cohort Outcome – Dec. / June2016)

2.

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 15-16?	Will activity continue into AY 16-17?*
1. Primary Initiative: Complete and surpass the TRiO Grant's FOUR main objectives for 2014-2015. 1. Achieve or Surpass TRiO Student Persistence Target Rate of 70% of ALL TRiO Participants. 2. Achieve or Surpass TRiO Student Good Academic Standing Target Rate of 80% of ALL Enrolled TRiO Participants. 3. Achieve or Surpass TRiO Student Graduation Target Rate of 15% of NEW TRiO Participants Served Each Year will Graduate with AS/AA/Certificate within FOUR Years 4. Achieve or Surpass TRiO Student Transfer	Achieved the FOUR			

Target Rate of 15% of NEW TRiO Participants Served Each Year will Transfer with AS/AA/Certificate within FOUR Years	TRiO Project will persist from one academic year to the beginning of the next academic year. During 2013-2014, 91% of all participants served by TRiO persisted from fall 2013 to fall 2014. (II) 2012-2013 Good Academic Standing Objective. TRiO is SURPASSING the objective that 80% of all

	associate's degree or certificate within four (4) years. In 2013-2014, 90% of participants served will graduate with an associate's degree. AND (II) 15% of 2009-2010 new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years. In 2013-2014, 90% of participants served will graduate with an associate's degree and transfer to a 4-year institution. 47 TRiO graduates/transfers in 2014-15.			
2. TRiO Program and Staff will align the SB1456 STUDENT SUCCESS INITIATIVE into TRIO PROGRAMMING.	Recommendation 1: TRiO implemented successful financial aid application, assessment, identification and selection, orientation of TRiO students at			

Recommendation 1
Increase College and
Career Readiness,

[redacted]

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

	INDICATORS 1. Students in remedial courses were provided tutorial services. 2. Kept TRiO Tutorial Attendance Records in student file. Recommendation 6: TRiO Staff attended Hartnell College FLEX Days, CSU/UC Conferences and attended TRiO Professional Conferences to improve their critical thinking and apply problem-solving skills. KEY PERFORMANCE INDICATORS 1. Record of attendance at UC/CSU Counselor Conferences in TRiO staff training binder. 2. Record of attendance at Hartnell College FLEX Day Activities in TRiO staff training binder. 3. Record of attendance at TRiO Professional Conferences in TRiO staff training binder. INDIRECT ASSESSMEN			

	SB1456 and INPLEMENTATION of the STUDENT SUCCESS INITIATIVES (SB1456) RECOMMENDATIONS. 1. After Activity Surveys and Questionnaires. 2. Indirect assessment from "2014-2015 TRiO Program Evaluation" survey by all continuing TRiO students in March 2015 3. Annual end of year survey of TRiO students through the TRiO 2014-2015, End of Year Questionnaire of Students who attended EOPS, MESA, DSPS, MASH and regular Tutoring sessions. TRiO PROGRAM STAFF ASSESSMENT APPL 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. 4. At the annual TRiO			

	Retreat for 2014-15, the staff held and will hold an annual debriefing and TRiO support staff will discuss SB1456 implementation. In August 2014 and in January 2015, the TRiO staff will debrief and assess the STUDENT AFFAIRS SERVICE 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

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(FYE) CURRICULUM

The THIRD and FOURTH of the PRIMARY and REQUIRED SERVICES of the TRiO Program include providing a

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 and Spring semesters. All TRiO students received specialized career counseling support to assist students to figure out what career direction to pursue All TRiO students received the opportunity for assistance from a TRiO Tutor/Peer Mentor who are fellow TRiO students,some of whom				

Course Selection and
Academic Advising.

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

The SECOND of the PRIMARY and REQUIRED SERVICES of the TRiO Program are to provide tutorial services. The TRiO Program provided math and English tutoring for first generation and low-income students who need assistance in both remediation and at the college freshmen level. The TRiO Program also connected TRiO students with ALC, MASH, and other tutorial resources on campus.	Tutorial sessions for Math 121, Math 123, Math 13 and English 101, English 1B. 2. TRiO students demonstrated reliability, punctuality, and follow-through by attending TRiO Tutoring sessions. 3. TRiO students identified learning goals and complete their mandated TRiO tutorial hours. 4. TRiO students learned consequences of low GPAs and demonstrated new commitment. <u>Possible Key Performance Indicators (KPIs)</u>: 1. Results of final "TRiO Program Evaluation" analysis by TRiO students. 2. Evaluation of TRiO Tutoring reports TRiO <u>Assessment Plan</u>:	Waiting to see if the TRiO Program will win the 2015-2020 grant competition.		

1. Annual TRiO Retreat and 2013-2014 Debriefing.

In August 2014 and in January 2015, the TRiO staff will debrief and assess the STUDENT AFFAIRS SERVICE AREA

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2016-17**. An activity can address many different aspects of your

Activity

students and parents about campus and community resources that will enable a positive student experience and successful academic outcome.	x Graduation and Transfer Advising x Monitoring Academic Progress to Degree Completion x

		everyday scenarios (Social Capital).					
3. Implementing the 2015-2020 (2016-17) ESLSSS Program.	Strategic Priority 1 - Student Access Goal 1A Strategic Priority 2 - Student Success Goal 2A & 2B Strategic Priority 5 - Innovation and Relevance for Educational Programs and Services Goal 5A:	SLO 4: By March 2nd of each year, after attending the FAFSA workshop and/or the Financial Literacy workshop, the students will gain Financial Aid Knowledge and Financial Literacy. Financial Literacy Skills Achievement Area: TRiO students will learn about the financial aid process and learn how to wisely use their financial resources so that they will be ready to transfer and survive the university years.					

		Transfer to Baccalaureate Institution Skills Achievement Area TRiO students will learn the process of applying and being accepted to a university and will actually transfer to a bachelor degree granting institution.					
4.							
5.							

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

*** Please complete items 2a -e immediately below for EACH new activity. ***

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

Consider:

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

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

Winning the 2015

5) Strategic Plan Goal (list applicable strategic plan outcome)

[Begin response here]

c) Does this activity span multiple years? YES NO

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

The new plan of operation that was written in the 2015-2020 Student Support Services grant applications will constitute the action plan for these new activities.

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

The success indicators are the new objectives that were written in the 2015-2020 Student Support Services Regular, STEM, and ESL grant application (below).

(I) 2015-2020 Persistence Rate Objective:

The new persistence rate objective. is that at 85% all participants served by the TRiO Project will persist from one academic year to the beginning of the next academic year.

(II) 2015-2020 Good Academic Standing Objective.

The new persistence rate objective is that 85% 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.

C. Objective 3: Graduation and Transfer Objective(s).

(I) 50% of 2015-2020 new participants served will graduate with an associate's degree or certificate within four (4) years. AND

(II) 25% of 2015-2020 new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years.

The other measurable outcomes will be the service area outcomes (SAO) that we will identify for 2015-2016

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

This new activity is dependent on winning the 2015-2020 SSS (Regular, STEM, ESL) Grant competitions on August 31, 2015 of the Department of Education

B. RESOURCE REQUESTS

If new/additional resources are needed for your service/office/program, it is important that you identify them and project their cost, and that these resources and costs be considered through the College's integrated planning (budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed to support an activity that you have identified in IIIA above, in which case you must link the resource with a specific activity number (first column below). The first activity listed should be the most important; the second activity listed the second most important, etc. A resource could also be something necessary for your service/program to function properly to improve student learning, such as updated equipment in a room/facility; in such case be sure to note that the resource is NOT tied to a specific activity.

Activity No.	Personnel Classified Staff/ Faculty (C/F/M)*	Supplies/Equipment (S/E)**	Technology

1.	(F)Part-time Counselors Fund two adjunct TRiO Counselors from 15 to 23 hours a week 2) 8 hours X 36 weeks X $57.43 =$16,540.00 x 2 = $33,080.00 And 12.67% Benefits = $4191.00 Total $ 37,271.00 F								$37,271.00
2.			Graphing Calculators 10 TI84+ Graphing Calculators @ $100.00 each E						$ 1,000.00

3.						Student Fieldtrips Pacific Monarch Bus Charter 47 passenger coach $1,500 + ($50 driver gratuity) X 4 trips = $6200.00 Water and Lunch Food $10.00 X 50 students = $500.00 X 4 trips = $2000.00 S			$8,200.00
4.	Fund the increase the TRiO Administrative Assistant 1 salary and benefits. Range 17 StepE From 10 month 20hrs to FT 12 month 40 hrs = $45,471plus Benefits, $9391.20 Total=$54,862.20								Total =$54,862.20

Total									$101, 333.20

3. Fund (1) 40 hour Program Assistant I for TRIO

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: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Priority 3: Employee Diversity and Development

Goal 3A: Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose respect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

Goal 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

Priority 4: Effective Utilization of Resources

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

Goal 4B: Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

Goal 4C: Hartnell College will maintain a current, user-friendly technological infrastructure that serves the needs of students and employees.

Goal 4D: Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

Priority 5: Innovation and Relevance for Programs and Services

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 impro