

# Program Review Self Study

for

Monterey Peninsula College

## Student Services

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Programs not undergoing Program Review complete the annual program review report and Action Plan documents that serve to drive the forthcoming budget as well as those undergoing review.

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| <b>2010-2011</b> | <b>CalWORKs<br/>Counseling<br/>Matriculation</b>  |
| <b>2011-2012</b> | <b>Career Transfer Resource Center<br/>EOPS/CARE<br/>Student Financial Services<br/>Supportive Services/Instruction/Workability</b> |
| <b>2012-2013</b> | <b>Admissions &amp; Records<br/>International Programs</b>  |
| <b>2013-2014</b> | <b>Academic Support Center<br/>Athletics<br/>Child Development Center<br/>TRIO</b>  |
| <b>2014-2015</b> | <b>Health Services<br/>Job Center<br/>Student Activities</b>  |

## Introduction to Program Review

The purpose of the Student Services Program Review is to evaluate all existing Student Services programs and services at Monterey Peninsula College to assure their quality, vitality, and responsiveness to Student needs and Student learning. The Student Services Program Review at MPC is a process that provides an opportunity to look constructively at programs and services on a consistent basis, with the intent on refining and improving program practices while making effective and efficient use of resources. The Student Services Program Review is also an essential element of the college's planning, budgeting, and resource allocation process. When appropriate, the Student Services Program Review should include data that demonstrates the effectiveness of its services as it relates to Student access, retention, progress, and success.

### Review Process

The Program Review involves the following steps:

- Orientation: The Vice President of Student Services holds a meeting with Student Services Coordinators/Managers/Administrators responsible for completing Program Reviews to introduce procedures, forms, and timelines.
- Evaluation: A Program Review committee will review the self-study document provided by the programs. Using the "Student Services Program Review Evaluation Form," the Program Review committee will prepare preliminary responses and recommendations which will be returned to the program to take the appropriate action. The Vice President of Student Services, Deans and/or Managers will also review and comment on the Program Review committees' preliminary responses. The Vice President of Student Services, Deans and/or Managers will also review and comment on all Program Review Annual Reports.
  - Optional Meeting: Programs will have the opportunity to meet with a representative from the Program Review committee to discuss findings and offer additional information regarding the Program Review committee responses.
- The Vice President of Student Services will provide a summary report of the programs undergoing Institutional Program Review to the Student Services Advisory Group (SSAG), College Council and the Board of Trustees.

#### **The Student Services Program Review Cycle (follows college's Planning and Resource Allocation Process)**

- October
  - Student Services Program Review Components Checklist distributed to all areas.
  - Programs undergoing Institutional Review are notified of the Program Review calendar.
- April
  - Institutional Program Review and/or annual updates due.
  - Evaluations of Institutional Program Reviews and annual updates conducted
  - Student Services Advisory Group (SSAG) reviews finding of programs undergoing Institutional Program Review.
- May
  - The Vice President of Student Services prepares an informational report for College Council and the Board of Trustees summarizing the overall process and Student Services Program Reviews completed during the academic year.



## Student Services Program Review Self Study

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| <b>Name of Program:</b> | TRIO: Math/Science Upward Bound (MSUB), Upward Bound (UB) & Student Support Services (SSS) |
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### 1. *Mission*

**College Mission:** *“Monterey Peninsula College is committed to fostering Student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of Participants pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.”*

**a. Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of MPC.**

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| <b>Program mission:</b>                           | <p>TRIO’s mission is to stimulate learning. We believe our first responsibility is to provide opportunities to diverse student populations.</p> <p>In carrying out our day-to-day activities we strive to:</p> <ol style="list-style-type: none"> <li>1. Foster a welcoming community.</li> <li>2. Collaborate with campus and local communities.</li> <li>3. Inspire Student growth and development.</li> </ol> <p>Through a long-term commitment to this mission, TRIO is known as a Student Services program that consistently delivers. Our participants and the campus community views TRIO as offering a genuine commitment to student success.</p>  |
| <b>Mission’s relationship to college mission:</b> | <p>TRIO programs prepare students for college-level work; provide information on academic and financial aid opportunities; and provide instructional support services such as study skills development and tutoring. The TRIO programs at MPC directly help the college meet its responsibility to the community by offering local high school and college students from low income households and first-generation college families the opportunity to develop academic, personal, and social skills that will enable them to gain access and successfully participate in higher education. The identified goal for our pre-college programs (Upward Bound &amp; Math/Science Upward Bound) is to increase the number of economically disadvantaged and underrepresented student populations gain access to higher education. The identified goal for the Student Support Services program is for that same student population to earn an Associates degree from MPC and transfer to a four-year institution.</p> |

b. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

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| <b>Plan:</b> | No plans to change or revise mission. In the 2014-15 academic year, TRIO along with the Student Services division spent the year working on modifying our mission statement to better align w/ MPC's updated mission statement. |
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**2. Program Overview**

a. **Program Description**

i. **Please list and describe the key services provided through your program.**

| <b>Service:</b>                    | <b>Description:</b>  |
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| <b>Counseling</b>                  | <p>Provide academic, career, and personal counseling to first-generation and/or low-income participants based on federal TRIO Eligibility Guidelines.</p> <p>Evaluate participants' coursework and develop education plans that help participants understand and satisfy the academic requirements (e.g. Associate Degree, transfer, A-G four-year high school plan).</p> <p>Assist participants with pertinent forms and documents, including but not limited to:</p> <ul style="list-style-type: none"> <li>● Financial Aid (e.g. FAFSA, CalGrant, BOGFW, Scholarships, etc.)</li> <li>● Financial Literacy (e.g. Family Financial Aid Night, promotion of Cash for College workshops, collaboration w/ campus departments and Central Coast Federal Credit Union, etc.)</li> <li>● College Applications</li> <li>● Transcript Requests</li> <li>● Letters of Recommendations</li> <li>● Personal Statements &amp; College Application Essays</li> <li>● CSU/IGETC General Education and GE Certification</li> <li>● Petitions (e.g. readmission, course repetition, graduation, appeals, financial aid, etc.)</li> <li>● Transfer Admission Guarantee to UCs</li> <li>● Associate Degree Transfer to CSUs</li> <li>● Prerequisite Verification</li> </ul> <p>Guide participants to resources that can assist them w/ addressing academic and/or personal matters.</p> |
| <b>Pre-College Summer Programs</b> | <p><b>MSUB</b><br/>Six-week summer residential program. Curriculum includes courses in Communication, Math, and Marine Science, and with additional labs, field trips, and guest speakers to supplement learning. Field-trips</p>  |

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|                                 | <p>include campus visits, Monterey Bay Aquarium, local museums, team-building activities, and tide pooling.</p> <p><b><u>UB</u></b><br/>Six-week summer program, focuses on a selected theme established by summer staff which determines the curriculum for courses in Communication, Math, and Science. Program culminates with student presentations and college campus tours in Southern California.</p>  |
| <b>Career Services</b>          | Assist participants with career development process of self-assessment, career exploration, decision-making, and goal setting.  |
| <b>Instruction</b>              | <p><b><u>MSUB/UB</u></b><br/>During summer programs, counseling faculty provide instruction in personal development, which include sections covering college admission, financial aid, career topics, and student success.</p> <p><b><u>SSS</u></b><br/>Teach Personal Development (PERS) courses which include topics covering orientation, student success, career and major exploration, study skills, time management, educational planning, and campus/community resources and services.</p>   |
| <b>Recruitment/Orientations</b> | <p><b><u>MSUB/UB</u></b><br/>Programs host recruitment activities at the beginning of the spring semester. Activities include presentations at local feeder middle and high schools, Parent Orientation, and New Student Orientation. All applicants are required to submit applications and participate in an interview.</p> <p><b><u>SSS</u></b><br/>Due to grant restrictions, in-reach not outreach activities are permissible. In-reach activities used for recruitment purposes include: participation in Lobo Days; MPC High School Assessment events; PERS 50 presentations via invitation; classroom visits via invitation; marketing using our website and social media (i.e. Instagram, Facebook); referrals from Student Financial Services and other Student Services programs at MPC; referrals from TRIO or similar pre-college programs.</p> <p>All applicants are required to submit an application, enroll and pass PERS 10, and participate in an interview (beginning Fall 2015). New Student Orientations are scheduled prior to the Fall term. Focus is on the expectations of the program and the participants' responsibilities. Beginning Fall 2016, focus will also include: introduction to "Creator vs. Victim" mindset concepts (On Course curriculum) and a student panel (continuing and final year at MPC).</p> |
| <b>Workshops</b>                | <p><b><u>MSUB/UB</u></b><br/>Various topics are covered during bi-weekly Saturday workshops which include, but are not limited to: study skills, alumni and career speakers, team-building activities, field-trips, SAT workshops, and cultural activities.</p>   |

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|   | <p><b><u>SSS</u></b><br/>Workshop offerings have varied based on staffing in a given semester/academic year. As a result, we have had to collaborate with campus departments to leverage resources. Topics include but are not limited to: study skills, career/major exploration, scholarship and college preparation/application, FAFSA, financial literacy, budgeting, resume' building, guest speakers, etc.</p>   |
| <p><b>“Check-Ins” &amp; “Only Nights”</b></p> | <p>These activities are usually two hours in duration and are geared towards specific participants (i.e. new, continuing, or transfer participants, or specific high school grade levels).</p> <p><b><u>SSS</u></b><br/>One week prior to the start of the Fall and Spring semester, a “Check-In” is scheduled for “Continuing” students in the morning session, and the afternoon session is scheduled for the “Transfer” students; the latter session are for students in their last academic year at MPC preparing for the following Fall transfer. The Fall focuses on topics that are relevant for that specific group. For example, “Continuing” students will have information about understanding what the transfer process is, whereas, the “Transfer” student session would focus on the deadlines and activities that are expected to be completed during the Fall term (e.g. UC TAGS, CSU/UC and EOP application deadlines). Spring “Check-In” is focused on FAFSA and financial literacy information for both groups the first hour, and the second hour is focused on topics relevant to the specific “Check-In” group.</p>  |
| <p><b>Community Service Activities</b></p>    | <p><b><u>MSUB/UB</u></b><br/>Community service opportunities are provided at least once a year for all participants. Activities have included assisting at the Salvation Army Youth Center and Boys and Girls Club, beach clean-ups, Salinas International Airshow, and recycling activities.</p> <p><b><u>UB</u></b><br/>Coordinates fundraising, purchasing, wrapping, and distributing gifts to children of MPC CARE/CalWORKs participants during holiday season every year.</p> <p><b><u>SSS</u></b><br/>Community service opportunities are strongly encouraged. We expect our students to participate in at least one activity a semester, whether coordinated through our program or done on their own. Some recent on-going events have been our Seaside PAL and Boys and Girls Club collaboration with MPC’s Men and Women’s Basketball SSS Learning Community- our “First Fridays” (Men’s Group) and “Family Friday’s” (Women’s Group). We invite the kids in those programs to attend our double-header home game free with their families. The goal is to develop community relations with our youth and young adults, and promote being a successful student athlete while furthering their education be it at MPC or elsewhere. Another event is “4th Grade College” a collaboration with MPUSD and the “Community of Caring</p> |

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|                                  | Monterey Peninsula” a non-profit organization. Our students serve as MPC Ambassadors taking 400+ 4th graders on a guided campus tour, and visiting specific departments/areas. Participants also gain information about financial aid (presented by Student Financial Services). We have also participated in beach clean-ups, the Salinas Air Show, Big Sur Marathon, and recycling efforts at the AT&T Pebble Beach Golf Tournament.  |
| <b>Cultural Enrichment</b>       | <p><b><u>MSUB</u></b><br/>A Multicultural Day is hosted during the summer residential program when participants and staff present various aspects of their culture.</p> <p><b><u>UB</u></b><br/>The program collaborates with the University of California, Santa Cruz African American Theater Arts Troupe every spring to host a workshop on college awareness and theater production. Participants are also able to attend the seasonal production of the troupe.</p> <p><b><u>SSS</u></b><br/>Due to budget constraints in the last five years, we have not had any concerted efforts to provide cultural enrichment activities. However, we do promote and encourage students to attend campus and community events that may provide cultural enrichment for our students (e.g. UCSC African American Theater Arts Troupe play productions).</p> |
| <b>Tutorial/Academic Support</b> | Tutors and academic support are offered daily (Monday - Friday) during the academic year.   |
| <b>Campus Visits</b>             | Programs provide opportunities to visit between 4 - 20 college campus/universities (varies by program) by high school graduation or college matriculation.  |

ii. **What are the most important goals of the program?  
(Use bulleted list and limit to ½ page.)**

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| <b>Comments:</b> | <p>TRIO programs are federal grant funded programs that require annual reporting on new, current, and prior participants through the Annual Performance Report (APR). The U.S. Department of Education defines each objective and through the grant process, individual programs determine “ambitious, but attainable” objectives to be measured each year.</p> <p><b><u>PERSISTENCE/RETENTION:</u></b><br/><i>Pre-College Programs</i><br/>Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular high school diploma.</p> <p><b><u>SSS</u></b><br/>Percent and number of participants who will persist from one academic year to the beginning of the next academic year <b>OR</b> graduate and/or transfer from a two-year to a four-year institution during the academic year.</p> |
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**GRADUATION/TRANSFER/POST-SECONDARY ENROLLMENT:**

***Pre-College Programs***

Post-Secondary Enrollment

Current and prior year participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of post-secondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

***SSS***

Graduation: Percent and number of participants of “New Participants” served who will graduate with an Associate Degree or Certificate within four years.

Graduation & Transfer: Percent and number of participants of “New Participants” served who will graduate with an Associate Degree or Certificate within four years, and transfer to a four-year institution.

Note: SSS has two separate objectives that relate solely to graduation, and the latter objective to both graduation and transfer. Each student cohort is expected to graduate and/or transfer within eight semesters/four years or less.

**ACADEMIC ACHIEVEMENT (GPA AND/OR STANDARDIZED TEST SCORES)**

***Pre-College Programs***

Participants served during the project year will have a cumulative GPA of 2.5 or better on a four point scale at the end of the school year.

Seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.

***SSS***

Percent and number of participants who will meet the performance level required to stay in good academic standing at the grantee institution (i.e. 2.0 GPA and above).

**ACADEMIC RIGOROUS COURSE COMPLETION**

***Pre-College Programs***

Current and prior participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study, and graduate in that school year with a regular secondary school diploma.

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|  | <p><b><u>POST-SECONDARY COMPLETION</u></b></p> <p><i>Pre-College Programs</i></p> <p>Participants who enrolled in a program of post-secondary education by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance of deferred enrollment, will attain either an associates or Bachelors degree within six years following graduation from high school.</p> |
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**b. Student Demand**

**i. Who are the key users of the program? (Use bulleted list and limit to ½ page)**

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| <b>Comments:</b> | Students are accepted into the program based on federal guidelines for TRIO eligibility. |
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**ii. How has user demand changed over the last few years? (Please explain how you measure user demand)**

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| <b>Comments:</b> | <p><b><u>MSUB/UB</u></b></p> <p>Programs consistently have been in high demand, but due to budget constraints have been limited to serve the approved number specified in grant.</p> <p><b><u>SSS</u></b></p> <p>Over the past few years, the demand to the join the program has been consistently increasing, resulting in Fall only admissions beginning Fall 2014; prior to this semester it was a rolling admissions. The selection criteria and additional requirements have been added to make it a more selective process. This includes: mandatory enrollment and earning a passing grade in PERS 10, which also meets the 3SP mandates for orientation and priority registration; and attendance to a “New Student SSS Orientation”. Beginning Fall 2015, additional selective criteria will include: placement in math and English levels (max points for college level placement and no points for entry level placement); modified application to include two short essays; and an interview w/ the Coordinator and/or Counselor.</p> |
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**iii. Is the demand for your program expected to change in the near future? If so, why and how?**

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| <b>Comments:</b> | Due to the TRIO programs’ reputation of success and as a result of limited campus/community resources, we foresee a continued increase in demand. |
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**Student Demographics**

**i. Printed are the gender and ethnicity percentages of this program and the college for the last five academic years. Address any significant differences between your program and the college.**

|        | 2010-2011 |     | 2011-2012 |     | 2012-2013 |       | 2013-2014 |     | 2014-2015 |       |
|--------|-----------|-----|-----------|-----|-----------|-------|-----------|-----|-----------|-------|
| Gender | M         | F   | M         | F   | M         | F     | M         | F   | M         | F     |
| MPC    | 53%       | 47% | 56%       | 42% | 57%       | 43%   | 53%       | 47% | 52%       | 48%   |
| MSUB   | *         | *   | 48%       | 52% | 44%       | 56%   | 36%       | 64% | 40%       | 60%   |
| UB     | 44%       | 56% | 47%       | 53% | 42%       | 58%   | 43%       | 57% | 44%       | 56%   |
| SSS    | 42%       | 60% | 34%       | 66% | 37.5%     | 62.5% | 37%       | 63% | 37.5%     | 62.5% |

\* Data unavailable due to staff transition

#### MSUB

|                                  | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Race                             |           |           |           |           |           |
| American Indian                  | *         | 1%        | 0%        | 0%        | 1%        |
| White                            | *         | 15%       | 9%        | 7%        | 13%       |
| AfAm                             | *         | 8%        | 7%        | 5%        | 1%        |
| Asian                            | *         | 19%       | 19%       | 13%       | 14%       |
| Latino                           | *         | 36%       | 47%       | 54%       | 52%       |
| Native Hawaiian/Pacific Islander | *         | 7%        | 3%        | 3%        | 3%        |
| More Than One Race               | *         | 14%       | 15%       | 18%       | 15%       |
| Decline                          | *         | 0%        | 0%        | 0%        | 1%        |

\* Data unavailable due to staff transition

#### UB

|                                  | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Race                             | UB        | UB        | UB        | UB        | UB        |
| American Indian                  | 0%        | 0%        | 0%        | 0%        | *         |
| White                            | 6%        | 6%        | 4%        | 5%        | *         |
| AfAm                             | 17%       | 17%       | 8%        | 4%        | *         |
| Asian                            | 18%       | 17%       | 19%       | 17%       | *         |
| Latino                           | 23%       | 23%       | 26%       | 29%       | *         |
| Native Hawaiian/Pacific Islander | 6%        | 8%        | 6%        | 3%        | *         |
| More Than One Race               | 30%       | 30%       | 37%       | 42%       | *         |
| Decline                          | 0%        | 0%        | 0%        | 0%        | *         |

\* Data unavailable

#### SSS

|                    | 2010-2011 |     | 2011-2012 |     | 2012-2013 |     | 2013-2014 |     | 2014-2015 |     |
|--------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| Race               | MPC       | SSS |
| American Indian or | 1%        | 1%  | 1%        | 1%  | 1%        | 0%  | .5%       | 0%  | .5%       | 0%  |

|   |       |       |     |       |      |       |       |        |       |       |
|---|-------|-------|-----|-------|------|-------|-------|--------|-------|-------|
| Alaskan Native                            |       |       |     |       |      |       |       |        |       |       |
| Asian                                     | 9%    | 15.5% | 10% | 16%   | 8.5% | 16%   | 9%    | 15.25% | 8.5%  | 12%   |
| Black or African American                 | 4.5%  | 14%   | 5%  | 14%   | 4%   | 11.5% | 4%    | 7%     | 4%    | 6%    |
| Mexican/Hispanic                          | 25.5% | 33.5% | 23% | 33.5% | 26%  | 39.5% | 29%   | 46%    | 31.5% | 50%   |
| More Than One Race                        | 2%    | 8%    | 2%  | 12%   | 3%   | 13%   | 3%    | 14%    | 4%    | 13%   |
| Native Hawaiian or Other Pacific Islander | 1%    | 4%    | 1%  | 4%    | 1%   | 5%    | 1%    | 4.75%  | 1%    | 5.5%  |
| White                                     | 57%   | 24%   | 50% | 19.5% | 50%  | 15%   | 48.5% | 13%    | 47%   | 13.5% |

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| <b>Comments:</b> | <p><b><u>Pre-college</u></b></p> <p>Programs did not compare gender and ethnic data to MPC due to program participants attending local high school, as well as western regions areas (California, Washington, Nevada, Idaho, Oregon, and Pacific Islands).</p> <p><b><u>SSS</u></b></p> <p>In regards to <i>Gender</i>, when comparing the percentages of male and females in the SSS program to MPC, the trend has been the opposite; we have a higher percentage of females in comparison to males in the program. Over the past five years, males have been in the upper 30 percent, and the females have been in the mid-upper 60 percent range. We are unable to provide information or make inferences that can determine or support the data provided.</p> <p>In regards to <i>Race</i>, the SSS program's percentages represent a larger number of students served from underrepresented backgrounds in comparison to MPC's percentages; underrepresented students are the majority, and students who identified as <i>Mexican/Hispanic</i> represent the largest percentage. With MPC being identified as a Hispanic serving institution, the data provided supports that SSS is serving a population that is being under-served. Students who identified as <i>White</i> represent the largest student population at MPC, almost half the population. However, in SSS, these students are in the lower twenty-percentile of the program. This program is designed to serve students from underrepresented and disadvantaged backgrounds. The data provided appears to support that the need is supporting the population that the program is designed to serve and reflective of the surrounding community.</p> |
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- ii. **Printed are the retention rates for the program over the last 5 years. Discuss similarities and differences between the program's and college's rates. (re-word to address that we modified this area to provide APR info)**

**MSUB**

**\* Grant Cycle 2007-2012**

| <i>Criteria</i> | <i>Annual Objective Description</i> | 2010-2011 | 2011-2012 |
|-----------------|-------------------------------------|-----------|-----------|
|-----------------|-------------------------------------|-----------|-----------|

|                                   |  |  |      |
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| <b>Test Scores</b>                | 70% of all MSUB participants who at the time of entrance into project had an expected high school graduation date during the school year will have achieved at proficient level during high school on state assessments in reading/language arts and math. | Data unavailable due to staff transition | 69%  |
| <b>Project Retention</b>          | 80% of 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade participants served during each school year will continue to participate in the MSUB project during the next school year.   | Data unavailable due to staff transition | 100% |
| <b>Post-Secondary Enrollment</b>  | 80% of all MSUB participants who at time of entrance into project had an expected high school graduation date during the school year will enroll in post-secondary education by fall term immediately following expected high school graduation date.      | Data unavailable due to staff transition | 88%  |
| <b>Post-Secondary Persistence</b> | 60% of all MSUB participants who enrolled in post-secondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.  | Data unavailable due to staff transition | 90%  |

**\* Grant Cycle 2012-2017**

| <b>Criteria</b>  | <b>Annual Objective Description</b>  | <b>2012-2013</b> | <b>2013-2014</b> | <b>2014-2015</b> |
|--|--|------------------|------------------|------------------|
| <b>GPA</b>   | 65% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.  | 93%              | 89%              | 92%              |
| <b>Test Scores</b>   | 75% of MSUB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.  | 86%              | 76%              | 77%              |
| <b>Project Retention</b>                                       | 96% project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary diploma.  | 99%              | 98%              | 100%             |
| <b>Secondary School Graduation (Rigorous Program of Study)</b> | 55% of all current and prior-year MSUB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.  | 88%              | 89%              | 98%              |
| <b>Post-Secondary Enrollment</b>                               | 80% of all current and prior-year MSUB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but | 90%              | 97%              | 95%              |

|                                  |   |                                   |     |     |
|----------------------------------|---|-----------------------------------|-----|-----|
|                                  | deferred enrollment until next academic semester.   |                                   |     |     |
| <b>Post-Secondary Completion</b> | <b>65%</b> of participants who enrolled in a program of post-secondary education, by fall term immediately following high school graduation or by next term (e.g., spring term) as result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school. | No data due to 1st year of grant. | 59% | 53% |

## UB

### \* Grant Cycle 2007-2012

| Criteria                          | Annual Objective Description  | 2010-2011 | 2011-2012 |
|-----------------------------------|---|-----------|-----------|
| <b>Test Scores</b>                | <b>70%</b> of all UB participants who at the time of entrance into project had an expected high school graduation date during the school year will have achieved at proficient level during high school on state assessments in reading/language arts and math. | 96%       | 86%       |
| <b>Project Retention</b>          | <b>80%</b> of 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade participants served during each school year will continue to participate in the UB project during the next school year.   | 99%       | 96%       |
| <b>Post-Secondary Enrollment</b>  | <b>80%</b> of all UB participants who at time of entrance into project had an expected high school graduation date during the school year will enroll in post-secondary education by fall term immediately following expected high school graduation date.      | 100%      | 86%       |
| <b>Post-Secondary Persistence</b> | <b>60%</b> of all UB participants who enrolled in post-secondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.  | 94%       | 91%       |

### \* Grant Cycle 2012-2017

| Criteria           | Annual Objective Description   | 2012-2013 | 2013-2014 | 2014-2015 |
|--------------------|--|-----------|-----------|-----------|
| <b>GPA</b>         | <b>65%</b> of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. | 93%       | 73%       | 84%       |
| <b>Test Scores</b> | <b>65%</b> of UB seniors served during the project   | 81%       | 48%       | 94%       |

|  |   |                            |      |      |
|--|---|----------------------------|------|------|
|  | year will have achieved at the proficient level on state assessments in reading/language arts and math.   |                            |      |      |
| <b>Project Retention</b>                                       | <b>95%</b> project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary diploma.  | 100%                       | 100% | 99%  |
| <b>Secondary School Graduation (Rigorous Program of Study)</b> | <b>45%</b> of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.  | 84%                        | 91%  | 100% |
| <b>Post-Secondary Enrollment</b>                               | <b>80%</b> of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until next academic semester. | 80%                        | 100% | 88%  |
| <b>Post-Secondary Completion</b>                               | <b>40%</b> of participants who enrolled in a program of post-secondary education, by fall term immediately following high school graduation or by next term (e.g., spring term) as result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.   | No data 1st year of grant. | 57%  | 60%  |

**SSS**

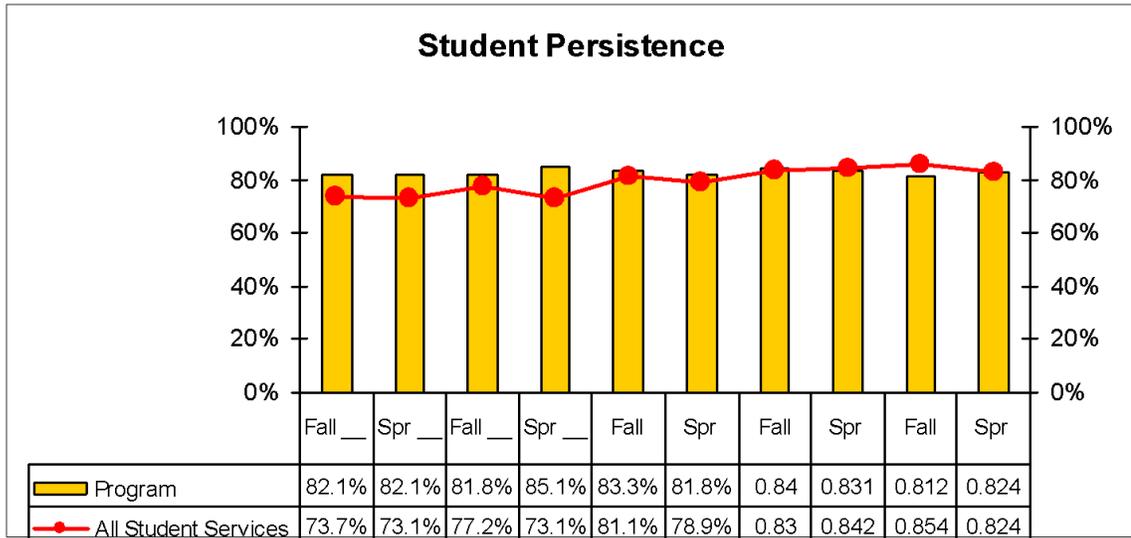
| <b>APR GRANT OBJECTIVES</b>           | <b>PROPOSED%</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> |
|---------------------------------------|------------------|----------------|----------------|----------------|----------------|----------------|
| <b>2/3 OF 200 FG/LI</b>               | <b>67%</b>       | 73.50%         | 72%            | 68%            | 70%            | 70%            |
| <b>Persistence Rates</b>              | <b>70%</b>       | 84%            | 88%            | 88%            | 89%            | 90%            |
| <b>Good Academic Standing</b>         | <b>76%</b>       | 87%            | 86%            | 90%            | 92%            | 92%            |
| <b>Graduation Rates (4-YR Cohort)</b> | <b>20%</b>       | 53%            | 39%            | 56%            | 52%            | 54%            |

\*Note: Percentage is based on 200 students served per APR year; exception is 2013/14 academic year. As a result of

Sequestration, all TRIO programs were given permission to reduce percentage of approved students by 10%.

|                  |  |
|------------------|--|
| <b>Comments:</b> | <p><b><u>All Programs</u></b></p> <p>Overall, all three programs have performed exceptionally well in meeting grant objectives despite limited staff and external factors that may have negatively impacted attaining objectives.</p> <p>Footnote: Relevant data is used to establish ambitious, yet attainable grant objectives for each program.</p> |
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iii. **Printed are the persistence rates for the program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**



|                  |   |
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| <b>Comments:</b> | <p><b><u>Pre-college</u></b></p> <p>Programs did not compare gender and ethnic data to MPC due to program participants attending local high school, as well as western regions areas (California, Washington, Nevada, Idaho, Oregon, and Pacific Islands).</p> <p>Footnote: Relevant data is used to establish ambitious, yet attainable grant objectives for each program.</p> |
|------------------|---|

iv. **Program Improvement Plan (If any boxes checked, describe plans):**

|  |                 |
|--|-----------------|
| <b>Identify any plans your program has to:</b>                               | <b>Details:</b> |
| <ul style="list-style-type: none"> <li>Change or Improve Services</li> </ul> | <u>MSUB</u>     |

|  |   |  |
|--|---|--|
|  |   | <p><i>Participant services</i><br/>Provide local services through stand alone and collaborative efforts with campus/community(e.g. tutorial, study skills workshops, career guest speakers, counseling (i.e. academic, career, and academic)</p> <p><i>Technology</i><br/>Increase participant access to resources to increase academic success and college preparation (e.g. ACT Online, MPCOnline Chatrooms, online newsletter, etc.)</p> <p><b><u>UB</u></b><br/><i>Participant services</i><br/>UB has collaborated with our Foundation to seek additional resources to increase the number of tutors as well as provide an extra day of tutorials.</p> <p><i>Collaboration</i><br/>Increased efforts to to collaborate with our sister programs to provide more efficient and increased access to services and resources.</p> <p><i>Technology</i><br/>Use technology to increase communication and access to information with students and families about program activities and services.</p> |
|  | <p><b>Change or Improve Processes</b></p> | <p><b><u>MSUB</u></b><br/><i>Recruitment</i><br/>Continue to strengthen communication and collaboration with “feeder schools” to improve application process and follow-up services.</p> <p>Continue to utilize technology during all aspects to increase efficiency (i.e. online interview scheduling website, online application, etc.).</p> <p><i>Technology</i><br/>Increase participant access to resources to increase academic success and college preparation (e.g. ACT Online, MPCOnline Chatrooms, online newsletter).</p>   |

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|  | <p>Use of social media (e.g. Facebook, Instagram, etc.) and online tools to improve communication with participants.</p> <p>Continue to utilize Google Drive to create, update, and complete both staff and student forms to provide a higher level of efficiency in planning activities and compiling student information.</p> <p><b>UB</b></p> <p><i>Recruitment</i></p> <p>Continue to strengthen communication and collaboration with “feeder schools” to improve application process and follow-up services.</p> <p><i>Technology</i></p> <p>Use of social media (e.g. Facebook, Instagram, etc.) and online tools to improve communication with participants.</p> <p>Begin to utilize Google Drive to create, update, and complete student forms to provide a higher level of efficiency in planning activities and compiling student information.</p> |
|--|--|

**c. Program Services**

- i. **Please describe any programmatic changes (i.e. accomplishments, changes in services, etc.) during the last 5 years.**

**Note: Each program will provide information.**

| <b>MSUB Service(s):</b> | <b>Process(es) used to support programmatic change(s):</b>  |
|-------------------------|---|
| <b>Staff Training</b>   | Included a half day training for residential staff with a portion focused on van driving  |
|                         | Included a MPCOnline overview workshop for instructors  |
| <b>Field-Trips</b>      | Collaborated with Point Lobos Docents for guided tour of Point Lobos  |
|                         | Rotation of campus visits to include exposure to different higher education systems (e.g University of California, California State University, Community College, and private) |
| <b>Recruitment</b>      | Created electronic “Student Interest” form for potential applicants   |
|                         | Outreach to feeder schools to increase participant numbers  |
|                         | Use of Setmore website to have students schedule interviews   |

|                    |   |
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| <b>Summer</b>      | Improved academic day format to provide consistent and extended student contact hours   |
|                    | Improved Personal Development component to include consistent workshops, test preparation, grade level workshops, and instructor office hours                             |
|                    | Created Teaching/Residential Advisor Internship (TRAI) to assist instructors in classroom and study halls   |
|                    | Utilized Google Forms to create online Summer Evaluation to improve efficiency in collecting and evaluating data to improve services.                                     |
|                    | Created pre-program Online curriculum to assist with summer planning and student preparation.   |
|                    | Created “Bounce Back” room as an academic intervention for students not meeting classroom expectations (i.e. tardiness, late homework, low quiz and/or test scores).      |
| <b>Website</b>     | Created new web page to provide relevant and timely information to potential, new, continuing participants and alumni.  |
|                    | Created an “Interest Form” for potential participants to complete.  |
|                    | Created an “Alumni Personal Information” form   |
|                    | Created “Senior Exit Form” to assist in gathering relevant APR data   |
| <b>Scholarship</b> | Created scholarship for two graduating seniors, one local and one non-local participant). A minimum of two scholarships in the amount of \$250 will be awarded each year. |

| <b>UB Service(s):</b>                                     | <b>Process(es) used to support programmatic change(s):</b>  |
|---|---|
| <b>Freshmen/Sophomore &amp; Parent Only Nights</b>        | UB has implemented “Only Nights” at the beginning of each semester with Freshmen and Sophomore students and their parents. These nights are held with the intention of providing information and having activities specifically catered to that evening’s grade level. (i.e. four year planning with the freshmen, career searches with the sophomores, etc.)   |
| <b>Senior Family Financial Aid Night</b>                  | UB has been putting on a family financial aid night to help students and their parents understand all the different parts of financial aid (loans, grants, scholarships, work study...) and what it might cost them to attend different types of institutions of higher education (i.e. community college, private university or public university). We also go over the FAFSA (Free Application for Federal Student Aid) and prepare them on what information they need to gather so students can be prepared when they come to “Senior Only Nights” and start working on filling out the application. |
| <b>Junior Transition Meetings/ Senior Exit Interviews</b> | Every Junior is required to meet with a counselor at the end of the academic year to help transition and prepare students for their Senior year. Seniors are also required to meet with a counselor at the end of the academic year to complete a post-test and to tie up loose ends before heading off to an institution of higher education.  |
| <b>Grade Level Check-Ins</b>                              | Participants in each grade level meet with a counselor every semester to monitor academic progress and overall well being. Counselors are trying to not only empower students but be more efficient during student check in’s by having students log in to their student portals  |

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|                    | <p>which shows real time how they are doing in each of their classes. The goal is to encourage students to log in to their student portals more frequently to stay on top of their grades and be more accountable for their efforts.</p>   |
| <b>Recruitment</b> | <p>For the last few years UB has been able to bring in translators to translate during the Parent Orientation which has been really helpful with making sure parents understand exactly what the expectations are when accepted into the program.</p> <p>UB has also tried holding interviews on the MPC campus instead of at the feeder schools to see if making it to an interview at MPC was an indicator on whether students would make it to MPC for tutorials and other activities. After trying this for a few years we found that it was not a good indicator and switched having the interviews back at the feeder schools which was much more efficient.</p>   |
| <b>Counseling</b>  | <p>UB began utilizing on-site high school counseling session to become more efficient with counseling contact with participants.</p>   |
| <b>Scholarship</b> | <p>In academic year 2014-2015 UB collaborated with an alumni of the program to create a scholarship for graduating seniors. It started with 1 scholarship for \$100 but by the end of the year we were able to award 2 scholarships for \$250 each and hope to increase the number of awards in the future.</p>  |
| <b>Community</b>   | <p>Participants participate in various community service activities throughout the year. (i.e. Beach Clean Up, Help clean up and play with the children at the Salvation Army Youth Center, and Assist with activities for the children at the Boys and Girls Club).</p> <p>Participants also fund raise, help purchase, wrap and distribute gifts for the children of MPC students who are in the CARE/Cal Works program. Participants volunteer and fund raise at the California International Airshow held in Salinas.</p> <p>Participants attend a workshop with the African American Theatre Arts troop from UC Santa Cruz and then attend the performance that is put on for the community in the evening as well as assist with the concessions during the intermission.</p> <p>UB staff has collaborated with Seaside High School on the newly designed and implemented Student Advocacy Model (SAM). This partnership ensures that each student on campus has an advocate that is guiding and tracking the student's educational progress. This collaboration allows for more efficient delivery of student services.</p> |

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| <b>SSS Service(s):</b> | <b>Process(es) used to support programmatic change(s):</b>  |
| <b>Orientations</b>    | Enrollment and earning a passing grade in PERS 10, and attendance to a "New Student Orientation" is mandatory for all new participants. |

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| <b>Check-Ins</b>             | To reduce the number of student contacts by (1) visit, students are seen in a group format. The meeting is scheduled one week prior to the start of the Fall and Spring semester. One is geared for “Continuing” students and the other is geared towards “Transfer” students who are in their last year at MPC. This change has allowed for more individual student contact, better use of time, and for information to be communicated more effectively and efficiently. |
| <b>Exit Interviews</b>       | To open up more appointments for Counseling advisement appointments and for efficiency, <i>Exit Interviews</i> were changed from an individual session to a group format. The reflection process is done in a group participatory format. However, students fill out a document individually providing feedback about their experiences in the program and offer suggestions for improvement.  |
| <b>Counseling Session</b>    | Meetings scheduled w/ a Counselor were reduced from (2) visits a semester to (1) one hour visit since “Check-In’s” prior to the start of the semester were incorporated.   |
| <b>Communication</b>         | All programs have begun or increased the use of technology (email, social media, etc.) to communicate with participants and will improve access to program resources (i.e. calendars, forms, etc.) on the College’s new website.   |
| <b>Retention/Persistence</b> | “SSS Mixers”, “Fuel Up for Finals”, and “Academic Supply Kits” are events and items provided to students to build community, to allow for peer interaction, and provide tools for academic and personal success. These are examples of a few things done to contribute to student retention/persistence in the program and at MPC.   |

**ii. If relevant, please provide a summary of any audit, program review or compliance review conducted by yourself or an outside agency.**

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| <b>Comments:</b> | <p><u>MSUB</u></p> <p>During the 2014 summer the program was selected for a site and administrative review by the U.S. Department of Agriculture for our Summer Food Service Program. The Program passed both reviews with minor recommendations for change and received praise for the efficiency and organization of programmatic staff.</p> <p><u>TRIO</u></p> <p>All three programs participate in the MPC’s annual A-133 audit, which is a state audit with findings reported to the Federal Department of Education. The audit is conducted by Vavrinek, Trine, and Day &amp; Co., which is a CPA firm.</p> |
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**iii. How do the service users assess the program? Please work with your program review’s support team to create and disseminate a survey to service users.**

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| <b>Comments:</b> | <p><u>ALL</u></p> <p>We have been working on the past year and a half in developing a TLC survey to gather relevant data about the TLC services we offer, gain feedback in areas for improvement,</p> |
|------------------|---|

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|  | <p>gain information about what our students' needs are.</p> <p><b><u>MSUB</u></b></p> <p>Each summer participants are required to complete a program evaluation. Relevant data and comments are forwarded to the appropriate staff to encourage personal reflection and professional growth. Student pre and post surveys are implemented to gather data on program and activity effectiveness.</p> <p><b><u>UB</u></b></p> <p>UB also conducts: Exit Interviews, Summer Program Evaluations, Counselor Evaluations and Program Assessments. Students also complete a pre and post survey to gather data on program and activity effectiveness.</p> <p><b><u>SSS</u></b></p> <p>Feedback about the program is provided from Student Evaluations collected during the Counselor Evaluations process and SSS Exit Interviews. We have not done a TLC Survey in the last five plus years. We stopped Pre/Post Surveys for new SSS students because the information gathered is no longer relevant. We will need to revisit and assess what information will be relevant and helpful to meet programmatic needs. We will also need to develop a "Needs Assessment" to be distributed and collected as part of the interview process.</p> |
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- iv. **How do campus faculty and staff perceive the program? Please work with your program review's support team to create and disseminate a survey to all college employees.**

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| <b>Comments:</b> | Noel Levitz campus-wide survey (Chris search Accreditation Workspace for results) |
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- v. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

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| <b>Comments:</b> | <p>For many years, TRIO programs have been level funded; the 2012-2017 MSUB and UB grant cycle increased the required number of participants served, and there was a decrease in cost per participant. In 2012-2013 academic year, the effects of sequestration resulted in a 3% reduction for all TRIO program budgets; the following year the reduction was restored.</p> <p>Due to these external factors and inflation, we have had a reduction in staffing, activities, and program services. In order to maintain a high level of service and efficiency, we have had to work more collaboratively with campus and community resources. By working more collaboratively with other campus and community resources program have become more efficient. Due to reduction in staffing and a desire to improve data collection and</p> |
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|  | <p>APR submission, all three programs purchased Blumen Database.</p> <p>At an institutional level, the campus struggles to keep up with the most current technology and lacks campus-wide IT support, which has put our staff and participants at a disadvantage due to our inability to provide advance technology when providing services to participants.</p> <p>Increased campus expectations and committee involvement, although beneficial, has reduced the amount of time dedicated to program and participant needs. In addition, the TRIO Director's increase responsibilities (i.e. Dean of Student Services, Interim Vice President of Students Services) has also made it challenging to improve individual program development.</p> |
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**vi. Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

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| <b>Program Coordination:</b> | <p>We have collaborated not only within our TRIO programs but also with the Financial Student Services, MPC Foundation, as well as other campus departments/programs. This has allowed us to educate our Participants in specific areas or resources available in a way that is more efficient and more widely spread among the participants.</p> <ul style="list-style-type: none"> <li>● MPC Foundation - Assistance with additional funding sources (e.g. Chapman Foundation, Monterey Peninsula Foundation)</li> <li>● CARE/CalWORKs - Holiday Party</li> <li>● Athletics - Learning community in collaboration w/ Women's &amp; Men's Basketball programs</li> <li>● Elias Kary, Anthropology Department, Archeology Mobile Lab Workshop</li> <li>● Kevin Raskoff, Life Science Department - Marine Biology Presentation</li> <li>● Kim Mansfield, Counseling - Career Workshops</li> <li>● Susan Joplin, English Department – Reading Workshop</li> <li>● English Student Skills Center (ESSC), Study Skills Workshops</li> <li>● Laurie Buccholz, ESSC – SAT Writing Workshop</li> <li>● EOPS &amp; CARE/CalWORKs- Holiday Workshop</li> </ul> |
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**vii. Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.**

|                               |  |
|-------------------------------|--|
| <b>Community Involvement:</b> | <p>Each program has stressed the importance of being active participants in the community. Both SSS and UB programs have assisted in various community activities to assist with program advancement and enhanced participant experiences.</p> |
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|  | <p><i>Note: MSUB was previously a regional program, with a limited number of local students, which limited academic year activities and services.</i></p> <ul style="list-style-type: none"> <li>● Central Coast Federal Credit Union, Student Financial Services - Financial Literacy</li> <li>● AT&amp;T Pebble Beach Volunteer Program</li> <li>● Monterey Peninsula Foundation</li> <li>● Chapman Foundation</li> <li>● Community of Caring Monterey Peninsula 4th Grade College Program</li> <li>● Monterey and Santa Cruz Beach Clean Up</li> <li>● Seaside Boys and Girls Club</li> <li>● Seaside Salvation Army</li> <li>● Seaside Police Association League</li> <li>● UCSC African American Theatre Arts</li> </ul> |
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**viii. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.**

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| <b>Other Considerations:</b> | <p>Due to TRIO programs increase campus and community involvement, recognition for the success of participants has improved. This has resulted in an increase in applications for new participants and community and campus awareness of TRIO programs.</p> <p>All three programs have sought to improve services and resources to enhance participants' success and experience through community involvement and activities.</p> |
|------------------------------|---|

**ix. Program Improvement Plan (If any boxes checked, describe plans):**

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|--|-----------------|
| <b>Identify any plans your program has to:</b> | <b>Details:</b> |
|--|-----------------|

|                          |                                    |   |
|--------------------------|------------------------------------|---|
| <input type="checkbox"/> | <b>Change or Improve Services</b>  | <p><b><u>ALL PROGRAMS</u></b></p> <p>In collaboration with the IT department we were able to identify an IT Specialist, who was shared with the Humanities Division, to address TRIO Learning Center (TLC) needs; IT Specialist's contract was renewed each semester. (Look at wording)</p> <p>After 35 years of being located off campus or in temporary locations, the campus was able to secure a permanent location for staff and program services. This has provided a consistency for both staff and participants.</p> <p><b><u>MSUB</u></b></p> <p><i>Services</i></p> <p>Develop online resources for participants and alumni (i.e. newsletter, communication, and chat rooms, ACT Test Prep, etc.)</p> <p><i>Technology/Online</i></p> <p>Continue to improve access to technology and utilizing online resources</p> <p><b><u>UB</u></b></p> <p>Restructured Saturday workshops to consistently include a team building component and a guest speaker (i.e. career, college, bullying, and health and wellness) in addition to our grant required activities/topics (i.e. study &amp; test taking skills, SAT/ACT preparation and time management/organization).</p> <p>UB Counselors are being more interactive and efficient during student check ins by having students pull up their student portals which shows their most up to date grades and assignments in class. This allows for counselors to work with students to stay on top of their A-G requirements instead of waiting for progress reports and report cards to come out which is then too late to make a difference on their grades before the semester is over.</p> |
| <input type="checkbox"/> | <b>Change or Improve Processes</b> | <b><u>MSUB</u></b>  |

|                          |  |  |
|--------------------------|--|--|
|                          |  | <p><i>Recruitment</i></p> <p>Continue to reach out to feeder schools to increase participants from grant identified schools. Develop online tools to increase effectiveness.</p> <p><i>APR</i></p> <p>Continue to evaluate gathering of APR data prior to fall semester deadline. Utilize part-time temporary staff to gather relevant data.</p> <p><i>Evaluation</i></p> <p>Utilize online tools to evaluate program effectiveness based on participant, alumni, and parent feedback.</p> <p><b><u>UB</u></b></p> <p>UB is holding students more accountable by requiring that students put in a minimum required number of participation hours during tutorial and Saturday workshops throughout the semester in order to be eligible or given priority on field trips.</p> <p><b><u>SSS</u></b></p> |
| <input type="checkbox"/> | Improve coordination with other programs on campus | <p><b><u>All Programs</u></b></p> <p>Programs will continue to seek out opportunities to collaborate with various programs and departments on campus to provide participants information, skills, and opportunities to enhance preparation for college.</p>  |
| <input type="checkbox"/> | Improve involvement with the community.            | <p><b><u>All Programs</u></b></p> <p>Program will continue to seek out community service opportunities for participants.</p>   |
| <input type="checkbox"/> | Other  |  |

### 3. Student Learning

#### a. How does your program support Student learning?

|                  |  |
|------------------|--|
| <b>Comments:</b> | All three programs support student learning through the approved plan of operations outlined in each program's Grant. Student learning is measured through Annual Performance Report objectives, which are considered "ambitious, yet attainable" goals. |
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#### b. Please describe how the "Program Reflections on Student Learning" led to improve connections with your plans to improve Student learning.

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|------------------|---|
| <b>Comments:</b> | <p>The process of utilizing Program Reflections in Student Services programs and departments was difficult due to the format being grounded in Academic Affairs, the TRIO programs and Student Services eventually switched from evaluating Student Learning to Service Areas, which was more relevant. This led to appropriate dialogue on Program Reflections and the link to Action Plans.</p> <p>For example, one area discussed during a Fall Program Reflection workshop was the process of TRIO Pre-college participants entering and committing to the MPC SSS program. Many students would either not join the program or not successfully complete program requirements. During the following spring semester Action Plan meeting, TRIO staff discussed a more deliberate approach to “bridging” the gap between the Pre-college and SSS programs. This resulted in an increase in SSS participation in academic and summer activities.</p> |
|------------------|---|

- c. **Indicate how often your staff refers students to the following services. (Completing the *Staff or Program Satisfaction Survey* will provide data for this question.)**

| Departments/Programs                            | Often | Sometimes | Rarely | Never |
|---|-------|-----------|--------|-------|
| Academic Support Center (Tutoring)              | SSS   |           |        |       |
| Admissions & Records                            |       | MSUB/UB   |        |       |
| Assessment Center (for ENGL/ESL/MATH placement) | SSS   | MSUB/UB   |        |       |
| Business Skills Center                          |       |           | SSS    |       |
| Counseling                                      |       | SSS       |        |       |
| English & Study Skills Center                   | SSS   |           |        |       |
| Information Services (College Center)           |       |           |        | SSS   |
| Library & Technology Center                     | SSS   |           |        |       |
| Math Learning Center                            | SSS   |           |        |       |
| Reading Center                                  |       |           | SSS    |       |
| Access Resource Center                          |       | SSS       |        |       |
| Career/Transfer Center                          | SSS   |           |        |       |
| Child Development Center                        |       |           | SSS    |       |
| Cooperative Work Experience                     |       | SSS       |        |       |
| Extended Opportunity Programs & Services (EOPS) | SSS   |           |        |       |
| Job Placement                                   | SSS   |           |        |       |
| Student Financial Services                      | SSS   | MSUB/UB   |        |       |

|                                       |         |     |  |  |
|---------------------------------------|---------|-----|--|--|
| Student Health/Psychological Services |         | SSS |  |  |
| TRIO                                  | MSUB/UB |     |  |  |
| Other:                                |         |     |  |  |

**e. Facilities, Equipment and Supplies**

- i. **What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected your program's ability to fulfill its mission and/or to support Student learning?**

|                  |   |
|------------------|---|
| <b>Comments:</b> | We currently have permanent office and tutorial space for all three programs. The College's commitment to ensuring these locations has provided our staff and participants a secure location that provides both direct and indirect improvements to the efficiency of our programs. |
|------------------|---|

- ii. **What specific facilities/equipment/supplies needs do you have that are not being met?**

|                  |  |
|------------------|--|
| <b>Comments:</b> | <p>Availability of campus vans is on a first-come, first-serve basis after Athletic activities, which has made it challenging to offer field trips and other program activities</p> <p>Classroom availability during the academic year and summer programs has also been challenging due to academic courses being the priority, which is understandable. Although the TLC has provided a designated space for participants, designated space for tutorial overflow and summer courses would be also a priority for TRIO programs.</p> <p>In order to create a conducive learning environment in the TLC, the following items would be ideal:</p> <ul style="list-style-type: none"> <li>● Projector and Screen; Document Cam- Smart Classroom Set-Up</li> <li>● Fan and heater to help regulate temperature</li> <li>● Ability to dim or turn off half of the lights during workshop presentations</li> </ul> |
|------------------|--|

**f. Other**

**If there are any other measures or considerations you would like to include regarding Student learning, please explain.**

|                  |  |
|------------------|--|
| <b>Comments:</b> |  |
|------------------|--|

**g. Program Improvement Plan**

Check the appropriate box(es), identifying any plans your program has to improve services, processes, and/or Student learning.

| Identify any plans your program has to: |   | Details  |
|---|---|--|
| <input type="checkbox"/>                | Further support Student learning:   | <p><b><u>All Programs</u></b><br/>           Programs will continue to develop program services, which are aligned with grant objectives, that to support student learning. We have plans to further develop service learning outcomes to</p> <p><b><u>MSUB</u></b></p> <ul style="list-style-type: none"> <li>● Explore possible changes to summer program's academic and residential components to increase effectiveness and efficiency.</li> <li>● Incorporate various technological resources to provide access to academic support regardless of location.</li> <li>● Develop academic support and college/career exploration to be integrated into academic year program and services.</li> </ul> <p><b><u>UB</u></b></p> <ul style="list-style-type: none"> <li>● More frequent check ins</li> </ul> |
| <input type="checkbox"/>                | Improve awareness of and/or further refer students to Student Services:                       | <p><b><u>All Programs</u></b><br/>           Continue to collaborate with various MPC Student Services departments (i.e. Assessment, Counseling, Financial Aid, etc.).</p>   |
| <input type="checkbox"/>                | Improve facilities to increase program's ability to support Student learning:                 | <p><b><u>MSUB</u></b><br/>           Collaborate with SSS and UB programs to provide academic and counseling services for local students.</p>  |
| <input type="checkbox"/>                | Purchase equipment and/or supplies to increase program's ability to support Student learning: | <p><b><u>MSUB</u></b></p> <ul style="list-style-type: none"> <li>● 40 laptops to be utilized during the summer program and academic year</li> <li>● 5 tablets to be utilized by summer staff (e.g. Coordinators and Instructors) and tutors during the academic year.</li> <li>● New wetsuits and waders for tide pooling field trip</li> <li>● New calculators to be used during summer program and SAT mock test</li> <li>● New clipboards to be used during supplemental learning activities</li> </ul>   |

**4. Staffing**

- a. **On a separate page, provide an organizational chart of your program or service (including all levels of service and classified staff positions)**
- b. **Briefly describe each employee’s primary responsibilities.**

| <b>Position:</b> | <b>Responsibilities:</b>      |
|------------------|-------------------------------|
| <b>MSUB</b>      | <b>See Attached Documents</b> |
| <b>UB</b>        | <b>See Attached Documents</b> |
| <b>SSS</b>       | <b>See Attached Documents</b> |

- a. **Describe your staff’s recent staff development activities.**

|                  |  |
|------------------|--|
| <b>Comments:</b> | <p>Flex: Program reflections, program planning meetings, CSU/UC Conferences, PDS TRIO staff have attended the following:</p> <ul style="list-style-type: none"> <li>Campus-wide Flex days (Fall and Spring)</li> <li>Program planning meetings (Fall and Spring)</li> <li>CSU/UC Counselor Conferences (Fall)</li> <li>CollegeBoard Workshop (Fall)</li> <li>CENCAL Personal Development Seminars (Fall)</li> <li>WESTOP Regional Conference</li> <li>USDA Webinar session (Fall)</li> </ul> |
|------------------|--|

- b. **Complete the *Staff or Program Satisfaction Survey*. Discuss your findings from this survey.**

|                  |                |
|------------------|----------------|
| <b>Comments:</b> | Not Applicable |
|------------------|----------------|

- c. **Discuss the adequacy of your staffing to meet your program’s mission.**

|                  |  |
|------------------|--|
| <b>Comments:</b> | <p><b><u>All Programs</u></b></p> <p>All three programs have been affected by the absence of full-time Program Specialists. The lack of administrative support has negatively impacted the ability of program staff to effectively and efficiently provide services to participants, as well as further develop programs’ grant funded programs and services. In an effort to address the absence of full-time support staff, programs hire temporary part-time staff. Although this has provided temporary support, each program would require a full-time Program Specialist to operate at optimal levels.</p> |
|------------------|--|

**d. Program Improvement Plan:**

| <b>Identify any plans your program has to:</b> |   | <b>Details:</b>   |
|--|---|---|
| <input type="checkbox"/>                       | <b>Take steps to improve staff satisfaction:</b>            |   |
| <input type="checkbox"/>                       | <b>Seek out opportunities for training and development:</b> | <u><b>All Programs</b></u><br>Participating in professional development opportunities has been a priority for TRIO staff. Attending conferences and workshops to enhance program effectiveness has been limited due to limited staff and additional responsibilities. |
| <input type="checkbox"/>                       | <b>Adjust staffing to meet program's mission:</b>           | <u><b>All Programs</b></u><br>Coordinator/Counselors are currently evaluating programmatic needs and financial opportunities to increase the program's ability to serve program participants.   |

**5. Summary**

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- The program's vitality
- Student learning
- Staffing

**Budget Dependent:**

| Priority | PIP Item | Rationale | Timeline | Responsible Person | Cost |
|----------|----------|-----------|----------|--------------------|------|
|          |          |           |          |                    |      |
|          |          |           |          |                    |      |
|          |          |           |          |                    |      |
|          |          |           |          |                    |      |
|          |          |           |          |                    |      |
|          |          |           |          |                    |      |

**Budget Independent:**

| PIP Item | Rationale | Timeline | Responsible Person |
|----------|-----------|----------|--------------------|
|          |           |          |                    |
|          |           |          |                    |
|          |           |          |                    |
|          |           |          |                    |
|          |           |          |                    |

## Program Review – Annual Report/**Action Plan Form**

**Date:**

**Program:**

**Prepared by:**

1. Select one of the abbreviations that best describes the status of each action plan item described in your most recent program review: “C” means completed; “IP”, in progress; “D”, deleted; “A”, added; “NM”, no money.
2. Review your department’s Program Reflections on Student Learning forms. Add any items referenced on this academic year’s program review reflections, and then check the box under PRSL (Program Reflections on Student Learning).
3. Please provide rationale for additions and deletions.
4. List in order of priority.

**Budget-Dependent Items**

| Status<br>(C,IP,D,A,<br>NM)) | Action Item | PRSL? | Timeline | Pers |
|------------------------------|-------------|-------|----------|------|
|                              |             |       |          |      |
|                              |             |       |          |      |
|                              |             |       |          |      |
|                              |             |       |          |      |
|                              |             |       |          |      |
|                              |             |       |          |      |
|                              |             |       |          |      |
|                              |             |       |          |      |

**Non Budget-Dependent Items**

| Status (C,IP,D,A) | Action Item | PRSL? | Timeline |
|-------------------|-------------|-------|----------|
|                   |             |       |          |
|                   |             |       |          |
|                   |             |       |          |
|                   |             |       |          |
|                   |             |       |          |
|                   |             |       |          |
|                   |             |       |          |



## Student Services Program Review Self Study Support Team Review Form

|                             |  |
|-----------------------------|--|
| <b>Name of Program:</b>     |  |
| <b>Support Team Member:</b> |  |

| Mission:  | Comments: |
|---|-----------|
| a. Does the program support the mission of the college?                     |           |
| b. Is the program's mission appropriate?                                    |           |
| c. If the program plans to revise its mission, is the revision appropriate? |           |

| Program Overview:  | Comments: |
|--|-----------|
| a. Does the program provide appropriate key services?                                |           |
| b. What might be learned from user demand and assessment?                            |           |
| c. Does the data reflect any trends the writers of the self- study did not indicate? |           |
| d. Does the Program Improvement Plan appear appropriate?                             |           |

| Program Services:  | Comments: |
|--|-----------|
| a. What are the programmatic changes over the last 5 years?          |           |
| b. What were the results of the Students' assessment of the program? |           |

|   |  |
|---|--|
| c. <b>What were the results of the survey to all college staff?</b>   |  |
| d. <b>Are there external factors that impact the program's services?</b>  |  |
| e. <b>Is there evidence that the program coordinates with other programs on campus and in the community?</b>  |  |
| f. <b>Do you have any suggestions to improve services, campus communication, and/or community efforts to enhance the program?</b>                     |  |
| g. <b>Review the Program Improvement Plan. Does it seem reasonable, given the data and comments described in the <i>Program Services</i> section?</b> |  |

| <b>Student Learning:</b>  | <b>Comments:</b> |
|---|------------------|
| a. <b>Does the data reflect any trends the writers of the self- study did not indicate?</b>   |                  |
| b. <b>Does the faculty and staff survey suggest any issues the program should consider in its self-study that are not currently described?</b>        |                  |
| c. <b>Does the program have specific equipment and supply needs?</b>  |                  |
| d. <b>Review the Program Improvement Plan. Does it seem reasonable, given the data and comments described in the <i>Student Learning</i> section?</b> |                  |

| Staffing:  | Comments: |
|--|-----------|
| a. Is the program's staffing sufficient?   |           |
| b. <b>What were the findings from the Staff or Program Satisfaction Survey?</b>  |           |
| c. Review the Program Improvement Plan. Does it seem reasonable, given the data and comments described in the <b>Staffing</b> section? |           |

| Summary:  | Comments: |
|---|-----------|
| a. Does the prioritization of the PIPs seems reasonable given the needs and challenges faced by the program?  |           |
| b. Are the PIPs appropriately aligned with the college's mission?   |           |
| c. Does the timeline for the achievement of each PIP seem reasonable given its magnitude and the financial state of the college?                    |           |
| d. Is the person or persons assigned to the PIP appropriate? Does each person have the appropriate authority and time to complete the assigned PIP? |           |
| e. Is the improvement of Student learning a driving force behind each of the PIPs?  |           |

**OVERALL SUMMARY OF PROGRAM REVIEW SELF-STUDY**

|   |
|---|
| <b>1. What do you perceive are the strengths of this program?</b>   |
|   |
| <b>2. What do you perceive are the most notable challenges faced by this program?</b>                     |
|   |
| <b>3. Do you perceive any program weaknesses that are not addressed in the Program Improvement Plans?</b> |
|   |
| <b>4. Do you have any recommendations?</b>  |
|   |
| <b>5. Are there any overarching issues relevant to the entire college?</b>                                |
|   |

## Program Reflections on Student Learning

To be completed each semester by each department or group within each division or area OR by any group interested in improving Student learning at the college.

### Directions

1. Meet with your department or group and discuss the Student attainment of SLOs or supporting objectives. Since many factors impact Student learning, consider how changes in one or more of the following areas might enhance the learning process:
  - a. Instructional approaches
  - b. Assignments and/or activities
  - c. Grading methods
  - d. Alignment of course objectives or SLOs
  - e. Prerequisites, corequisites, and/or advisories
  - f. Buildings and grounds appearance
  - g. Classroom appearance, temperature, furniture
  - h. Classroom technology
  - i. Online technology
  - j. Assessment/placement processes
  - k. Learning Centers (ESSC, Reading Center, Math Lab, Business Skills, Academic Support Center, **TRIO**)
  - l. Bookstore procedures
  - m. Admissions
  - n. Counseling
  - o. Financial Aid
  - p. Supportive Services
  - q. Health Services
  - r. Campus communication
  - s. Equipment and supplies
  - t. Website
  - u. Staff (training, availability, etc.)
  - v. Other
2. Brainstorm ways to improve Student learning. Use the factors discussed as a guide.
3. Record the results on the “Program Reflections on Student Learning” form.

4. Send a copy of the completed “Program Reflections on Student Learning” form to Academic Affairs.
5. Include all forms in your department or unit’s Program Review package.

## Program Reflections on Student Learning Form

|  |  |      |
|--|--|------|
| Department or Group Name   | Semester   | Date |
|  |  |      |
| Department or Group Members Present  | Principle SLOs, Supporting Objectives, and/or Challenges Discussed |      |
|  |  |      |
| Summary of Department or Group Discussion about Student Learning   |  |      |
|  |  |      |
| Results of the Reflections Dialog: Description of goals and/or action plans resulting from the analysis of Student learning (budget dependent or non-budget dependent) |  |      |
|  |  |      |

# Employee Survey