

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

PPA Review Narrative - 2020 - 2021

GENERAL

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Date Submitted to VP

04/01/2021

STUDENT SUCCESS

How does your service/office/non-instructional program focus on students?

The mission of the Office of Advancement/Foundation is to cultivate resources that champion student success. It is committed to supporting initiatives that increase degree completion, transfer and employment rates.

The Office focuses on supporting the entire educational pipeline of a student, from K-12 to Hartnell and beyond. Accordingly, it is committed to growing resources that further completion efficiency by investing in college readiness and student success strategies such as WELI, MILE, the Salinas Valley Promise, dual enrollment, Guided Pathways, and AB705 implementation. It also supports partnerships with universities by investing in innovative approaches to transfer, like the Teacher Pathway, CSIN3 and RN to BSN initiatives, and Ag pathways, among others.

Lastly, the Office funds programs and catalyzes experiences that are relevant and aligned with student, industry and community needs, e.g. a new grant from the James Irvine Foundation focuses on developing a job placement system as well as scaling Hartnell's internship programs.

How does your service/office/non-instructional program interact with prospective students in the community and assist/support students in their enrollment process? Is there more that it can do?

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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 appropriate for dual enrollment students, thereby enabling students to complete coursework that will be relevant to their future degree requirements. The Salinas Valley Promise is another example. The program combines instructional excellence with professional guidance, leadership development, life-skills training and a scholarship to ensure student success. Through a cohort model, along with faculty and industry mentorship, students are guided towards, and through, their academic programs. Lastly, the Office also received a \$300,000 grant to support the development of a new career center that directly links with the academic departments and provides services along meta-major lines.

The Office also cultivates resources to support other programs that are actively involved in helping students select/pursue their academic programs, such as Trio, Upward Bound, Mi CASA, WELI and MILE.

Industry panels in all of the programs the office supports also help students pursue their academic program.

What does your service/office/non-instructional program do to impact and/or support students learning/development in the classroom? Is there more that it can do?

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The Office cultivates resources to support academic initiatives that enhance student learning and development. Notable initiatives include the Teacher Pathway Program, CSin3, the National Science Foundation Robert Noyce grant, which prepares students to become teachers in STEM, and the California Education Learning Lab grants, which facilitate student learning in chemistry and calculus. Of note, two recent grants- one from the Chancellor's Office and one from the National Endowment for the Humanities- have focused on improving students' learning via online education. Given the pandemic, these were especially important.

In addition, the Office cultivates resources to support programs that are actively involved in supporting student learning in the classroom via specialized advising and intrusive counseling, such as the Salinas Valley Promise, Trio, Upward Bound, Mi CASA, WELI and MILE.

How does your service/office/non-instructional program support students to a. Complete their program? b. Complete their program on time? Is there more that it can do?

The Office of Advancement/Foundation is committed to growing resources to support initiatives that increase degree completion and completion efficiency.

The Office focuses on supporting the entire educational pipeline of a student, from K-12 to Hartnell and beyond. Accordingly, it is committed to growing resources that further completion efficiency by investing in college readiness and student success strategies, such as WELI, MILE, the Salinas Valley Promise, dual enrollment, Guided Pathways, and AB705 implementation. It also supports innovative cohort models and pathways, like the Teacher Pathway, CSIN3, RN to BSN and Ag pathways, which have proven to increase completion and completion efficiency rates.

What does your service/office/non-instructional program do to assist students in a. Transferring to a four-year institution (find the right institution and determine a pathway to get there)? b. Finding employment opportunities in their field (find the right employment opportunities and determine a pathway to get there)? Is there more that it can do?

The Office of Advancement/Foundation is committed to growing resources to support initiatives that increase transfer and employment rates. The Office of Advancement/Foundation supports partnerships with universities by investing in innovative approaches to transfer, like the Teacher Pathway, CSIN3 and RN to BSN initiatives, and Agriculture pathway to CSUMB, among others.

The Office also funds programs and catalyzes experiences that are relevant and aligned with student, industry and community needs, e.g. a new grant from the James Irvine Foundation focuses on developing a job placement system as well as scaling Hartnell's internship programs. Other grants and fundraising efforts have supported internships (and microinternships), especially in STEM.

There is always more that could be done. That is why the Office has doubled its fundraising goal for its 5-year funding plan and expanded its operations. This includes adding a Director of

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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 basic needs and digital equity, along with other equity-minded programs and initiatives, such as WELI/MILE, Salinas Valley Promise, the Teacher Pathway Program, and the expansion of the centers. The latter will reach more underrepresented and underserved populations across the district.

Finally, the Vice President of the Office of Advancement is currently the chair of the President's Task Force on Race and Equity. The Office has thus taken a leadership role in championing equity and is currently galvanizing support for the institutionalization of equitable policies, practices, behavior and culture, through a system-wide approach, which is vital for the future success of our students.

SERVICE AREA OUTCOMES

Please describe any meaningful outcomes that have been achieved from the SAOs outlined in the prior academic year.

The President's Task Force success is measured against the funding plan that was drafted as a result of the recent process. 2020-2021 success is determined by whether fundraising totals equal \$6.1 million, i.e. 20% of the five year goal of \$30.5 million. (The \$6.1 million is broken down by \$3.3 million in private fundraising plus \$2.8 million for public grants).

Private fundraising for 2020-2021 already equals \$7.2 million and public grants equal \$6.3 million, which equate to 218% and 225% of the target, respectively.

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With two of the five years almost complete, overall progress toward the President's Task Force funding goal of \$30.5 since its start date of July 1, 2019 is already at \$18.9 million, or 62% of the goal.

Another success point has been the number of grant applications submitted. The objective was to submit ten new grant applications in 2020-2021. To date (April 1, 2021), 22 grants (11 private and 11 public) have been submitted.

Another objective was for the Office/Foundation to receive four new grants in 2020-2021. Thus far, the Office/Foundation has been awarded ten private grants and seven public grants, for a total of 17 grants.

Lastly, the employee giving campaign raised \$134,772 this year. The target was to raise at least the same amount as the previous year (\$118,113). It not only exceeded its monetary goals, but had the most number of employees ever (200) participate.

Did the activities from the prior academic year, and any subsequent dialog lead to significant change in the effectiveness and/or efficiency of this service/office/non-instructional program during the current academic year? Please describe any resources that may help/have helped you overcome these challenges.

The Office spent the last year undergoing a strategic planning exercise and now has a revised plan for operations for the next 3-4 years. The strategic planning focused on; a) updating the Foundation's vision, mission, values and principles, b) conducting a SWOT, and c) developing operational excellence in all Office endeavors, which led to an action plan focused on increasing effectiveness and efficiency across the office. Specific action items have already been undertaken (e.g. drafting several Standard Operating Procedures, deploying a project management software platform (monday.com), and updating check signing levels to a higher minimum, among others). With the support of the college, the Office also expanded the role of two director positions and added an additional leadership position, in order to augment capacity.

What factors and/or challenges have influenced the effectiveness of your service/office/non-instructional program (e.g. staffing, equipment, facilities, etc.) over the last three academic years?

The biggest challenges have been staff turnover and inadequate space.

SIGN OFF / APPROVAL

I have certified that the information above is complete and is represented accurately. (Unit Mgr)

Michele Peregrin, Director of Grants Development & Innovation