

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a service/office/program and

1.

What are your area's primary functions?

How are students/employees served by the service/office/program?

What are the unique aspects of the service/office/program?

How does the service/office/program relate to the needs of the community?

How does the service/office/program interface/collaborate with other areas on campus?

What is working well in service/program provision?

Have state and/or federal mandates/rules/certifications particular to the service/program been met?

What policies and/or practices, both institutionally and departmentally, have been implemented to improve functions over the past few years?

What professional activities have staff

[Begin response here]

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]

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/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. They must be a U.S. citizen or legal resident; (certified) disabled students can qualify if they are low income and have qualified for 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. They 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 fulltime (K-16 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

Once the TRiO Program renders the primary TRiO Program services, then the TRiO staff can offer the Secondary TRiO Program services, which include: California State University and University of California Online Application Workshops, Financial Aid Assistance (FAFSA), a dedicated TRiO Student Study Center, Quiet Study Rooms, Computer and Printer Access, Textbook and Graphing Calculators Lending Library, Visits to the California State and University of California campuses, and Cultural Activities.

The single most challenging issue that the TRiO Program faces is the decreasing TRiO funding offered by the US Department of Education's TRiO Office in Washington DC to the Hartnell College TRiO grant. Under the fiscal situation in Washington DC during the last four years (2011 – 2015), the 2011-2012 the SSS grant award was reduced by 3.1% by the Congress, in 2012-2013, as a result of the federal sequestration, the SSS grant award was reduced by 5.23% by the Congress, and during 2013-2014, the SSS grant award was reduced by 8.33 %. As a result of the 2012-2013 grant award reduction; the Department of Education's TRiO Office gave Hartnell College TRiO Program, the option to reduce the number of students that the TRiO Program was to serve by 5%. Hartnell College TRiO staff decided not to reduce the number of students served despite the reduced funding which subsequently forced reductions to counseling hours, tutoring hours, and other primary services.

As a result of this decreasing funding the budget over the last four years, the TRiO budget lines that are dedicated to student programming are being reduced each year. Consequently year, after the TRiO grant reductions are taken into account, when the TRiO Program budget is prepared for the new fiscal year, after the program full-time and part-time staff salaries and benefits are factored in, less and less monies are available for the primary student services such as counseling hours, student tutoring, and other primary services. As a result, the TRiO Program counselor hours have been reduced from 23 hours a week to just 14 hours a week, tutors hours

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

The TRiO Program recruits students from throughout the Salinas Valley and although, the program could fill each new cohort from the Salinas Union High School District, the program makes a concerted effort to recruit students from southern Monterey County including the cities of Gonzales, Soledad, Greenfield and King City. The TRiO Director works with the Panther Prep Program each spring in Gonzales, Soledad, Greenfield and King City high schools to assist students and to extend TRiO services to not only North Monterey County and Salinas but to the underserved South County cities as well. These rural cities are located far from the main Hartnell College campus. In terms of access to post-secondary education, the low-income and first generation students that TRiO targets need additional assistance in making the transition to college.

The TRiO Program has a goal of reaching out and providing quality primary and secondary TRiO services to their TRiO students from this remote area. The TRiO students and parents who we recruit from Southern Monterey County need our services even more than the Salinas students and families because the cities south of Salinas are relatively isolated and the schools in the area are under-resourced. Many of the families who reside in these cities are newly arrived immigrants who are living at extreme poverty levels and have not graduated from the elementary schools in their home countries such as the community from Oaxaca in Greenfield. In addition, the high schools in Greenfield and King City are extremely understaffed in terms of academic and career counseling. Both Greenfield and King City High Schools only have one high school counselor for their two respective student bodies of 1400 students. These high schools also do not have the many academic services that the Salinas area high schools can offer such as Regional Opportunity Programs (ROP), and because of busing issues, they lack after school programming. As a result, Southern Monterey County lacks a college going culture.

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schools in South County

The 2010-2015 TRiO Grant was written to place a primary focus is on the Hartnell College main campus. 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-Collegiate TRiO Programs (Upward Bound/Educational Talent Search Programs, GEAR UP Programs) and the University of California, Santa Cruz GEAR UP Programs who work in Monterey County.

The TRiO Program also collaborates with the Monterey Migrant Education Programs, which serve the 12,000 migrant students in Monterey County and local Monterey County (Salinas Valley) high school counselors to contact potential Hartnell College students. This collaboration of the Hartnell College and the CSUMB TRiO, and GEAR UP pre-college programs, the UC Santa Cruz GEAR UP programs and Monterey

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

<p>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.</p> <p><u>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).</u></p>	<p>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.</p> <p><u>Initiative 2, Student Access</u> 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.</p>	<p>access Academic Counseling services and availability and 99 % of the students found the academic services offered by the TRiO program effective.</p> <p>TRiO participants completed a student survey to access Personal Counseling services and availability and 100 % of the students found the academic services offered by the TRiO program effective.</p>
<p>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.</p> <p><u>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. (Economic Capital)</u></p>	<p>1. The TRiO staff continues to require that the second and third year TRiO students meet with TRiO staff at least 3 times a semester in order to closely monitor the student's academic progress. T2.794C43(e)-3(p)3(r)12(o)-</p>	

<p>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.</p> <p><u>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.</u></p>	<ol style="list-style-type: none"> 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 <p><u>Initiative 4, Student Access</u> - Provide the SECONDARY SERVICES to TRiO students (low-income, first generation and/or with disabilities) in an effective process with student satisfaction. The <u>TRiO Secondary Services Include:</u> 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.</p>	<p>SLO 5: In April 2015, the TRiO students in their last year who attended the CSU/UC Transfer Application will be surveyed to measure whether they received effective guidance to fill out applications for transfer to universities.</p>
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<p><u>both personal and academic success.</u></p>	
<p>SLO 2: TRiO Students in their first year will learn non cognitive (personal and academic development) variables by involvement in cultural events and academic activities that are not usually available to disadvantaged students. As a result of participation in these activities and skills, they will learn motivation, commitment and confidence.</p> <p><u>Professional Development Achievement Area – TRiO students will learn non cognitive leadership skills by involvement in relevant leadership activities and learn career skills (i.e. –organization, public speaking, career assessment, job search, resume development, etc.)</u></p>	<p>Review records; Conduct Student Focus Groups; Conduct Student Survey.</p> <p>In spring 2016, students will complete a survey questionnaire to measure the effectiveness of the individualized coaching/counseling.</p> <p>A focus group workshop will also be scheduled.</p>
<p>SLO 3: TRiO students in their last year will attend the CSU/UC fieldtrips and the students will learn about the specific CSU and UC transfer process.</p> <p><u>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.</u></p>	<p>Review records; Conduct Student Focus Groups; Conduct Student Survey</p> <p>In spring 2016, students will complete a survey questionnaire to measure the effectiveness of the individualized coaching/counseling.</p> <p>A focus group workshop will also be scheduled.</p>

Standardized Objectives	Formative Evaluation of Student Support Services/TRiO Program Objectives 2015-2020					Summative Evaluation
	Data Elements	Data Collection Methods	Timeline/ Progress	Responsible Personnel	Formative Review	Outcomes
Persistence Rate: 85%	Enrollment Documents; Academic Advisor Reports	Review records; Conduct Student Focus Groups; Conduct Student Survey	October 2015, February 2016	Director Advising & Coaching Specialists	Periodically review & revise services/project components to improve retention rates	Percentage of SSS participants who are retained from one academic year to the beginning of the next

						academic year (Cohort Outcome – Oct 2015)
Good Academic Standing Rate: <u>85%</u>	Mid-semester instructor reports; Tutor Reports Grade Reports	Mid-Semester grade monitoring; Review GPA; Conduct Student Interviews	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. / June 2016)
Graduation Rate: <u>50%</u>	Record of college graduation	Verify graduation through the National Student Clearinghouse	April – June 2016	Director	Quarterly review SSS student records to increase degree completion	Percentage of SSS students that graduate (Cohort Outcome – Feb. – July 2016)

Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program?

The TRiO staff completed the Hartnell College Service Area Outcomes Assessment Plan and Summary Form in December 2013. As a part of assessing the TRiO Service Area Outcomes, the TRiO Program conducted a survey questionnaire of the TRiO students.

The TRiO staff reviewed and analyzed the TRiO Services survey data from the spring 2015 survey. The TRiO staff reviewed the survey results and had a discussion about both the positive and negative findings.

One year ago in Spring 2014, the VP SA authorized augmentation to supplement the reduced TRiO Program budget to restore the counseling hours from our present 14 hours back to the 23 hours before the counselor hour reduction and this freed up funding to restore the tutoring hours from our present 15 back to 20 hours.

As a result of the staff discussion of the student survey, immediate changes were made to improve services that did not require a great deal of resources to change/improve.

<p>1. Primary Initiative: Complete and surpass the TRiO Grant's FOUR main objectives for 2014-2015.</p> <p><i>1. Achieve or Surpass TRiO Student Persistence Target Rate of 70% of ALL TRiO Participants.</i></p> <p><i>2. Achieve or Surpass TRiO Student Good Academic Standing Target Rate of 80% of ALL Enrolled TRiO Participants.</i></p> <p><i>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</i></p> <p><i>4. Achieve or Surpass TRiO Student Transfer</i></p>	<p>Achieved the FOUR Primary TRiO Grant Objectives:</p> <p><u>A. Objective 1: Number funded to serve.</u> TRiO is SURPASSING actual students served. While funded to serve 160 students, the TRiO Program is ACTUALLY serving about 230 students each year. We have students who we serve who are not TRiO eligible but who are termed Friends of TRiO. However, the US Department of Education only funds us for serving 160 students.</p> <p><u>B. Objective 2: Persistence and Good Standing Objective(s).</u></p> <p>(I) 2012eWⁿBT/F15 12 Tf1</p>			
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*Target Rate of 15% of
NEW TRiO Participants
Served Each Year will
Transfer with
AS/AA/Certificate*

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.

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

	<p><i>SB1456</i> and IMPLEMENTATION of the STUDENT SUCCESS INITIATIVES (SB1456) RECOMMENDATIONS.</p> <ol style="list-style-type: none"> 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. <p><u><i>TRiO PROGRAM STAFF ASSESSMENT PLAN</i></u></p> <p>The ASSESSMENT STATUS REPORT of the PRIMARY and SECONDARY MEASURES were discussed with the TRiO</p>			
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	<p>Staff at regular meetings:</p> <ol style="list-style-type: none"> 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. <p>At each TRiO staff meeting, reports were given by each staff member; problems were discussed and if necessary strategies were implemented as needed.</p> <ol style="list-style-type: none"> 4. At the annual TRiO 			
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	<p>Retreat for 2014-15, the staff held and will hold an annual debriefing and TRiO support staff will discuss SB1456 implementation.</p> <p>In August 2014 and in January 2015, the TRiO staff will debrief and assess the STUDENT AFFAIRS SERVICE AREA ANNUAL ACTION PLAN Strategic Initiatives.</p>			
<p>3. IMPLEMENTED IMPROVEMENT OF EDUCATIONAL PLAN COMPLETION</p> <p>The FIRST of the PRIMARY and REQUIRED SERVICES of the TRiO Program is Course Selection and Academic Advising.</p> <p>The FIFTH of the PRIMARY and REQUIRED SERVICES of the TRiO Program is Transfer Advising and Graduation Assistance.</p>	<p><u>Outcome:</u></p> <ol style="list-style-type: none"> 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. 	<p>The reduction in in annual TRiO funding by the congress.</p> <p>Waiting to see if the TRiO Program will win the 2015-2020 grant competition.</p>		

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.

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 and in January 2015, 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.

(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.

<p>TRiO Student Orientation, MUST schedule their mandatory TRiO workshops, MUST attend their educational plan appointments and if required, MUST attend their tutorial sessions.</p> <p>All TRiO students who complete the contract will be in GOOD STANDING and will receive Level 2 priority registration both Fall and Spring semesters.</p> <p>All TRiO students received specialized career counseling support to assist students to figure out what career direction to pursue</p> <p>All TRiO students received the opportunity for assistance from a TRiO Tutor/Peer Mentor who are fellow TRiO students, some of whom</p>				
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<p>Course Selection and Academic Advising.</p> <p>The FIFTH of the PRIMARY and REQUIRED SERVICES of the TRiO Program is Transfer advising and Graduation Assistance. (CONTINUING ACTIVITY)</p> <p>The Proactive/Intrusive style of counseling within the TRiO Program required that the TRiO participants meet with the TRiO counselors three times a semester.</p> <p>Upon admission into the TRiO Program, the participants signed a release authorizing program access to the student's academic records.</p> <p>The TRiO Counselors printed out transcripts twice a semester and the program also</p>	<p>educational plan. This was accomplished starting with the summer TRiO orientation and fall semester workshops. Extensive follow-up by TRiO counselors occurred throughout the semester to refine educational plans and to monitor student performance in their classes.</p> <p>2. TRiO students' demonstrated reliability, punctuality, and follow through.</p> <p>3. TRiO students identified goals, policies, and procedures for retention and completion of the SB1456 Student Success Initiative.</p> <p>4. TRiO students learned consequences and demonstrate commitment.</p> <p>5. TRiO students perfected social skills, and</p>			
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required that TRiO students be issued progress reports that are taken to Hartnell College faculty for grade status checks that were returned to the program staff, which resulted in a constant monitoring of the students grades. When academic issues/problems 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.

identified and bonded with other TRiO students and the larger Hartnell College community.

Possible Key Performance Indicators (KPIs):

1. Results of final "TRiO Progra

	<p>1. Annual TRiO Retreat and 2013-2014 Debriefing.</p> <p>In August 2014 and in January 2015, the TRiO staff will debrief and assess the STUDENT AFFAIRS SERVICE AREA ANNUAL ACTION PLAN's TRiO Program Strategic Initiatives.</p>			
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7. Apply for three SSS grants for 2015-

students and parents
about campus and
community resources
that will enable a
positive student
experience and
successful academic
outcome.

Graduation and Transfer
Advising
Monitoring Academic
Progress to Degree
Completion
Academic Support
Individual Non-Cognitive

	<u>everyday scenarios</u> <u>(Social Capital).</u>						
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		<u>Transfer to</u> <u>Baccalaureate</u> <u>Institution Skills</u> <u>Achievement Area -</u> <u>TRiO students will</u> <u>learn the process of</u> <u>applying and being</u> <u>accepted to a</u> <u>university and will</u> <u>actually transfer to a</u> <u>bachelor degree</u> <u>granting institution.</u>					

Winning the 2015-2020 SSS Regular, STEM and ESL Grant competitions on August 31, 2015, will allow Hartnell College Student Affairs to serve and support hundreds of additional low income first generation students. The Regular SSS Project will provide an array of required and permissible services to 160 students. The ESL SSS Project will provide an array of required and permissible services to 140 students. The STEM SSS Project will provide an array of required and permissible services to 120 students. If all three SSS grants are won, the total of students to be served would be 420 individuals.

[Begin response here]

The other measurable outcomes will be the service area outcomes (SAO) that we will identify for 2016-17.

This new activity is dependent on winning the 2015-2020 SSS (Regular-STEM-ESL) Grant competitions on August 31, 2015. If the Department of Education only awards Hartnell College one TRiO grant on August 10, 2015, the relatively small size and level funding of the grant will make meeting all required primary requirements of the grant problematic.

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						Student Fieldtrips <u>Pacific Monarch</u> <u>Bus Charter</u>			\$8,200.00
						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			
	Fund the increase the TRiO Administrative Assistant 1 salary and benefits. Range 17 Step E From 10 month 20hrs to FT 12 month 40 hrs = \$45,471 plus Benefits, \$9391.20 Total =\$54,862.20								Total =\$54,862.20

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

