Non-Instructional Guided Pathways Program Review

As Hartnell College is embarking on a journey to join a growing national movement aiming at improving student success called “Guided Pathways,” the Guided Pathways framework is incorporated into the Spring 2018 Program Review. The Guided Pathways framework “creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.” (California Community College Guided Pathways, http://cccgp.cccco.edu/About-Guided-Pathways)


Please note that resource requests will occur in fall 2018.

<table>
<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/18)*</th>
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<tbody>
<tr>
<td>Student Support Services/TRIO Program</td>
<td>May 7, 2018</td>
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*Please note that you should work with your colleagues and supervisor/director/dean to ensure that this report is completed, revised as needed, in its final form and submitted no later than April 27, 2018.

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
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A. STUDENT SUCCESS

1. As Hartnell is a student-focused college, how does your service/office/non-instructional program focus on students?

[Enter your response in the table cell below. The box will expand as you enter text:]

The Student Support Services/TRIO Program was specifically FOCUSED and developed in 2005 to retain, graduate and transfer first generation and/or low-income Hartnell College students. The SSS/TRIO program was further targeted to serve first generation/low-income Latino students. Over the last thirteen years, the SSS staff has developed the SSS/TRio program into the most effective student retention/graduation/transfer program on campus. The SSS/TRIO program staff applies “attachment theory” to bond with our college students during their freshmen year so that each SSS/TRIO student creates a bond with a SSS/TRIO staff member. The SSS/TRIO staff members all become college mentors to the bonded students.

The SSS/TRIO Program also uses a “culturally relevant environment” to motivate and retain/graduate/transfer the majority Latino college student population. The student’s home language, cultural values and honored and respected by the bilingual/bicultural SSS/TRIO staff and the language and value system is reinforced as “value added” as opposed to being seen as linguistic and cultural deficits as sometimes happens during their K12 experience.

The SSS/TRIO program also uses “college student parent involvement theory” and the SSS/TRIO staff contacts all parents to attend mandatory parent education meetings. At the mandatory parent meetings, the SSS/TRIO staff teaches the parents a parent involvement curriculum and the parents then become educated, involved consumers to act as allies to SSS/TRIO staff to work to retain students until they are graduated and transferred. We also teach these concepts to the parents in parent
workshops in order to produce an academic mindset in their children, both SSS/TRiO students and their younger siblings.

We maintain the most supportive environment for students and their parents on the Hartnell College campus. Within that supportive campus environment, we effectively build a powerful academic home base to develop new aspirational expectations in our low-income, first generation students, most of whom are from Spanish speaking immigrant families. It is this combination of bonding with students and educating parents, providing academic support and higher expectations that result in higher levels of retention, academic standing graduation and transfer for our first generation, low income students. We have created a culture of post-secondary academic success and a transfer to university expectation within a community (The Salinas Valley) rated as one of the least educated regions in the United States.

We evaluate the effectiveness of our SSS/TRIO programming each year and we use the data finding to strive for continuous program improvement for both student and parent programming each year.

2. **How does your service/office/non-instructional program interact with prospective students in the community and assist/support students to enroll? Is there more that it can do?**

[Enter your response in the table cell below. The box will expand as you enter text:]

| Each year, the SSS/TRiO director gives presentations to the feeder high school community and markets all the Hartnell College student support programs as well as the academic programs. The SSS/TRIO program staff also assists with the Steps to Success Pathway process and the Panther Prep Days at both the King City and the Main Campus. |
| SSS/TRIO Program staff volunteers to host K12 student tours, and arranges students presentations BEFORE the SSS/TRIO program recruits the students in their senior year and identifies and selects new students from across the Hartnell College service area. The SSS/TRIO director also volunteers to give presentations to parents in the South Monterey County and North Monterey County area. Each year, the SSS/TRIO staff, plans and implements program service to the community, parent workshops, and service delivery to North and South Monterey County and fifty percent from Gonzales to North |
Monterey County. This year, the SSS/TRIO program has reached out to the UCSC Educational Partnership Center GEAR UP Programs.

3. How does your service/office/non-instructional program support students in choosing their pathway? Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

Each year, the Hartnell College SSS/TRIO admits 100 new SSS/TRIO participants and we give each new student a quality First Year Experience (FYE). The SSS/TRIO FYE begins with a five day mandatory orientation which includes the development of a four to eight semester educational pathway. The new student orientation includes, academic counseling, financial aid and scholarship assistance, mandatory tutorial assistance, workshops on educational plans, career planning, time management, financial literacy, and university fieldtrips.

SSS/TRIO also provides close pro-active/intrusive counseling and monitoring during their second year and if necessary, even their third year at Hartnell to assist students to identify personal interests to identify academic and career pathways. The SSS/TRIO five primary services also assist students to choose their educational/career pathways. These five services are 1. Academic Advising to assist students to find their educational and career pathway, 2. Tutorial Assistance, 3. Financial Aid Workshops, 4. Financial and Economic Literacy Workshops and 5. Transfer Advisement and Graduation Assistance. We are in constant communication with our students to make the appointments to use these five services through mail, phone calls and personal contact in the TRiO office.

We also work in collaboration with the College Pathways (Panther Prep), WELI, MILE, MICASA, EOPS, DSPS, MESA, and CSITin3 programs to assist the students to find their educational/career pathways.

We also work with the Math and Chemistry Academies and the Panther Learning Labs to arrange academic and tutorial assistance. This summer, the SSS/TRIO program is offering two HYBRID Counseling 1 courses to all incoming 2018-2019 SSS/TRIO students to assist them to choose their pathway. This class will begin at the SSS/TRIO orientation and go on during the summer session.
4. What does your service/office/non-instructional program do to impact and/or support students’ learning in the classroom? Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

The SSS/TRIO Program uses multiple measures to admit our new cohort each year. If students come into the program needing developmental course work, the SSS/TRIO staff requires MANDATORY student attendance in the Panther Learning Lab and the Tutorial Center in the library. These hours are recorded and provided to the SSS/TRIO director each week.

The SSS/TRIO Program also works in collaboration with the College Pathways (Panther Prep), WELI, MILE, MICASA, EOPS, DSPS, MESA, and CSITin3 programs to assist the students to support or impact their learning in the classroom.

The SSS/TRIO Program also strongly encourages our students to attend the Math and Chemistry Academies to arrange academic acceleration and STEM tutorial assistance.

5. 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?

[Enter your response in the table cell below. The box will expand as you enter text:]

The SSS/TRIO program holds parent meetings for the parents of the new cohort for the Gonzales to Salinas Area SSSTRIO students at the Alisal Campus. There are both Spanish Speaking workshop and English Speaking workshops. The TRIO parent meeting for the parents from Soledad to King City occurs at the Hartnell College King City Center. Spanish and English speaking parents attend the Spanish or English workshop.
The SSS/TRIO staff also hold Spanish and English meetings for the students and parents of our graduates/transfer students in mid spring. This meeting focuses on “Next Steps” in the transfer process.

6. What does your service/office/non-instructional program do to assist students in
   a. Transferring to a four-year institution (finding the right institution and determining what needs to be done to get there)?
   b. Finding employment opportunities in their field (finding the right employment opportunities and determining what needs to be done to get there)?

   Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

The SSS/TRIO program IS A TRANSFER Program so we assist the students from their first year and until the students actually apply to transfer. The SSS/TRIO counselors assist students to select their majors and to select their universities starting in freshmen year. The SSS/TRIO students are strongly encouraged to go on the CSU/UC campus visits through the Career and Transfer Office, MESA and UC/CSU campus programs. The students are advised for two to three years and as they make adjustments to their majors and their UC/CSU campuses and as they make these changes, SSS/TRIO staff record the changes. Each fall, SSS/TRIO assist the students with the UC/CSU application and FAFSA/Scholarship application process each fall.

B. 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, 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.

http://www.hartnell.edu/service-area-outcomes
Please answer the following questions:

1. Which service area outcome did you assess? How did you assess it?

[Enter your response in the table cell below. The box will expand as you enter text:]

SSS/TRIO is a federally funded program with service area outcomes/objectives mandated by the US Department of Education. On the SSS/TRIO Annual Performance Report (APR), we report the following service area outcomes/objectives.

A. **Objective 1: OVERALL number funded to serve.** The SSS/TRIO Program must serve 160 students each year.

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

(I) **2015-2016 OVERALL Student Persistence Rate Objective:**
The Hartnell College SSS/TRIO Program must meet the persistence rate objective. **85%** of all participants served by the TRIO Project will persist from one academic year to the beginning of the next academic year.

(II) **2015-2016 OVERALL Student Good Academic Standing Objective.**
The Hartnell College SSS/TRIO must meet the objective 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: for Cohort Year 2013-2014 Graduation and Transfer Objective(s).**
The Hartnell College SSS/TRIO must meet the objective that **50%** of new participants of served will graduate with an associate’s degree or certificate within four (4) years.

AND

(II) The Hartnell College SSS/TRIO must meet the objective that **25%** 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.

2. Describe how service area outcomes were specifically addressed by the service/office/program during the past year.

*Was there review and analysis of the data?* Yes. The SAOs analysis is made during both the fall 2017 and spring 2018 SSS/TRIO Staff Retreats. We use data analysis from our annual
performance report as well as our annual student questionnaire to strive for continuous program improvement each year. The major tool of analysis that we use to analyze if we are meeting our SAOs at our fall staff retreat in September in our discussion of the program’s effectiveness in meeting our SAOs is the data from our Annual Performance Report. We discuss if we are meeting or surpassing our four mandated Department of Education objectives which are our first and primary SAOs. The APR measures thirty-eight different data fields. However, the FOUR primary data fields that the US Department focuses on to measure SSS/TRIO program effectiveness is the student’s persistence rates, grade point average rates, graduation and transfer rates.

The Hartnell College SSS/TRIO Program has been meeting and surpassing all four data field objectives each year for the past five years.

We also use the data from the mid-semester grade monitoring that we conduct through progress reports and the review of the GPAs and we conduct student interviews when we can.

In the spring staff retreat, we use the results from the fall SSS/TRIO annual survey questionnaire. The questionnaire measures student satisfaction rates for 16 different areas including the rating of individual TRIO staff effectiveness. The participation of our students in the annual student survey produces a more realistic self-appraisal of the SSS/TRIO staff’s efforts to complete the SAOs that focus on direct student services.

How did the staff engage in discussion? Yes, at the fall 2017 and spring 2018 SSS/TRIO retreats, the staff uses the quantitative data of the APR and the ratings of the SSS/TRIO fall questionnaire to engage in a round table discussion of each of the program’s SAOs.

Were any interventions conducted? Yes, the staff retreats always result in a discussion of both short term interventions that the staff can implement immediately and also long term interventions that the staff can implement for the next academic year.

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

(I) 2015-2016 OVERALL Student Persistence Rate Objective:

The Hartnell College SSS/TRIO Program must meet the persistence rate objective. 85% of all participants served by the TRIO Project will persist from one academic year to the beginning of the next academic year. During 2016-2017, 97% of all participants served by TRIO persisted from fall 2016 to fall 2017.

(II) 2015-2016 OVERALL Student Good Academic Standing Objective.

The Hartnell College SSS/TRIO must meet the objective 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. During 2016-2017, 95% of all participants served by TRIO maintained a GPA of 2.0.

C. Objective 3: for Cohort Year 2013-2014 Graduation and Transfer Objective(s).

The Hartnell College SSS/TRIO must meet the objective that 50% of new participants of served will graduate with an associate’s degree or certificate within four (4) years. In 2016-2017, 70% of participants from the 2013-2014 cohort year will graduate with an associate’s degree.

AND

(II) The Hartnell College SSS/TRIO must met the objective that 25% 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 2016-2017, 63% of participants from the 2013-2014 cohort year will graduate with an associate’s degree and transfer to a 4-year institution.

Are there any plans to make changes/improvements in the service/office/program? Yes.

What did you find?

[Enter your response in the table cell below. The box will expand as you enter text:]

| High-needs students struggle to succeed in college transfer courses necessary to be admitted to California four-year colleges and universities. First-time entering students fail to persist from first year to second year, contributing to high student attrition. Among those who do re-enroll, far too many fail to persist to completion (being transfer-ready). Furthermore, there is a success equity gap for Hispanic and other low-income students. The SSS/TRIO Program will increase a series of text message nudges using the free text service, REMIND, in an attempt to prevent the loss of these high need students recruited into the SSS/TRIO Program due to the phenomenon of ‘summer melt’. Research shows that low-cost interventions can successfully combat summer melt, SSS/TRIO staff will use the research of Benjamin Castleman and Lindsay Page to implement interventions specifically designed to provide low income and first generation students with simplified tasks they need to complete in order to successfully complete the matriculation process into Hartnell College. Benjamin L. Castleman and Lindsay C. Page, “Summer Nudging: Can Personalized Text Messages and Peer Mentor Outreach Increase College Going Among Low-Income High School Graduates?” Center on Education Policy and Workforce Competitiveness, updated October 2013, http://curry.virginia.edu/uploads/resourceLibrary/9_Castleman_SummerTextMessages.pdf. |
This summer (2018), the SSS/TRIO Program will expand a five day SSS/TRIO Summer Bridge Orientation Program. The Summer Bridge Orientation Program was developed with the purpose of assisting 60-70 new high need first generation and low income students acclimated to college life. The research demonstrates that low income and first generation can greatly benefit from a summer bridge program specifically designed for them.

https://studentsuccess.unc.edu/files/2016/02/75.3pascarella-1.pdf

The SSS/TRIO Summer Bridge Orientation Program also has the goal to reduce the summer melt of the new first generation and low income students who have committed to attend Hartnell College in the summer and fall semester.

Benjamin L. Castleman, Lindsay C. Page, and Korynn Schooley, “The Forgotten Summer: Does the Offer of College Counseling After High School Mitigate Summer Melt Among College-Intending, Low-Income High School Graduates?,” Center on Education Policy and Workforce Competitiveness, July 2013, p. 2,  

The third purpose of the SSS/TRIO Summer Bridge Orientation Program is to assist the new first generation and low income students to recognize their need to improve and maintain their academic skills before starting the fall semester. First-Generation College Students: Their Challenges and the Advising Strategies That Can Help

Khalilah A. Payne, Indiana University–Purdue University Indianapolis  
https://dus.psu.edu/mentor/old/articles/070131kp.htm

The SSS/TRIO will also use college student attachment theory to bond to the students. The research demonstrates that first generation low income college students are more likely to be retained in college if they can attach to the college staff, college environment and college climate.


The SSS/TRIO counselors will use the five days to bond with their cohort and with the SSS/TRIO Program as the most supportive environment for first generation and low income students on campus. The SSS/TRIO counselors will effectively build an academic and social home base for the new 2017-2018 cohort so that they can develop new aspirational academic expectations. This is especially important for the low-income, first generation students, many of whom are from Spanish
speaking immigrant families. The during the five day program, the SSS/TRIO counselors will provide the new cohort the combination of providing academic and social support and program integration that result in higher levels of retention, academic standing graduation and transfer for our first generation, low income students.

Moving Beyond Access College Success For Low-Income, First-Generation Students
Jennifer Engle, Ph.D. Vincent Tinto, Ph.D.


The SSS/TRIO Summer Bridge Program will also demonstrate how to design a community college summer bridge program to achieve outcomes that support and advance Hartnell College’s strategic priorities of both student access and student success.

c. PREVIOUSLY SCHEDULED ACTIVITIES (Linked to previous PPA)

1. Evaluate the success of each completed activity since your last PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success? Your previous PPA can be found through this link: http://www.hartnell.edu/2017-program-planning-and-assessment-reports-1

[Enter your response in the table cell below. The box will expand as you enter text:]

Click here to enter text.