

Helena College Non-Academic Program Review

Year: 2023-24

Review: TRiO Services 2023-24

Author Willcockson, Ann

Status: Published

Section 1: Mission, Goals, Objectives

Narrative:

East End Advising, Donaldson 119 is the location for TRIO Student Support Services, MT10 and Accessibility Services. All of these programs assist students who are traditionally underrepresented populations, and who may be considered at risk, or potentially at risk in regards to completing a college education. These programs work to assist students in accessing their coursework and overcoming academic, career, financial and personal challenges that could hinder college completion. These programs are designed to increase persistence and completion for its participants.

Mission:

These services primarily supported the college's previous strategic goal of promoting student success and achievement. Currently, these services primarily support the new strategic goals of Impact and Equity. Goals within Impact include seeking to holistically support and empower students to attain their academic, career, and personal goals while collaboratively creating responsive and educational opportunities. Goals within Equity include fostering a welcoming climate where we value, include and support all at Helena College and work to eliminate institutional barriers that prevent the full participation of these underserved students: income challenged, first generation students, and/or students with disabilities.

Recommendations:

It was recommended that the college reexamine the placement of these programs and participate in joint initiatives for optimum service to their targeted populations and the HC community as a whole. The college did reexamine their placement. Now located in East End advising these programs do assist the college in support and development of advising services and program functioning that the college could not otherwise develop using federal and state dollars. The additional funding does allow these programs to innovative and pilot services in support of their underserved population as well as the general population. For instance, initiatives like universal design will support students with disability as well as help all students succeed in persisting and completing their goals.

Strategic Goals:

The goal is to develop and serve in such a way that the programs are no longer necessary unless the population they serve still has sufficient need. Ideally, the high impact services used by these programs will be proven effective and will be institutionalized. This will allow all students to benefit and the college's retention and completion rates to increase.

Strengths:

1. The NEH program drew attention to Helena College's humanities programs through their partnerships and successful film production.
2. Both TRIO and MT10 programs help to create a sense of belonging for participants in all meta majors increasing retention and completion numbers for the college.
3. The TRIO program in particular has piloted many successful programs that have been expanded upon such as the Narrative program, and the Wellness program.

Successes:

1. Successful application and administration of the National Endowment of Humanities: Humanities through Film program. Both No Ordinary Times and The People's House have been nominated for many laurels and a number of Emmys.
2. Successful Department of Education Annual Performance Reports despite COVID challenges and the resulting changes brought on by COVID. Our average fall to fall persistence rate is 70.5%. Our academic good standing average is 87%. Our 4 year graduation rate is 37.5% and our average graduation and transfer rate is 11.5%.
3. Creation of a TRIO/MT10 stacked program that is efficiently serving approximately 170 students who are first generation, income challenged and/or have a documented disability. This is greater than either program could achieve alone.
4. Transition of Disability Services to Accessibility Services offering increased support for students with disabilities. By partially funding this position by TRIO the college is now able to support this program with a full time position.

Challenges:

1. Recruitment challenges - 140 TRIO participants and 30 MT10 scholars: These populations are subsets of the overall Helena College population. Our grant cycle began 2020 the year of a historic low for the college. In addition, the college's disadvantaged TRIO population: first generation and Pell has declined by 10% over the last 10 years. This decline in enrollment and recruitment opportunities has been challenging.

2 Staffing challenges: Lack of job security, challenging participant issues with few resourced solutions, and low pay result in high turnover in staffing. This has been a challenge. We have had incomplete staffing since the start of the TRIO grant in 2020.

3. Budget creation and reporting challenges: There is a lack of a process for rectifying the budget for external programs. UMDW is challenging for programs that do not adhere to MUS system's accounting/ reporting timeline. For instance, TRIO's funding goes from September 1st to August 31st not July 1 to June 30th. Accurate accounting processes for grants in identifying their balances and carry over for yearly budget purposes is difficult for grant managers to attain. Without the proper training and access to G5 managers are hampered in their reporting. However, to not be accurate in budgeting causes unwanted scrutiny of the grant by outside funding agency. In addition, without grant managers participating in the overall budgeting process with the campus, funds can not be used to support campus initiatives that fall within the grant's purview.

4. Stewardship of grants and other external programs brought in to meet institutional needs: The programs served in this area are not often included in college decision making related to their objectives. There have been few conversations surrounding the NEH grant brought in to bolster humanities or the TRIO SSS and MT10 programs purposed to support at risk populations and increase retention. Though these programs and the issues they address are national, state, and HC issues there have been few if any conversations as to how to build upon their success to support the humanities and the special HC populations these programs serve. TRIO's success since 2010 and MT10 since 2020 have never been discussed as to how their practices support and improve retention. Questions like: Should the college institutionalize their success, recruit and further support their targeted population or let the programs time out? The college must decide if it will institutionalize the successful practices of these programs and fund them or work to maintain their success. During these changing times counting on further funding may not be the best success strategy for any of these programs or the purpose they serve.

Low enrollment for recruitment, fiscal reporting challenges, limited institutional engagement, and siloed student services are all challenges for the educational opportunity programs.

Section 2: Procedure for Operation

Procedures:

The Helena College Student Support Services Program works to increase the number of disadvantaged, low income, first-generation college students and students with disabilities who successfully complete a program of study at the the postsecondary level. The program will as stated in the HC TRIO grant application: 1) improve academic standing by tailoring services and tutoring in response to each participant's academic and career needs: 2) increase retention by providing supportive services to develop skills and behaviors that foster strong student engagement and financial wellness: and 3) increase graduation and transfer to four year universities by identifying clear structured pathways to degree completion and careers that provide upward mobility. MT10 offers similar services to students who are MT residents, income challenged, and are attending fulltime.

Identifying: Admissions and financial aid offices collect the information needed to identify both TRIO and MT10 students. Once a TRIO or MT10 student is identified the student is assigned a TRIO/MT10 advisor. In their first meeting the advisor and student will discuss and create the student's potential program of study that will meet the student's academic and career goals. In addition, the student will be introduced to educational services that match their educational needs.

Selecting: Both TRIO/MT10 educational opportunity programs require that the student apply to the program: DocUsign for TRIO or the MT10 application via MDRC's portal for MT10. Currently, MT10 applicants have a 50/50 a chance of being a participant. The MT10 program is going through a 2 year national research study. Each college has to have a participant and a control group. this has doubled our recruitment requirement.

Retaining: Both programs utilize high impact practices in the areas of financial support, specialized advising and career development, and academic support. The service model these programs offer to the campus is a one stop shop model. Students we serve come to us through advising to learn how the academic structure works. The program works to help students identify and access the services they need whether on or off the campus. Students then create a plan for their success based on services provided.

The Advising model is "enhanced" as described by Jaggars and Karp (2016) Both programs focus on a coherent plan for academic and career progress. This focus has resulted in the purchase of PathwayU, a student guided exploration of purpose as it relates to education and career.

For students with disabilities Helena College is committed to equal access and the civil rights of people with disabilities. The college strives to remove barriers to our programs and campus facilities wherever they exist. Services for students with disabilities are provided at Helena College under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Access to the College's programs is provided for all qualified students regardless of ability or disability, and discrimination based on disability against any student is specifically prohibited under these laws. In addition, Helena College is committed to working to meet Section 508 of the Rehabilitation Act of 1973 addressing the accessibility needs related to access to communication, information, and use of technology by all. A Workgroup of faculty and staff has been created to develop a process to address this area.

Students may seek accommodations for many reasons, but some of the most common are: ADHD, students who are Visually Impaired or Blind, students who are Deaf or Hard of Hearing, drug and alcohol addiction, learning disabilities (dyscalculia, dyslexia, etc.), physical disabilities, psychological and psychiatric disabilities (PTSD, Anxiety, Depression, etc.), traumatic brain injuries, temporary disabilities (like from a crash or fall on ice), or even pregnancy. A couple examples of accommodations students may request / use are: extended test time, quiet or different testing areas, the ability to move or stand during class, medicine or snack break during class, and live captioning.

Section 3: Staff Profile

Staff:

Name	Title	FTE	Years	Highest Education
Ann Willcockson	Director of Retention Initiatives	1.00	9.00	Masters
Kasandra Reddington	Accessibility Services Coordinator / Adviser	1.00	1.00	Bachelors
Anna Thennis	TRIO Program Coord. II	1.00	1.00	Masters
Kelsey Anderson	Assistant Director of TRIO/MT10	1.00	3.00	Masters

Changes in Staffing Needs:

The structure of this area has shifted to meet the needs of the targeted populations and the efficient use of federal and state funding. The positions created: TRIO Transition Specialist, Assistant Director of TRIO & MT10, and TRIO & MT 10 Program Coordinator. Future staffing plans for this area are dependent on the TRIO grant and MT10 funding. It is my recommendation that the college set aside funds to secure these positions and the services they provide should the funding for these programs not continue.

Staff Professional Development:

Ann Willcockson
Ahead Annual Conference July 2023 Portland, Oregon
Council of Opportunity in Education Annual Conference September 2023 Washington DC
Pre Conference @ COE TRIO SSS Grant Writing
ASPIRE Regional TRIO Conference October 2023 Park City, Utah

Kasandra Reddington
MCAN 2021
CRLA level 1 and 2 certification - Jul 2021
MCAN 2022
AHEAD 2022 Pre-Conference: Removing Roadblocks to Learning, Retention, and Graduation for All TRIO Students
AHEAD Start 2023 Virtual Conference (10/17-19)

Anna Thennis
APR Training

Kelsey Anderson
NABITA Case Management training- February 2021
COE Policy Conference - Spring 2023
NABITA CARE/BIT Conference- May 2023
ASPIRE Regional Conference- October 2023

Section 4: Organization context and Impact

Collaborations & Dependencies:

Each of these programs is dependent on many other college personnel and departments. The programs are cross functional by nature. For instance, TRIO must provide academic assistance, FAFSA and financial literacy support yet not duplicate services per federal regulation. To do so TRIO works with advising, the LLH, and FA to meet TRIO's requirements and bring about institutional change and student success.

TRIO has worked to develop external collaborations as well internal. An example of an external collaboration is a current MOU with OCHE TRIO EOC. EOC is given a list by TRIO SSS of students who have some college but no degree. EOC then follows up with these students to see if we can get them to reengage with the college and finish their degrees. Our students partner with ALC, EOC, CTI, Voc. Rehab, and Job Service to help them prepare for and finance their academic and career goals

In addition, these programs are dependent on their funding and regulatory sources. NEH - National Endowment for the Humanities, TRIO - Department of Education and MT10 - The Office of the Commissioner.

Since none of these programs are funded by the college nor may their funding exist going forward; It would be helpful if the college created a periodic institutional review for these grants or other programs supported by outside funds. This review would determine whether the program(s) and their use of resources was meeting the objectives of the program(s) and the institutional needs these programs were designed to serve. In addition, there would be discussions on how to maximize the impact, institutionalize best practices, and be good stewards of the funds. If the institution chose not to continue or was not awarded the grant/program a plan would have been designed to continue to serve the objectives of the grant(s) or programs by other means.

New Collaboration:

With the addition of Accessibility Resources there is a need to connect with elearning and in particular, Jelena. Personnel from TRIO, Accessibility Resources, eLearning and the General Education Department are part of a workgroup exploring ADA 508 compliance issues for Helena College. There will be other areas brought in such as IT and the Communication and Marketing Department to work on this important accessibility issue.

In addition, this area hopes to work with the K-12 department to help with recruitment of the populations this area serves. MT10 can recruit students where as TRIO and Dual Enrollment can not.

Section 5: Stakeholders, Data, and Assessment

Primary customers/stakeholders:

TRIO Student Support Services' primary customers are 140 eligible Helena College students: Two thirds of which are HC students who are income challenged (150% of the US poverty rate) and first generation. The remaining program participants selected may qualify under one criteria, however, at least one third of all disabled participants must also qualify as income challenged. If the program does not meet these numbers their funding could be removed or reduced. In addition, they would not be awarded prior experience points and thus not be as competitive in the next grant cycle.

Helena College's MT 10 students must be Montana residents. They must be accepted at Helena College as a first time undergraduate or transfer student with fewer than 24 credits (not including dual enrollment). They must complete the FAFSA to determine if they meet the income requirements. They are expected to be full time students in good standing.

Helena College's students with disabilities are served by Accessibility Services located with TRIO and MT10.

Service to stakeholders/customers:

Both TRIO and MT10 are evaluated by outside sources. TRIO is evaluated by the Department of Education. Each year TRIO must submit an Annual Performance Plan. We are evaluated on whether or not we have met our objectives: The MT10 program is evaluated by OCHE and MDRC.

Decision Making Support:

Each year the TRIO SSS program submits a Annual Performance Plan or APR. The state MT10 program is currently part of a national research study performed by MDRC. HC MT10 is part of the study. In addition, Virginia Reeves is providing a qualitative assessment of the MT10 program using a narrative approach.

Section 6: Budget and Efficiencies

Changes in revenue and expenses:

Budgets for both TRIO and MT10 are based on number of students served. In addition, TRIO SSS has received additional funding by Congress. TRIO is now at \$272,000 per year serving 140 students. Mt10 serves about 55 students per year bringing in about \$134,000. These funding sources are not long term sources. they are considered "soft " money.

In addition, budgets are approved by external partners: Department of Education and OCHE. The NEH was given a set amount for three years. Accessibility has a budget provided by Helena College.

Improved Efficiency:

By stacking programs such as TRIO / MT10 or TRIO / Accessibility Services we are strategically and efficiently using our funding to best support students

TRIO/MT10 are similar yet different in strategic ways. TRIO SSS has approximately 85% of its funding designated toward staffing the program in support of its participants. Whereas only 31% of MT10 funding goes toward staffing. MT10's funding primarily supports the student financially through a tuition scholarship, book voucher, and stipends incentivizing best practices such as meeting regularly with your advisor. Stacking these programs allows you to properly staff MT10 and gives students who are in both programs the extra support they need to be successful and be more financially supported.

TRIO/Accessibility Services allows for greater support of students with disabilities within the TRIO SSS program. It also helps the college have a dedicated full-time accessibility staff person through use of TRIO funding.

Resource Needs:

These programs are not guaranteed. Their funding is not permanent and should not be relied on for required services. For instance, the TRIO SSS is up for renewal in 2025. It will compete for renewed funding. The MT10 program is not guaranteed funding past 2026. In order to create stability of support for students and security for staff a plan needs to be put in place for what happens if not refunded.

In addition, support is needed to institutionalize the tracking and reporting process for programs whose cycles fall outside of the MSU financial calendar. In support of the Business Office these programs will develop their own internal tracking of expenditures to assist in the management of TRIO, MT10, and Accessibility. This will be a monthly tracking of funds and expenditures.

Section 7: Recommendations and Preliminary Implementation Plan

Rec #	Title	Recommendations
1	Section 508 Compliance of the Rehabilitation Act of 1973	<p>Recommendation: Develop a process for the 508 compliance. In order to accomplish this the Accessibility Workgroup will become an institutional committee. It will reexamine its membership, examine what other colleges are doing, explore how what has already been created in the MUS system, and institutionalize the timeline into already existing assessment rotations.</p> <p>Rationale: Section 508 of the Rehabilitation Act of 1973 mandated that "all electronic and information technology used by the federal government be accessible to people with disabilities.". Although Section 508 was to provide accessibility in the federal sector, it has been widely accepted that colleges and universities are subject to its requirements. Today there is an increase in OCR, Office of Civil Rights complaints and lawsuits against educational institutions as a result of this broader interpretation. This is an area that Helena College must address both for equity and stewardship reasons..</p> <p>Success Target: An accessibility process developed for updating webpages, degree templates, and course material review with a focus on accessibility.</p> <p>Success Strategy: A workgroup composed of four faculty from both AAS and AA/AS programs, e Learning staff, Accessibility staff, and the Executive Director of General Education & Transfer works to develop the process. .</p> <p>Success Resource: Implementation of a timeline and process for creation and review of webpages, degree templates, and course material..</p> <p>Resp. Party: TRiO Services</p> <p>Cabinet Feedback: This is a joint goal between eLearning/Faculty Development and TRIO/Retention Initiatives. Very important work for the College.</p>

<p>2</p>	<p>Financial Debt Reduction for TRIO Participants</p>	<p>Recommendation: Reduce the student debt of low income students.</p> <p>Rationale: Each year when submitting the TRIO Annual Performance Report, we report the financial aid debt of our students. A concern of both the TRIO and MT10 program is the amount of debt low-income students are accumulating and its impact on completion. Many of our participants have commented that they have not understood how to decide how much money to accept and have accepted all funds available. They have at times been overwhelmed by the cost of the semester.</p> <p>A study referred to in our TRIO grant application competitive priority examined the relationship between personal finance and college student persistence. Their findings supported the idea that a reduction of financial stress through financial literacy increases the persistence and completion rate of students.</p> <p>Success Target: We will see a decline the number of students taking out loans and in particular unsubsidized loans.</p> <p>Success Strategy: We will continue to partner with the Financial Aid Office to better educate our students on the difference between grants and loans.</p> <p>We will purchase financial literacy tools for our students to help them better understand the difference between grants and loans to be given to students during their first advising session.</p> <p>Success Resource: Examine the financial aid acceptance process during the semester onboarding especially for new students to improve financial literacy and reduce financial stress. In addition, look at the aid acceptance process at other colleges and universities to see what is working for other colleges.</p> <p>Resp. Party: TRiO Services</p> <p>Cabinet Feedback: Good support for first generation students and good partnership with the Financial Aid department.</p>
----------	---	---

<p>3</p>	<p>2nd year Student Programming</p>	<p>Recommendation: Student Programming is needed to allow for skill, interest, educational and career exploration. In particular with the focus of helping students transition from Helena College to a job or to a 4yr. college would be the next step in supporting the whole student journey at HC. .</p> <p>This need is especially stated by MT10 students, a cohort of Helena College students.</p> <p>Rationale: Both TRIO and MT10 programs require support of the whole student journey. There is a strong career element in their required programming and advising support.</p> <p>Success Target: A series of workshops will be developed to support students alignment of college, career and job. Eventually we hope that this might become a second year experience class for these cohorts.</p> <p>Success Strategy: The first step was to create an Assist. Dir. position for TRIO/MT10 with this listed as a job objective - dedicating time and money to the task.</p> <p>The second is to build on those career development activities the college is already employing to meet those needs.</p> <p>The third will be to look at targeted programing designed for the populations we serve. One program we are currently looking at is Career Launch developed by the Pell Institute. It is designed to help students develop social capital in their career field. It is a four week certificate program that could be offered by our college. The Assist. Dir. of TRIO/MT10 will be trained to offer this program.</p> <p>Success Resource: Our area will build on the metamajor career round tables offered at the college each semester. In addition, we will use PathwayU, an assessment tool for career exploration. These programs will explore Handshake and LinkedIn for possible workshop offerings.</p> <p>Our area will continue to explore other resources and partnerships such as leadership development with Student Life to expand soft skill and experience development. Currently TRIO offers a leadership opportunity through NASPA's Certified Peer Educator program and the TRIO SSS State Student Leadership Conference now in its fourth year.</p> <p>We hope to pilot Career Launch the final year of the TRIO grant cycle to determine if it is an effective strategy for serving the TRIO/MT10 population.</p> <p>Resp. Party: TRiO Services</p> <p>Cabinet Feedback: Developing workshops to support career education is a very appropriate and actionable goal.</p>
----------	-------------------------------------	--

4	Special Population Initiatives	<p>Recommendation: Data for the special populations served by the retention initiatives area show there is need for more targeted work to be done, in particular, for students who are both first gen. and disabled.</p> <p>Rationale: The withdrawal rate for students who are both first generation and disabled ranges between 14.3% and 20% for our 22-23 cohort. The withdrawal rate for not eligible is about 1.6%.</p> <p>Success Target: Reducing the withdrawal rate for this population to less than 11.8% the withdrawal rate for all three eligibility criteria for TRIO.</p> <p>Success Strategy: Helena College is an open access institution. This raises challenges. This area will continue to explore new programming opportunities that the addition of the accessibility services and the Helena Adult Learning Center in the East End Advising Center provide to our students.</p> <p>Our objective is to help every student define their purpose, plan, and path resulting in on-time completion. We will look at strategies other colleges in the MSU system are offering to meet this goal. Examples of programs to exam: Great Falls Connection 101 program , MSU Life Scholars program.</p> <p>Success Resource: Research what other colleges are doing to meet the above objective for first gen./ students with disabilities. Pursue student input through focus groups or student interviews to determine where to focus our attention in meeting the needs of thee students. Pursue faculty input for supporting student success in their classes.</p> <p>Resp. Party: Accessibility Services</p> <p>Cabinet Feedback: The data support the need for additional programming and interventions to help improve the success rates for our students utilizing Accessibility Services. Developing specific interventions/programs is a good focus for the upcoming cycle.</p>
---	--------------------------------	--

Cabinet

Cabinet Overall Feedback:

We commend the author for bringing forward important institutional considerations and sharing successes of the department. The addition of the full-time Accessibility Services Coordinator has been an impactful change this year. The recognition of the importance of accessible services and materials as documented in Recommendation 1 was also noted in the eLearning review and it is great to see the coordinated efforts between departments.

File Attachments

Attachment #	Attachment Title	Attachment URL
66	NEH Fund to Date Report	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=66
67	Disability Resources Fund to Dat	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=67
68	21.22.23 MT10 Budget Fund to Date	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=68
69	TRIO SSS Fund to Date	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=69
70	FY 24 All Programs	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=70
72	NAPR SPECIAL RETENTION TURNER RECOMENDATION-REVIEW MEMO (08DEC2023).docx	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=72

Special Retention Initiatives

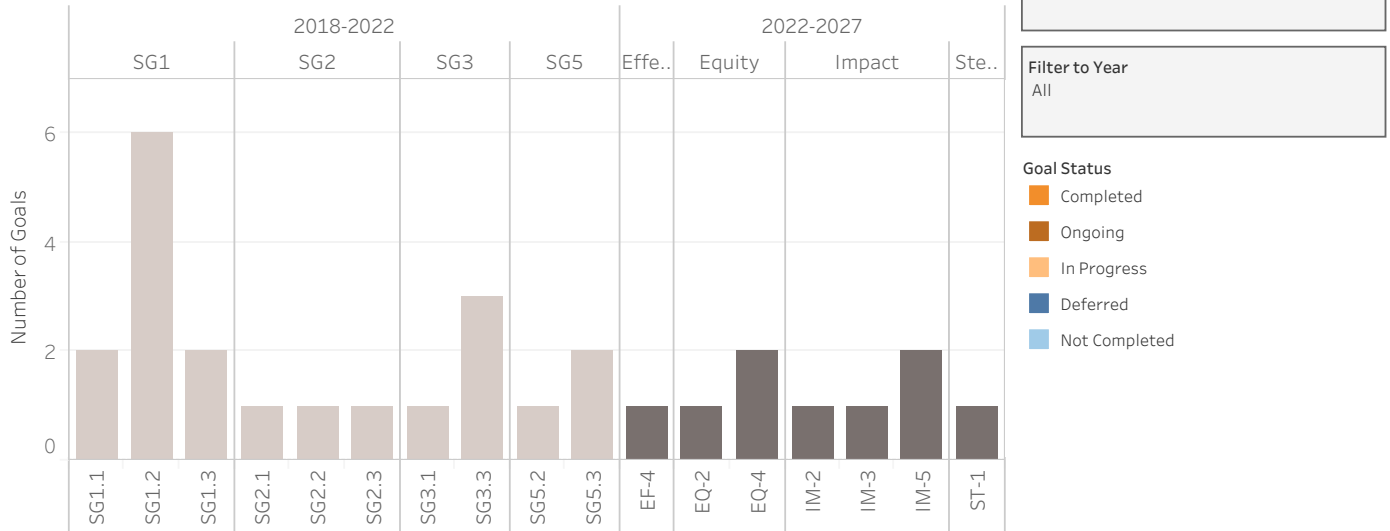
Updated 7/17/2023

Annual Work Plan 3-Year Summary | AY 2020-21 to AY 2022-23

Hover over a data point to see strategic goal objective or defining characteristic values.

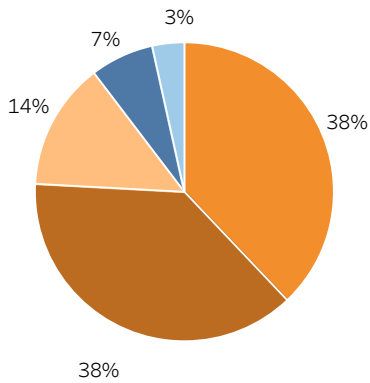
Click on a data point to see the action items.

Detailed Strategic Plan Alignment

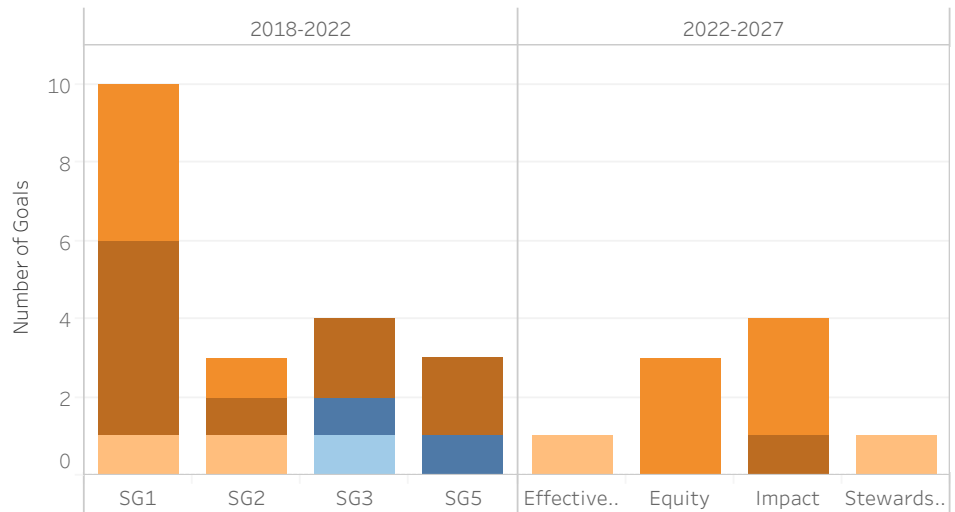


Overall Goal Status

90% positive progress



Strategic Plan Alignment & Goal Status



All AWP

Area	Year	Goal #	SGO/DC	Action Item	
Disability Resources	2020-21	1	SG1.2	1. Identify students currently enrolled who have, at one point, registered with the Disability Resources office but have not renewed accommodations for the current semester. ...	Ongoing
		2	SG3.1	Since August of 2020, I have had continued conversations with the Office of Disability Services for Students at UM in order to maintain a partnership and enable HC disability student files..	Deferred
		3	SG5.2	By end of Spring 2021 have fully online renewal and register procedures for Disability Services that will allow for student flexibility and simplify student tracking.	Deferred
	2021-22	1	SG1.2	Partner with TRiO to connect new DS students with their services.	Completed
		2	SG1.2	Revise Disability Services student handbook to guide students on the accommodations process, HC services, and their rights as students with disabilities.	Completed
		3	SG1.3	Collaborate with TRiO, academic tutoring, academic coaching, and the Director of Student Life to support the needs of accommodated students and reduce barriers to her academic suc..	Completed
	2022-23	1	IM-5	Encourage self advocacy amongst accommodated students and promote other student support services on campus to holistically support and empower students to attain their academic, care..	Completed
		2	EQ-2	Maintain consistent communication with Montana Vocational Rehabilitation and Blind Services in order to better serve HC students that are their clients.	Completed
		3	EQ-4	Create and disseminate an informational packet regarding best practices for hard of hearing and deaf students to all faculty with a follow up Q/A forum for faculty questions/concerns.	Completed
Montana Project 10	2020-21	1	SG1.2	Project 10 cohort recruitment of 15 - 30 new students F20 who meet the following criteria: MT resident, full time (30 credits a year), Pell Eligible, can participate in other programs such as TRIO. S..	Completed
		2	SG2.2	Project 10 participants will have completed their appropriate math and writing courses preferably by the end of their first semester but definitely by the end of their first year.	Ongoing
		3	SG3.3	Through the First-Year Experience, students will articulate and share the paths that brought them to college and use that history to shape their academic experience. Using personal narrative as..	Ongoing

All AWP

Area	Year	Goal #	SGO/DC	Action Item		
Montana Project 10	2020-21	4	SG3.3	Through the First-Year Experience, students will articulate and share the paths that brought them to college and use that history to shape their academic experience. Using personal narrative as..	Ongoing	
		2021-22	1	SG2.3	Project 10 participants will have completed their appropriate math and writing courses preferably by the end of their first semester but definitely by the end of their first year.	Completed
			2	SG2.1	Through the First-Year Experience, students will explore the 8 dimensions of wellness. Using story circles as a starting point, students will build both verbal and oral communication skills, develop str..	In Progress
			3	SG1.3	The MT 10 program will focus on Financial Literacy. In particular, we will focus on how to pay for college which will include FAFSA completions, scholarship prep, and awareness of work study o..	In Progress
	2022-23	1	IM-3	This year's First-Year Experience is a multi-disciplinary course, presented in seminar format, draws from the disciplines of psychology, sociology, history, and philosophy, and encourag..	Completed	
		2	EQ-4	The MT 10 program will focus on Financial Literacy. In particular, we will focus on how to pay for college which will include FAFSA completions, scholarship prep, and awareness of work study o..	Completed	
		3	EF-4	Through academic advising we will work to have all MT10 scholars complete their gateway math and writing courses by the end of their first year. This supports one of the institution's performan..	In Progress	
	TRIO Services	2020-21	1	SG1.2	TRIO provides academic advising and assistance, financial literacy and FAFSA completion support to its participants. This model allowed TRIO advisors to work with students on creating a personal pla..	Ongoing
			2	SG1.1	TRIO has started to use a Guided Pathways/Complete College America approach to our student interactions. We are moving to a 15 to finish conversation. In addition, we are integrati..	Ongoing
3			SG5.3	TRIO is transitioning the TRIO program into the new grant cycle - 2020 -2025. New competitive priorities and a new Plan of Operation require a reexamination of our policies and procedures. Th..	Ongoing	
4			SG3.3	Development of a Certified Peer Educator program through NASPA, Student Affairs Administrators in Higher Education. Deb and Ann are both certified trainers. They will recruit and train 7 students to..	Not Completed	
2021-22		1	SG1.2	TRIO provides academic advising and assistance, financial literacy and FAFSA completion support to its participants. This model allowed TRIO advisors to work with students on creating a personal pla..	Ongoing	

All AWP

Area	Year	Goal #	SGO/DC	Action Item	
TRiO Services	2021-22	2	SG1.1	TRIO has started to use a Guided Pathways/Complete College America approach to our student interactions. We are moving to a 15 to finish conversation. In addition, we are integrati..	Ongoing
		3	SG5.3	TRIO is transitioning the TRIO program into the new grant cycle - 2020 -2025. New competitive priorities and a new Plan of Operation require a reexamination of our policies and procedures. Th..	Ongoing
	2022-23	1	IM-5	TRIO provides academic and career advising and assistance, financial literacy and FAFSA completion support to its participants. Our model allows TRIO advisors to assist students right fro..	Completed
		2	IM-2	TRIO is working toward greater implementation of Complete College America's 15 to finish approach with our students. We are focusing on our advising conversations - educating students on t..	Ongoing
		3	ST-1	TRIO is transitioning the TRIO program into the new grant cycle - 2020 -2025. New competitive priorities and a new Plan of Operation require a reexamination of our policies and procedures. Th..	In Progress