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### Recruiting at Satellite Campuses for Trio Student Support Services

Marla Harris

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# Consultancy Project & Report

Organization: Gardner-Webb University College of Education

Project Title: RECRUITING AT SATELLITE CAMPUSES FOR TRIO  
STUDENT SUPPORT SERVICES

Candidate: Marla Harris

Consultancy Coach: Dr. Elizabeth Jones

Defense Date: November 3, 2022

Authorized by: Director of Student Support Services at a Large Urban Community  
College (LUCC)

## Approval

This consultancy project was submitted by Marla Harris under the direction of the persons listed below. It was submitted to Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dr. Elizabeth Jones, Faculty Advisor

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Date

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Brandon Gordon,  
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Large Urban Community College (LUCC)

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Date

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Date

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## **Abstract**

RECRUITING AT SATELLITE CAMPUSES FOR TRIO STUDENT SUPPORT SERVICES.

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My consultancy project involved working with a Large Urban Community College (LUCC) to develop a recruiting model to assist in expanding their TRIO Student Support Services (SSS) program to their satellite campuses. LUCC consists of six campuses, one central campus and five satellite campuses. The TRIO program serves 175 students annually, and at the beginning of this project, all students enrolled in the program attended the central campus location. This is not in line with LUCC's one college model and values which include being a student-centered institution and providing equitable and inclusive services for all students. This also does not support the full-service campus model which promotes being able to get services at all six locations. My goal was to expand the program to the other campuses by developing a recruitment model that would make students more aware of the program at the satellite campuses, initiate enrollment, and utilize the services TRIO has to offer.

*Keywords:* recruiting, TRIO programs, TRIO student support services, at-risk students, satellite campuses

## Table of Contents

1	Introduction.....	1
1.1	Project Purpose .....	1
1.2	Project Qualification .....	1
1.3	Project Complexity and Impact Assessment.....	2
1.3.1	Project Complexity .....	2
1.3.2	Project Impact .....	2
1.4	Project Charter Information .....	3
2	Project Objectives .....	3
2.1	Outline of Partnering Organization’s Objectives.....	3
2.1.1	Objectives .....	3
2.1.2	Success Criteria.....	3
2.2	Student’s Personal Leadership Objectives.....	4
2.2.1	Objectives .....	4
2.2.2	Success Criteria.....	4
3.	Project Scope .....	5
3.1	Definitive Scope of Work .....	5
3.2	Project Benefits.....	5
3.3	SMART Goals .....	5
4	Disciplined Inquiry .....	6
4.1	Introduction and Theoretical Framework .....	6
4.2	Hypothesis.....	6
4.3	Research Questions.....	6
4.4	Literature Review.....	6
4.5	Methodology .....	7
5	Continuous Improvement Systems .....	8
5.1	Continuous Improvement Planning .....	8
5.2	Continuous Improvement Actions .....	9
5.3	Continuous Improvement Feedback .....	9
5.4	Continuous Improvement Implementation .....	9
6	Deliverables .....	10
6.1	To Partnering Organization From Candidate.....	10
6.2	Deferred Deliverables .....	10
7	Communications Plan .....	10
7.1	Communications Plan Development.....	10
7.2	Stakeholder Engagement Plan .....	11
8	Risks.....	11
8.1	Mitigation and Contingency .....	11
8.2	Constraints .....	13
9	Budget.....	14
10	Analysis and Recommendations .....	14
11	Reflection.....	16
11.1	Professional Learning .....	16
11.2	Personal Development .....	16
	Appendix.....	17
	References.....	52

## **1. Introduction**

### **1.1 Project Purpose**

My consultancy project consisted of developing a recruitment model for the TRIO Student Support Services (SSS) program at a Large Urban Community College (LUCC) to increase enrollment at the five area campuses. TRIO programs are federally funded through the U.S. Department of Education and have been around since the 1960s as part of President Lyndon Johnson's War on Poverty Act. The original three programs were Upward Bound, Educational Talent Search, and Student Support Services, and they became known as the TRIO (University of Nebraska-Lincoln, 2021).

These programs target low-income, first-generation college students and students with disabilities with assistance in completing high school and enrolling in college. SSS's goal is to increase college retention and degree completion through a variety of educational and self-development services. Currently, TRIO SSS enrolls 175 students annually, and the majority of these students attend the central campus location where the program is housed. LUCC has five satellite campuses, and the program wanted to have students at every campus in this program. My goal was to help the program accomplish this by developing a recruiting model to get students interested and enrolled in TRIO at the satellite campuses which would hopefully lead to better student engagement in the program. Some of the challenges included are no staffing at the satellite campuses, low visibility, and student awareness. COVID-19 has also impacted student participation and presence on campus, causing the program not to meet its program numbers during the 2020-2021 academic year.

### **1.2 Project Qualification**

In determining the topic for my project, I first looked at topics that were of interest to me. We were told from the very beginning to pick something of interest to us because we would be spending a lot of time with it. I narrowed it down to three topics: African American Women in Higher Education, TRIO SSS, and How to Address Student Needs Remotely. I knew I could most easily do these at the institution where I worked because the information would be easily accessible. I met with the director of SSS and the coordinator for a recently developed minority women's group at my institution. I asked what the areas of need were and where could I make the most impact and exercise leadership within a reasonable time frame. After careful consideration, I chose TRIO SSS. I have always had strong ties to TRIO programs because that is where I got my start in higher education as a high school counselor for the Educational Talent Search Program. I believed in its mission of helping low-income, first-generation students get to college. I also had a great working relationship with the director, and I knew she would support my project. This would be a great opportunity to serve as a consultant and provide a recruitment model that could enhance the program by expanding enrollment and its services to the satellite campuses. I had a vested interest in this since I worked at one of the satellite campuses and wanted students to have access to all services. It also met the institution's goals of providing equitable services at all campuses and assisted with enrollment overall.

### 1.3 Project Complexity and Impact Assessment

I consulted with my project host on assessing the complexity and impact of the project. The three areas for consideration were strategic contribution, return on investment, and operational effectiveness. We looked at the number of years it would take to see a return on investment which was estimated to be approximately 3 to 4 years. My project contributed directly to one strategic theme of increasing enrollment and student awareness which would improve the work of the whole TRIO SSS program. As a result, my project was considered a medium project based on a score of 8 points under the project impact assessment (Appendix A).

Criteria	Score 0	Score 1	Score 2	Score 3	Score 4	Score 5
Strategic Contribution	None	Contributes indirectly to the org. mission	Contributes indirectly to >1 strategic themes	Contributes directly to 1 strategic theme	Contributes directly to >1 strategic theme	Very Significant strategic Impact
Return on Investment	>5 years	4-5 years	3-4 years	2-3 years	1-2 years	<1 year
Operational Effectiveness	None	Improves work of a small group of staff < 6	Improves work of a large team of staff > 5	Improves work of whole department	Some improvement across whole organization	Significant improvement across whole organization

**Project Impact Assessment Points: 8 (0-15)**

**3+2+3=8**

#### 1.3.1 Project Complexity

The five criteria to consider for determining the complexity of the project were stakeholders, operational change, contract complexity, in-house expertise, and dependencies while considering the delivery timescale for each. Stakeholders and contract complexity scored in the 1 category with them all being internal and within the single organizational area. No new contracts were required. Operational change and dependencies scored in the 2 category with the probability of some new processes and some retraining while linking with other projects but with little impact. In-house expertise scored in the 3 category under having done similar things before but not the same, and delivery timescale scored 2 to make a total score of 11 out of 24. These results were based on meetings with the project host, my own observations, and my knowledge of the program (Appendix B).

#### 1.3.2 Project Impact

The three criteria for determining the impact of the project were strategic contribution, return on investment, and operational effectiveness. I considered the amount of time it may take to see a return on investment along with the degree to which organizational processes might improve. Lastly, I looked at operational change/effectiveness to determine the amount of change already occurring in the



organization and how it could impact my project. My score for strategic contribution was 3, as the project contributed directly to one strategic theme, increasing enrollment. The score for return on investment was 2, with a projected time frame of 3 to 4 years, and operational effectiveness's score was 3 also, with the goal of improving the whole work of the department. My total score was 8 out of 15.

#### **1.4 Project Charter Information**

The project charter (Appendix C) is a document that serves as an informal contract between the project team and the sponsor. The four main purposes are to authorize the project manager to proceed; help the assigned project manager, sponsor, and team members; communicate a common understanding and commitment to the project; and quickly screen out poor projects (Kloppenborg et al., 2018).

My project host participated in creating my project charter. It includes a background on the TRIO SSS program, the purpose and description of my project, who would be participating, and the various roles they would play along with the key stakeholders. The project purpose statement describes the need for my project and the goal I wanted to accomplish. I then listed the resources that would be available to me by the host institution, my project deliverables, and milestones with projected timelines. The next section outlined the SMART goals, risks, and constraints associated with my project. The last section indicated how I would communicate with my project host, sponsor, project team members, and stakeholders and how often. It was signed off by me, the project sponsor, and the project manager.

## **2. Project Objectives**

### **2.1 Outline of Partnering Organization's Objectives**

#### **2.1.1. Objective**

My project objective was to recruit students at the satellite campuses for the TRIO SSS program. It was a way to help with recruiting overall for the partnering organization in terms of full-time enrolled students and in line with the institution's one college model, its values and objectives to be a student-centered institution, and to provide equitable services to all students. This project also helped provide more student awareness of the SSS program and its services.

#### **2.1.2 Success Criteria**

LUCC will consider this project a success if the following occurs:

- students are enrolled in TRIO at the satellite campuses
- improved recruitment strategies and practices
- increased student awareness of the program
- better utilization of program services leads to student success
- increase in enrollment

## 2.2 Student's Personal Leadership Objectives

### 2.2.1 Objectives

The goals that made up my personal development leadership plan were based on StrengthsFinder (Gallup, Inc. 2022), Maxell DISC Assessment (At Your Service Consulting, 2022), True Colors Personality Assessment (BetterHelp Editorial Team, 2022), and Psychometrics presentation (Open Psychometrics, 2019) to

- increase pace to make decisions and complete tasks faster
- be more of a servant leader
- become better at building relationships and partnerships

When I decided to do this project, I incorporated some of those goals along with some others based on my project selection. The top skills established as goals were

- build relationships and partnerships
- increased knowledge of recruitment practices/strategies
- increased creativity

These goals were important to my project because I needed to build relationships with my partnering organization, stakeholders, and team members to get the assistance I needed to make my project meaningful and successful. I also needed to understand past successes and failures in recruiting strategies for various groups of students. Lastly, I needed to think of creative and innovative ways to make this project successful.

### 2.2.2 Success Criteria

I enjoyed a good working relationship with my partnering organization, stakeholders, and team members. Even when my original project host retired in February 2022, I was assured I would be able to continue and finish my project on time.

The professional literature review (Appendix D) increased my knowledge of recruitment practices and strategies, and one of my recommendations was based on research found in my studies on the literature. The literature supported that students who enrolled in programs like TRIO are often considered at risk. One strategy that has been successful is transitional high school programs conducted over the summer that connect students with key departments and services to make the transition to college smoother. The recommendation for TRIO to collaborate with the Summer Bridge program at LUCC was based on these data.

Creativity is harder to measure; however, I do think I was helpful in brainstorming sessions to come up with new ideas (Appendix E).

### 3. Project Scope

#### 3.1 Definitive Scope of Work

My project was responsible for expanding recruitment to the satellite campuses in TRIO SSS at LUCC. The TRIO program has only one office at the central campus location, and all the students enrolled in the program primarily attend the central location. The program was not well known at the satellite campuses, and enrollment at these campuses was nonexistent. The goal of my project was to increase awareness of the program at the satellite campuses, which would lead to enrollment growth.

#### 3.2 Project Benefits

As a result of my project, LUCC saw

- enrollment growth at the satellite campuses by 10%
- engagement in different methods to recruit students
- increased student awareness

I assisted in drafting an introduction letter to students informing them of the program, services that were offered, and a link to apply if they were interested along with contact information. A report was then created from student data that identified potential eligible students who attended the satellite campuses. The introduction letter was sent to these students via email. As a result, three students applied to the program within a week (Appendix F).

#### 3.3 SMART Goals (Appendix G)

I began with four goals that I wanted to achieve with this project. They were

1. To expand enrollment in the TRIO SSS program at the satellite campuses by 10% or more.
2. Introduce a recruiting model that will outline specific strategies to improve enrollment at the satellite campuses.
3. The newly recruited students will maintain a 2.0 or higher GPA through May 2022.
4. The newly recruited students will participate in at least one academic service during the 2021-2022 academic year to improve student engagement.

COVID-19 had a major impact on higher education, lasted a lot longer than anyone could have predicted, and ultimately affected Numbers 3 and 4 of my original SMART goals. Student engagement and participation took a hit like most institutions of higher education. Students were more comfortable with online services as opposed to coming in person, and some students simply fell off the radar or school was not the top priority; therefore, maintaining a 2.0 or higher and participating in at least one academic service proved to be harder to implement, measure, and accurately report than originally expected.

My final SMART goals were to

1. Increase enrollment at the satellite campuses in TRIO SSS by 10%
2. Make recommendations to establish a recruiting model with specific strategies to improve enrollment for the satellite campuses and enrollment in the program overall

3. Make students more aware of the program and the services it has to offer

## 4. Disciplined Inquiry

### 4.1 Introduction and Theoretical Framework

TRIO SSS is a federally funded program through the U.S. Department of Education whose goal is to increase retention and graduation rates. The TRIO SSS program at LUCC enrolls 175 students annually who fall into the low-income, first-generation, or disability category. Their services include but are not limited to tutoring, career coaching, college tours, and cultural experiences. I used Kurt Lewin's Three-Part Change Theory of unfreezing, change, and refreezing for my theoretical framework (Kristsonis, 2004-2005).

Lewin believed behavior is affected by a balance of forces working together in opposing directions. The key is to analyze these forces and then help shift the balance in the direction of planned change. The first step is to change the behavior, which means unfreezing the status quo or existing situation. The second step is changing the behavior to movement, which involves moving the target system to a new level of equilibrium. The final step is refreezing, which takes place after the change has occurred in order for it to be sustained over time (Kristsonis, 2004-2005).

Theoretical Framework: Lewin's Change Theory

- Unfreezing
  - Change the mindset and the way students are recruited
  - This is the way we have always done things
  - No staff at the other campuses
- Changing the Behavior of Staff
  - The status quo is no longer working
  - Get out of their comfort zone
  - Prepare for change
- Refreeze
  - New recruiting model and practices
  - New approach and mindset to achieve program objectives
  - New ways to collaborate with high school programs while staying within federal guidelines

### 4.2 Hypothesis

If more students were made aware of the TRIO SSS program, enrollment and better utilization of services would increase at all campuses.

### 4.3 Research Questions

1. Why are there no students enrolled in the TRIO SSS program at the satellite campuses?
2. How can enrollment be expanded to the other campuses?

### 4.4 Literature Review

The literature (Appendix D) places low-income, first-generation college students and

students with disabilities in the at-risk category. “‘At-risk’ students are those whose income falls below the designated poverty level, or whose cultural or family background has placed them at an educational disadvantage” (College Scholarships.org, n.d., p. 1). If these students graduate high school and enroll in college, it is a huge accomplishment; therefore, it is important to meet these students where they are and make recruitment for college a family affair.

Some possible solutions and explanations are listed below:

- meet students where they are
- recruit the whole family
- recruit in nontraditional settings
- use peer and student recruiters for this population
- bilingual recruiting materials
- high school transitional programs
- use of special retention program in college

Since a lot of these students are the first in their families to go to college, it is often a family decision where they attend, promoting the concept of recruiting the whole family. Recruitment must sometimes take place outside of traditional settings, such as churches, community centers, and festivals, and the use of students as recruiters and campus tour guides is effective. It is also important that recruitment materials be bilingual; this shows a certain level of respect for other cultures and an appreciation for diversity. High school transitional programs done over the summer before the first semester of college have been shown to bridge the gap and provide a great introduction to college courses and expectations and help with a smooth transition. Lastly, having special retention programs in place once a student is enrolled, particularly during the first year, is extremely important as well. All of these play a role in these students being successful and having a great college experience.

#### **4.5 Methodology**

I used the explanatory mixed methodology approach to collect my data. This involved using quantitative and qualitative tools to collect data. I used a survey to collect my quantitative data and a focus group to collect my qualitative data. The survey included six qualitative questions and six quantitative questions and was sent to 89 students currently enrolled in the program initially. It was later discovered that only 30 of those students were still actively enrolled in classes, even though they were still considered to be a part of the program. The survey was then resent to an active list of students which totaled approximately 63 students, of which 28 students responded. In an effort to gain more data, a focus group was also conducted. Three students participated and they were asked seven questions which were based on the survey questions.

- Mixed methodology
  - Explanatory
- 12 Question Survey
  - Couplets:
    - Six Qualitative questions

➤ Six Quantitative questions

The feedback (Appendix H) revealed students mostly heard about the program through word of mouth and that students at the satellite campuses did not know the program existed or knew very little about it. They felt advertising of the program could be improved and recruiting techniques that worked at the central campus location could be replicated and be successful at the satellite campuses. Students also believed offices at the satellite campuses would help with recruitment and awareness of the program. They spoke favorably of the TRIO SSS staff and loved the family feel of the program.

The focus group was conducted by an LUCC facilitator, and three students participated. The questions were based on the survey. A summary (Appendix I) of the focus group was provided by the facilitator.

- Focus Group
  - seven questions based on the survey questions
  - open-ended questions

## 5. Continuous Improvement Systems

### 5.1 Continuous Improvement Planning

Based on the four recommendations I identified to assist with developing a recruiting model to recruit students at the satellite campuses for the TRIO SSS program at LUCC, the partnering organization is planning to do the following:

1. Communications Plan
  - After reading the recommendation for a communications plan, TRIO SSS plans to build a recruitment plan for the academic year. It will include texting students in the program but also looking to see if it can text students who are eligible participants.
  - TRIO SSS plans to hire a peer mentor to work with them to reach out to students on campus. They will continue to do calls and emails and have a recruitment person going out as well.
2. Marketing Plan
  - Initially, TRIO SSS was told they could not use social media but are looking into alternate media options that are popular among students.
3. Offices at the Satellite Campuses
  - TRIO SSS is reaching out to satellite campuses this fall. In the new recruitment plan, TRIO staff plans to visit four of the satellite campuses. The new part-time counselor will have an office at the two campuses identified as having the most potential for eligible students for the program.
4. Collaborations with High Schools
  - TRIO SSS staff has recently gotten involved with the North Carolina TRIO Conference Committee and plans to network within that group. This organization has ties to the local high school TRIO programs, and TRIO SSS will connect them to our campus and help build a pipeline program.

## 5.2 Continuous Improvement Actions

The TRIO SSS office is planning to implement a recruitment plan for the 2022-2023 academic year, and it will include a communications plan with a variety of outreach methods. TRIO SSS plans to add offices at two satellite campuses and provide periodic visits to two other satellite campuses starting in the fall of 2022. There is also a plan to hire a peer mentor to work on outreach to students on campus. Lastly, TRIO plans to create a pipeline program connecting TRIO SSS with local high schools to make recruiting more seamless for the program.

## 5.3 Continuous Improvement Feedback

Program SWOT Analysis (Raeburn, 2022)

- It is recommended the program performs annual SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses near the end of each program year to determine what has worked well, what has not, areas for improvement, and areas for opportunities; and to evaluate threats. This will help determine what to keep, change, or eliminate as far as program objectives.

Evaluate Enrollment Numbers at the Satellite Campus

- This can help determine whether a presence (offices) at the satellite campuses is making a difference in the number of students enrolled. Comparing numbers in their student database yearly would be recommended.

Student Survey

- Students should be surveyed annually at the end of the spring semester to get their feedback. Questions should allow for feedback on any strengths of the program, areas of concern and improvement, suggestions, and overall opinions of the program. This feedback will help staff when doing the SWOT analysis.

Conduct Focus Groups

- Focus groups can be conducted periodically to address the same areas as the survey since some students might prefer to participate in a focus group rather than take a survey or vice versa. Students could be given a choice in which one they prefer. This feedback will also be good for the SWOT analysis.

## 5.4 Continuous Improvement Implementation

All the recommendations are important, but I would consider the two listed below as the most critical to the planning process.

Offices at the Satellite Campuses

- TRIO SSS will be reaching out to satellite campuses starting in the fall of 2022. In the new recruitment plan, staff plans to visit four of the satellite campuses. The new part-time counselor will have an office at the two campuses identified as having the most potential for eligible students for the program.

### Collaborations With High Schools

- TRIO SSS staff has recently gotten involved with the North Carolina TRIO Conference Committee and plans to network within that group. This organization has ties to the local high school TRIO programs, and TRIO SSS will connect them to our campus and help build a pipeline program.

The feedback systems that would be most critical to the planning process are the SWOT analysis, evaluation of enrollment at the satellite campuses, and surveying of students. Student feedback will be critical in determining what is working and what is not, areas of improvement, opportunities for growth, and potential threats. Evaluating enrollment numbers at the satellite campuses is important for the recruitment and growth of the program. These three components will help in the planning process for each academic year and provide a road map to accomplish program recruitment, goals, and objectives.

## 6. Deliverables

### 6.1 To Partnering Organization From Candidate

- Create a recruiting model that enhanced recruitment in the program–May 2022
- Increase enrollment at the satellite campuses–May 2022

These deliverables connect with the organizational challenge to be a student-centered institution that provides equitable services to all students for student success. It also helps with the overall recruitment goals for the college (Appendix F).

### 6.2 Deferred Deliverables

- Increase student engagement
  - This deliverable was deferred largely due to COVID-19 still impacting in-person activities and student attendance on campus. Some students still were not comfortable being in person and preferred to remain online. Student engagement will continue to be impacted by COVID-19.
- Newly enrolled students will participate in at least one activity during the 2021-2022 academic year. These activities include but are not limited to college tours, academic tutorials, career coaching, and workshops.
  - COVID-19 impacted this as well for the same reasons listed above (Appendix F).

## 7. Communications Plan

### 7.1 Communications Plan Development

I attended a fall planning retreat in July 2021 to meet the other staff members I would be working with on this project. At this retreat, I was able to hear the goals, objectives, and plans for the upcoming year. I also got a better understanding of who does what and who my stakeholders were. After this, I was able to come up with my communications plan (Appendix J).

The goal of the communications plan was to provide a timeline of when certain things



could be done, asked for, or expected. It included plans for recruiting, status and progress of enrollment, outreach initiatives which included special events or programs, and frequent updates. Most of the information initially went to my project host and she distributed it as needed or asked me to follow up with the appropriate person. I determined the frequency of communication based on each stakeholder's role in my project. For example, communication with my project host ranged between weekly, bi-weekly, and monthly. It varied depending on at what point we were in the project. The method of communication was primarily emails, phone calls, or Zoom meetings. Other stakeholders were only on an as-needed basis. This worked well and varied based on what was needed for the project at the time.

## **7.2 Stakeholder Engagement Plan**

The project stakeholders were primarily identified by the project host, and I became clearer about the various roles of each stakeholder at the planning retreat in July 2021. I identified five project stakeholders in addition to my project host. They were my project host, the vice president of student engagement, the program counselor, the student success coach, and the strategy and organizational excellence division, and I engaged with them at various points in my project when needed. The student success coach offered valuable information on strategies that had been attempted and those that might be worth a try. The counselor was able to identify active and inactive students for emails and surveys, and the strategy and organizational excellence division helped with my data collection. Each stakeholder played a huge role in the implementation and success of my program.

## **8. Risks**

### **8.1 Mitigation and Contingency**

There are risks associated with any project; some can be forecasted, while others are unpredictable. After evaluating my project and contemplating potential risks, I identified six risks for my project. I considered whether they would be high, medium, or low risks and rated them accordingly. Three were considered low, and three were considered medium.

- Inability to reach the enrollment goal of 10-15%: medium
- Lack of resources: low
- Lack of interest from students: low
- Lack of staff to implement recruiting model: medium
- Lack of time: low
- Loss or change in job: medium

At first, a contingency plan was put into place for the three medium risks only, as outlined below.

Contingency Plan (Plan B):

Inability to reach the enrollment goal of 10-15%

- Since enrollment at the satellite campuses is 0% right now, any increase in enrollment would be a plus

Lack of staff:

- Meet with the project host about other options
- Seek volunteers or hire work-study staff
- Ask for staff assistance in promoting the program events, and programs

Loss or change in job:

- Continue the same work with another TRIO program at another institution or nonprofit agency
- Continue to work with host institution

These would still be my main risks; however, I would have placed a higher risk level to each of them, because they proved to be high risks and had some impact on my project.

I did change jobs over the course of my project and was no longer employed with the host institution. This affected my access to certain items and had an impact on areas I had hoped to be more hands-on with. My project host also retired when some things were scheduled to be implemented. In addition, her retirement brought a reduction in staff and a loss of leadership within the program. As a result, this affected the timeline of the project. Although I was fortunate to maintain a good working relationship with my host institution and was still supported, I still feel I lost some valuable time during the transitional period.

I was able to maintain the risks by establishing a good rapport and working relationship with the interim assistant director to get the things I needed. This helped with the time factor. He took on a lot of things so the lack or loss of staff became less of an impact. The table below is a complete summary of all six risks and contingency plans for each.

Risk	Risk Level	Mitigation Plan	Impact (what the impact will be to the project if the risk occurs)
Inability to reach the enrollment goal of 10-15%	High	Came up with other methods to recruit students	Project might not have been seen as being successful
Lack of resources	Low	Made needs request early  Came up with creative ways to still get what's needed	Minimal-most things associated with the project are resources that were readily available
Lack of student interest	Medium	Brainstormed about ways to reach out to students  Came up with different engagement strategies	Would have impacted project goals
Lack of staff to implement the recruiting model	Medium	Plans were made to hire a part-time staff for satellite campuses  Seek volunteers or use work-study students	Minimal-Current staff was capable of implementing as needed
Lack of time	High	Tried to adhere to the schedule  Had to make up time lost	Would have impacted meeting project goals
Change of job	High	Continued to work with this program or	Changed the access to information and the timeline of the project

## 8.2 Constraints

During my project, certain things happened unexpectedly that no one could have predicted, which placed some limitations/constraints on my project. Most of the constraints associated with this project fell into the functional, technical, and managerial categories.

- Left the partnering organization:
  - affected access to student databases and reports
- Project host retired
  - Affected how things functioned with the project as she was leaving and the transition afterward
- Interim assistant director had limited knowledge of my project and not as much knowledge on some aspects of the program

- Affected both managerial and functional aspects of the project in the delivery and implementation of certain things and had an impact on the timeliness of collecting data

All these constraints affected the project schedule (Appendix K) and the timeline under which I was operating.

## 9. Budget

The budget cycle for TRIO SSS is September 1 through August 31<sup>st</sup> of each year. Since they are federally funded through the U.S. Department of Education, they have an annual budget. A separate budget was not needed for my project. My monetary needs were minimal and came out of their existing budget.

Item	Amount	Total
Marketing Materials (fliers, postcards, etc.)	\$100.00	\$100 annually
Part-Time Staff	\$22.12 per/hour-20 hours weekly = \$442.40 monthly = \$1769.60	\$21,235.20 annually
Supplies (Instructional supplies and materials)	\$1029.00	\$1029 annually
Miscellaneous (food, focus group, etc.)	\$150.00	\$150.00
<b>Totals:</b>	<b>\$1721.40</b>	<b>\$22,514.20</b>

## 10. Analysis and Recommendations

In analyzing the data from my survey and focus group from current students in the program, I was able to come up with five themes that I developed into four recommendations. The five themes were

1. Need more awareness and visibility of the program
2. Improved marketing
  - a. Social media
  - b. Advertising on homepage
3. Partnership with high schools or other TRIO programs to recruit students
  - a. Summer Bridge programs or other high school transitional programs
4. Offices at the satellite campuses
  - a. Three campuses were mentioned in the survey
5. Feels like a family atmosphere
  - a. Staff really care and are supportive

The current students felt like very few students actually knew about the program at the satellite campuses. They thought better marketing could help, along with a presence (staffing and offices) at the other campuses. They also thought partnering with high schools or other TRIO programs would help with recruiting and awareness of the program. Overall,

they really liked the environment of the TRIO program and the support of the staff.

Based on these themes, my four recommendations were as follows:

1. Communications Plan

Awareness and visibility of the program need to be improved. Students indicated they mostly heard about the program through word of mouth; however, the majority preferred communication by text and email. A communications plan that includes a variety of communication methods like texting, emailing, fliers, mailings, and robocalls would make students more aware of the program.

2. Marketing Plan

Students indicated they would like to see more of a social media presence on various tools like Instagram, Facebook, and the college's website. A more prominent place on the college's homepage or in the scroll rotation on the home page periodically throughout the year would assist in making potential students more aware of the program. A more active social media presence could assist with better awareness and visibility of the program.

3. Offices and Staff at the Satellite Campuses

The majority of students surveyed and who participated in the focus group indicated they thought it would be beneficial to have offices at the satellite campuses. Some students indicated it is not always convenient to travel to the central campus for services. They also thought this would help with recruiting, student awareness, and better utilization of the services. In the focus group, a student indicated participants responded well to the fliers and recruiting table set up at the central campus. If this was replicated at the other campuses, the result could be the same. There were three satellite campuses identified in the survey that students were familiar with. A report ran also indicated these campuses may have eligible students for the program based on financial aid applications. Staffing or staffing rotations at these campuses would be favorable.

4. Partnership With Transitional High School Programs

Students indicated they thought recruiting in the high schools or partnering with other high school TRIO programs would make more students aware of the program and assist with recruiting. Since federal guidelines prohibit recruiting students for SSS until they are enrolled in college, partnerships with transitional high school programs like Summer Bridge, College Connection, and Gateway would be beneficial. These types of programs are geared towards high school students who are close to graduation or recent graduates. They give them an opportunity to register for college classes early and attend new student orientation. Summer Bridge programs provide high school graduates a chance to get an early start on college by taking transferrable classes the summer before their first year of college. Students participating in these programs are fresh out of high school and/or enrolled in college and could be ideal students for the program. Collaborating with male, female, and LGBTQ campus groups for information

sessions could also increase awareness and recruitment.

## **11. Reflection**

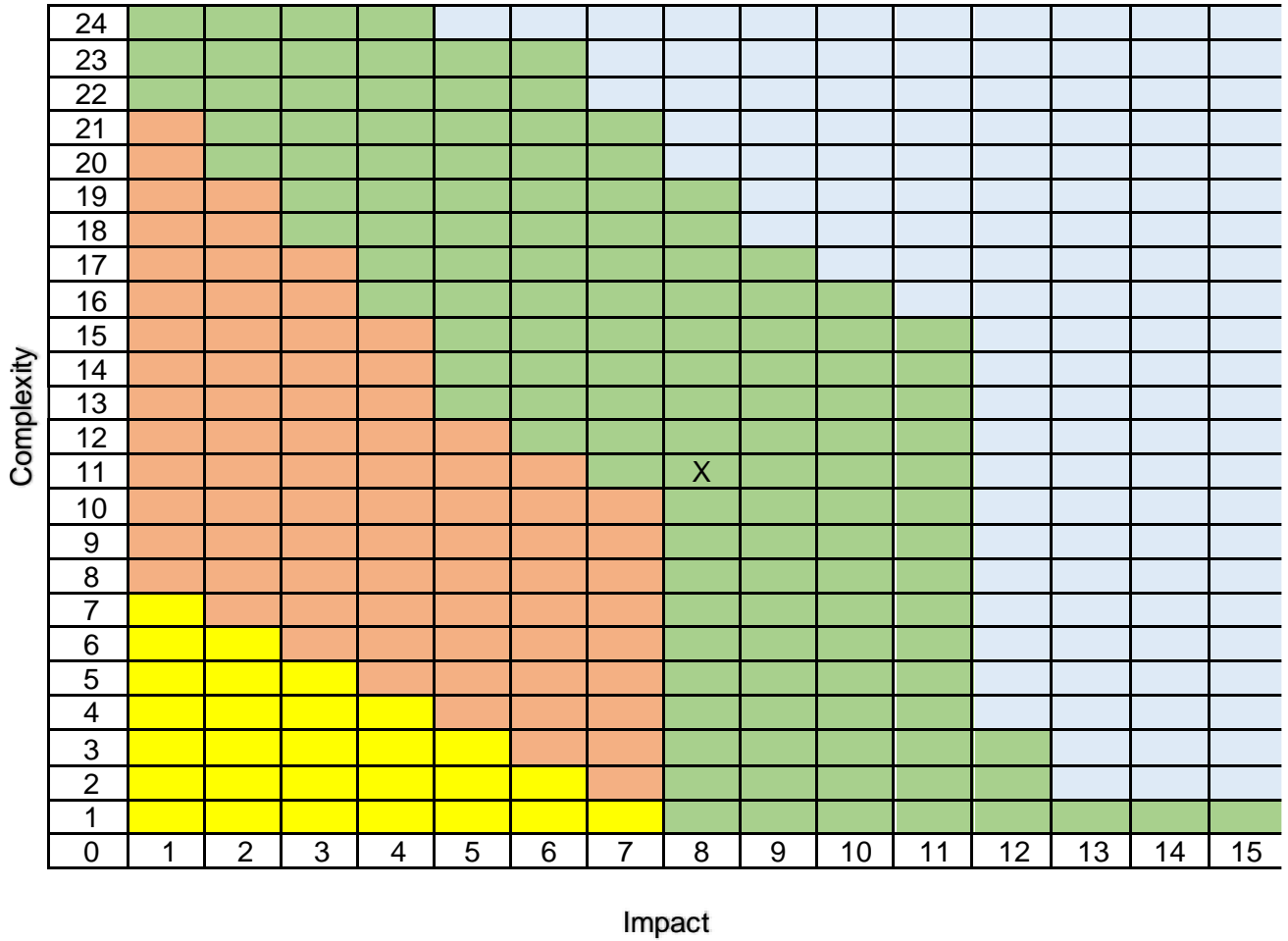
### **11.1 Professional Learning**

My professional learning included learning to stay focused, disciplined, and on track while facing adversity. These are skills any leader must utilize at some point in their career. During times of adversity, you must trust your instinct, the knowledge you have, and the skills you have acquired to stay the course. I was able to rely on my strength of attention to detail but balance not getting too bogged down in the details. Consequently, I improved on the speed of my decision-making and decisiveness. It also helped me recognize when it was time to shift gears, come up with a Plan B, or try something else entirely. I also had to stay positive and optimistic throughout this project, even during times of adversity and uncertainty.

### **11.2 Personal Development**

This project has taught me a lot about patience, perseverance, and juggling several things simultaneously. In the course of completing the project, I left the partnering organization and started a new job, and my original project host retired, all during a 4-month time frame. The person who took over in the interim had limited knowledge of my project, so I had to spend some time bringing him up to speed, which somewhat threw off my timeline. Despite all of this, I think I have stayed true to who I aspire to be as a leader: a keeper of my word, attentive to detail, inquisitive, and a person of integrity. These are things I also value in anyone with whom I work. The DEOL program develops character, confidence, and humility with an emphasis on servant leadership and followership. I think this is an area in which I have grown and will continue to be a work in progress in my leadership journey.

## Appendix A Complexity Assessment



	Not a Project
	Minor Project
	Medium Project
	Major Project

Matrix Result Medium Project

## Appendix B

### Project Complexity Matrix

Criteria	Score 1	Score 2	Score 3	Score 4
Delivery Timescale (months) – 10%	1-6	6-12	12-18	> 18
Stakeholders 20%	Internal and within single organizational area	Internal across more than one business area	Mainly external	Internal and external
Operational change 15%	Very minimal	Some new processes and possible some re-training	Significant restructure of processes and work areas	Major change/ large scale restructure, outsourcing
Contract complexity 20%	No new contracts required	Single contract with known supplier	Multiple contracts with known suppliers	Contract(s) with new suppliers(s)
In-house expertise 20%	Have done this before many times	Have done this before once or twice	Have done similar before, but not the same	Have not done anything like this before
Dependencies 15%	Very minimal links with other projects	Links with other projects but little impact	Links with other projects upon which this project depends	Other projects depend upon this project



## Appendix C

### Consultancy Project Charter



## Doctor of Organizational Leadership Program

### CONSULTANCY PROJECT CHARTER

1. General Project Information				
Project Title:	<b>TRIO Student Support Services (SSS)</b>			
Project Host(s):	<b>Director of TRIO Student Support Services at Large Urban Community College</b>			
Project Sponsor (GWU):	<b>Dr. Betsy Jones</b>			
Project Manager:	Marla Harris	Date: January 22, 2021		
Project Description	<p>My Consultancy Project will consist of developing a recruitment model for the TRIO Student Support Services program at a Large Urban Community College (LUCC) to increase enrollment at the satellite campuses. Currently the program enrolls 175 students annually, and the majority of these students attend the Central Campus location where the program is housed. LUCC has five satellite campuses and a Center, and the program would like to have students at every campus in this program. My goal will be to help the program accomplish this by developing and implementing a recruiting model to get students interested and enrolled in TRIO at the satellite campuses and to keep them engaged in the program.</p>			
2. Project Participants and Roles (add or delete lines as needed)				
	Name	Role	Telephone	E-mail
Project Manager:	Marla Harris	Consultant (Project Manager)	704 999-8485	<a href="mailto:Marlaharris411@gmail.com">Marlaharris411@gmail.com</a>
Team Members:		Director of TRIO-SSS (Project Host)		
		Administrative Assistant		
		PT-Student Success Coach		
		Counselor		
		PT-Counselor		

3. Stakeholders (e.g., those with a significant interest in or who will be significantly affected by this project)		
Director		
Dean of Retention Services		
New Students		
Prospective Students		
4. Project Purpose Statement		
<b>Project Purpose</b> Describe the need this project addresses		
<p>TRIO Student Support Services (TRIO-SSS) is a college retention and degree completion program centered on academic, personal, social and career support for under-resourced college students. The goal is to increase the college retention and graduation rates of its participants. This is accomplished by providing a variety of services that include academic tutoring, coaching, and counseling. It is imperative that as many students as possible at every campus utilize their services for academic success. This is why recruitment and enrollment at all six campuses is crucial and necessary to helping accomplish the mission and objectives of the program.</p>		
<b>Resources</b> Describe the resources made available by the project host for this project		
<ul style="list-style-type: none"> <li>• Budget for: Marketing Materials, PT Staff, Special Events, Student Activities (\$10,000)</li> <li>• Report of Eligible Students (Low Income/First Generation)</li> <li>• Support of TRIO SSS Team</li> </ul>		
<b>Project Deliverables</b> List the high-level "products" to be created (e.g., improved xxxx process, employee manual on yyyy)		
<ol style="list-style-type: none"> <li>1. Recruitment Model</li> <li>2. Improved Enrollment at the Satellite Campuses</li> <li>3. Improved Student Engagement</li> </ol>		
<b>Project Milestones</b> Project significant accomplishments anticipated over the life of the project with estimated timeline		
Milestone	Timeline	Participants
Approval of Recruiting Model	03/2021	Project Host
Implementation of Recruitment Model/Project Execution	03/2021	Marla Harris (Project Manager)
Progress Report Check In	06/2021	Project Host and Project Manager
End of Program Year Numbers/ Progress Report	08/2021	Project Host and Project Manager
New Program Year Plan	09/2021	Marla Harris
Progress Check In	12/2021	Project Host and Project Manager
Wrap Up and Final Results	01/2022	Project Host and Project Manager
<b>Project SMART Objectives</b> Include 3 to 5		

1. Increase enrollment at the satellite campuses by 10-15% by the end of the program year which is August 31, 2021.
2. The newly recruited students will participate in at least one academic service by August 31, 2021.
3. The newly recruited students will maintain good academic standard by maintaining a 2.0 or higher GPA through August, 31, 2021.

**Major Known Risks (including significant Assumptions)** Identify obstacles that may cause the project to fail.

Risk	Risk Rating (Hi, Med, Lo)
Limited access to students in a virtual environment	High
Lack of student Interest	Medium
Lack of students who meet the eligibility requirements	Low
Limited Marketing	Low
Limited resources	Low

**Constraints** List any conditions that may limit the project team's options with respect to resources, personnel, or schedule (e.g., predetermined budget or project end date, limit on number of staff that may be assigned to the project).

- Starting the recruiting process in a virtual environment
- Decrease in enrollment at the College during the COVID Pandemic

**External Dependencies** Will project success depend on coordination of efforts between the project team and one or more other individuals or groups? Has everyone involved agreed to this interaction?

There are no external dependencies known at this time.

**5. Communication Strategy** (specify how the project manager will communicate to the host, Sponsor, Project Team members and Stakeholders, e.g., frequency of status reports, frequency of Project Team meetings, etc.)

Phone Calls, Emails, and Webex Meetings: As needed  
 In Person Meetings: Post COVID  
 Progress Report Checkins: Every Three Months or As Needed  
 Team Meeting: End of Program Year (August 31, 2021)

**6. Sign-off**

	Name	Signature	Date (MM/DD/YYYY)
Project Host	Director		01/22/2021
Project Sponsor	Dr. Betsy Jones		
Project Manager	Marla Harris	<i>Marla Harris</i>	01/22/20201

**7. Notes**

## **Appendix D**

### **Professional Literature Review**

Recruitment in TRIO programs, specifically Student Support Services (SSS) housed at institutions with multiple campuses, can be challenging. The SSS program housed at a Large Urban Community College (LUCC) serves 175 students annually. LUCC consists of six campuses and one center, but all the students in SSS come from the main campus. The program wants to expand its outreach and recruitment to students at the other campuses so that all eligible and interested students may receive its services. This would also assist in meeting the college's mission of being a student-centered institution and making equity a priority for all students. In order to assist with this, research was needed on what recruitment strategies have been used to recruit different student populations at institutions with multiple campuses. I conducted three interviews, reviewed several articles in my research, and developed the following themes: focus of TRIO, recruiting models, and best practices for recruiting in TRIO.

#### **Focus of TRIO**

TRIO programs date back to 1964 and were created under President Lyndon B. Johnson's "war on poverty."

Johnson announced a war on poverty in his first State of the Union address in January of 1964. He considered the depth and extent of poverty in the United States (nearly 20% at the time) to be a national disgrace and merited a national response. (Cooley, 2020, p. 1)

The war on poverty became a part of the Economic Act of 1964 which was passed by Congress and became law in August 1964. It included the creation of new federal programs and agencies which included TRIO programs. The Act included an experimental program known as Upward Bound. In 1965, Educational Talent Search was created, with Student Support Services

following in 1968. These original three became known as the “trio” of federally funded programs that encourage access to higher education for low-income students (University of Nebraska-Lincoln, 2021) The original three have now expanded to include an additional five programs: Educational Opportunity Centers, Ronald E. McNair Postbaccalaureate Achievement, Training Program for Federal TRIO Programs Staff, Upward Bound Math and Science, and Veterans Upward Bound.

The TRIO programs are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds and target low-income, first-generation college students and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs (U.S. Department of Education, 2022).

SSS specifically aims to increase college retention and degree completion through a variety of services which include personal and career coaching, academic tutorials, counseling, information on the college transfer process, college tours, scholarship and financial aid application assistance, and financial literacy. It should also be noted that these are all grant programs that are funded through the U.S. Department of Education usually for 5 years. “The recipients of the grants, depending on the specific program, are institutions of higher education, public and private agencies and organizations including agencies and organizations, community-based organizations with experience in serving disadvantaged youth and secondary schools” (U.S. Department of Education, 2022, p. 1).

### **Recruiting Models**

Students who are low-income and first-generation college students are considered to be at risk. According to College Scholarships.org (n.d.),

In the most general terms, “at risk” students are those whose income falls below the designated poverty level, or whose cultural or family background has placed them at an educational disadvantage. This includes women, ethnic minorities, single parents, and first-generation college students. Students who fall into any one of these categories may be eligible for an “at-risk scholarship.” (p. 1)

“As for first generation status, the American Association of Community Colleges add that 42 percent of community college students are the first in their families to attend college” (Gulf Coast Community College, 2011, p. 6). The recruiting models vary in their approach to recruiting students who might fall into this category. One recruiting practice is recruiting the whole family, which makes choosing a college a family affair and decision. This is common in Latino families. “Latino students strongly believed family to be an important issue in making their college decisions. Having not experienced college themselves, parents of such students are typically unfamiliar with what enrollment entails and what opportunities college will offer their students” (Gulf Coast Community College, 2011, p. 16). Recruitment information in a student’s native language is another plus. Parents must be able to read and comprehend the college materials they are receiving. It also shows respect for students’ cultures and a sense of diversity and inclusiveness.

Two other practices mentioned are recruiting in nontraditional settings such as community centers and churches and using other minority students or current students to recruit. “Meeting students and their families where they are like festivals, sporting events and community gatherings have proven to be effective” (Gulf Coast Community College, 2011, p. 3). They are in their own element and are more comfortable and receptive to what is being said and offered. Using students as ambassadors and/or recruiters is another successful recruiting strategy.

Students can relate more to someone with a similar background and in the same age range. Current students sharing their experiences with other prospective students is a useful recruiting tool. This is even more impactful when touring a campus. College tours are known to be an important tool in the recruiting process and can be the deciding factor in choosing to attend a college. “Campus visitation—more specifically, the campus tour—is frequently cited as the most important aspect of the college recruitment process” (Secore, 2018, p. 150).

“Early outreach programs and college transition programs assist with recruiting by making the transition from high school to college seamless while contributing to a successful start of the college career” (Gulf Coast Community College, 2011, p. 10). These programs, most commonly known as summer bridge programs, are effective in recruiting students in high school to enroll in college classes during the summer and matriculate into college students in the fall. Some are given catchy names to attract the attention of students.

Pathway to Baccalaureate is a highly structured program designed to help students with the transition between high school and college. It covers everything from basic academic issues, such as how to develop good study skills, to step-by-step instructions on how to register for classes and apply for financial aid. (Chen, 2021, p. 63)

Programs like this give students a head start on college credit and acclimating to the college environment. It also serves as a good retention tool and a good recruiting pool for programs like TRIO.

### **Best Practices in TRIO**

I interviewed three directors of SSS programs: Emily Garrison, Caldwell Community and Technical Institute, Hudson, North Carolina; Faith Ibarra, Southwest Texas Junior College, Uvalde, Texas; and James Saunders, Johnson C. Smith University, Charlotte, North Carolina.

The two community colleges have multiple campuses, while Johnson C. Smith has one, but there were similarities in their recruiting methods. Some of the similarities include participating in new student orientation, presenting to traditional first-year and/or freshman classes, open house, and welcome back events, collaborating with other departments for referrals, and participating in campus events. Another best practice was “collaborating with the marketing department on making sure promotional materials were updated with the most recent information and brainstorming about the best way to connect with students” (E. Garrison, personal communication, March 26, 2021).

The main difference that was noted in recruiting at the community colleges and the 4-year institution was there seems to be more of a challenge recruiting at the community colleges. Johnson C. Smith serves 175 students annually just like LUCC, but on average, they only need to replenish 30 to 35 students annually to meet their target number, whereas LUCC averages 75 to 100 students who need to be replenished. Research supports there are distinct differences between the community college student and 4-year student, which affect retention rates. The community college student differs from the 4-year college student in terms of family dynamics, high school performance, and educational goals. Community college students tend to have more minority students who are not always as prepared academically as those students who attend 4-year institutions (Canter, 1997). There also seems to be a better referral process at 4-year institutions with financial aid and disability services, which makes for easier collaboration, recruitment, and retention of students. They all agreed the COVID-19 pandemic had impacted their programs and the way they offered services. Students varied in their access and skill set regarding technology.

As a result, emails did not work well for communicating with some students and virtual



workshops were not well attended. In-person activities were nonexistent and the ability to offer activities outside of the college were hindered. This also was a barrier to recruiting. Two of the three programs did not meet their annual enrollment goals for the 2021 reporting year. This normally would have resulted in penalties from the Department of Education, however, due to the pandemic, there was leniency. (Anonymous, personal communication, July 28, 2021)

The pandemic also provided some new opportunities and a chance to think outside of the box for those students who were tech-savvy. “Participating in online orientations, classroom presentations and seminars and online tutorials made it easier to reach some students” (F. Ibarra, personal communication, March 25, 2021). Virtual opportunities made it more convenient for students who may have had barriers during normal times (transportation, childcare issues, job responsibilities) which prohibited them from attending in person. “Nontraditional students, such as those who return to school later in life, may have increased family or job obligations that make it difficult to find time to complete all of their coursework” (Chen, 2021, p. 61).

Diversity in staff is another best practice. The region or part of the country you live in largely determines the makeup of your TRIO program. For example, at Caldwell Community College in Hudson, North Carolina, located near the mountains, there are very few minority students or staff. At Southwest Texas Junior College in Uvalde, Texas, which is considered southern Texas, there are a lot of Hispanic/Spanish-speaking students. At Johnson C. Smith in Charlotte, North Carolina, a large urban area, the majority of the students in the program are African American. All the TRIO professionals felt it was important to have diversity in their staff and that it contributes greatly to the success of their program. “It is important to seek employees who have similar experiences and backgrounds and who were first generation themselves” (E.

Garrison, personal communication, March 26, 2021). While it is important to have staff students can relate to, it is equally important that students understand and appreciate other cultures as well. Since TRIO professionals are often seen as mentors, advisors, and coaches, they are excellent resources.

The Student Support Services program contributes overall to the participant's learning environment by providing various program inputs and maintaining quality services. The Student Support Services program uses collaborative efforts to help program participants who need supplementary academic and personal support. The counselors and coordinators, in collaboration with other college staff, foster connections that advance student academic achievement. (Kelley-Hall, 2010, pp.154-155)

Specifically for institutions like LUCC and Johnson C. Smith, located in large urban cities, there is often a lack of teachers of color in education. An increase in the number of people of color teaching has many benefits. They are more apt to provide positive role models to students of color, challenge them to succeed, and establish bridges and a cultural match between a student's homelife and schools. Teachers of color are also more willing than their White counterparts to work in urban community settings (Ayalon, 2004).

Another strong predictor of recruitment, retention, and completion rates among students of color in urban locations is the "amount of contact that the chief student affairs officers had with students" (Opp, 2002, p.159). At Caldwell Community College and Southwest Texas Junior College, it was important to have staff either housed at a satellite campus full-time or spend a couple of days there per week. Both institutions indicated it was much harder to recruit students at other campuses and keep them engaged without the consistent presence of a staff member.

## Summary

The goal of this literature review was to discover how to effectively recruit students for TRIO at an institution that has multiple campuses. My findings indicated involving the whole family in a recruiting process, recruiting in nontraditional settings, developing recruitment materials in other languages, involving student recruiters, early outreach and high school transitional programs, and diversity in staff were key to successfully recruiting students who qualify for these programs and benefit the most. These recruiting strategies can apply to single-campus and multi-campus institutions. In my research, I found one stipulation I did not know about that hinders traditional recruiting of high school students. Federal guidelines prohibit SSS programs from recruiting in high schools. A student must be enrolled in college before recruiting can begin. James Saunders (personal communication, May 14, 2021), director of SSS at Johnson C. Smith University, stated, “relationships with counselors in the high schools are important for referrals to the program.” This is one way to work around this stipulation. I also found that it is not enough to get students enrolled; there must be creative strategies in place to keep them actively enrolled and engaged. One article summed it up best:

Universities should avoid “reinventing the wheel.” It is important to recognize that there are programs and activities already taking place within institutions of higher education.

The question is not where do we start, but what do we have that is already working?

(Dumas-Hines et al., 2001, p. 436)

## **Appendix E**

### **Brainstorming Recruiting Ideas**

#### **Brainstorming Recruitment Ideas for TRIO Student Support Services**

1. Staff at satellite campuses
2. Presence at Student Resources Day at all campuses
3. Open House/Information Sessions at the beginning of each semester
4. Email students in LIFG category about the program- a letter was composed last fall 2021
5. Participation and/or slide in New Student Orientation
6. Coordinate with Summer Bridge program on recruiting students that might qualify since they are already college students
7. Partner with Man-Up for eligible students (some maybe LIFG)
8. Run and informer report at the beginning of each semester to determine LIGF students at each campus- this report was created in Fall 2021

## Appendix F

### Project Scope

<b>CONSULTANCY PROJECT SCOPE, DELIVERABLES, SMART GOALS</b>				
Student Name	Marla Harris	Project Name	TRIO Student Support Services	
Key Deliverables (including benefits) of this Project*				
<ul style="list-style-type: none"> <li>Create a recruiting model that will enhance recruitment in the program</li> <li>Increase enrollment at the five satellite campuses</li> <li>Increase student engagement</li> </ul>				
Functionality/Feature Explicitly in Scope*				
1. The need to expand recruiting and have students in the program at all six campuses.	M X	S	C	W
2. Appropriate marketing materials		X		
3. Having part-time staff at area campuses			X	
4. The need for a recruiting model	X			
Functionality/Features Explicitly out of Scope*				
	M	S	C	W
5. Budget		X		
6. Improved Student Engagement			X	
- Must Have – the functionality that is essential to meeting the key organizational needs and realizing the proposed value; without this functionality the entire project would be pointless				

- Should Have – the functionality that is important to meeting the key organizational needs and realizing the highest value, but which may be deferred to the next version/release
- Could Have – the functionality that would add organizational value and would be useful to have, but which may be deferred to a later version/release
- Won't Have – the functionality that adds limited organizational value and may be deferred indefinitely

\*Based on the Project Charter document

<b>SMART Goals (Specific, Measurable, Attainable, Realistic, Timely)</b>	
Goal	Deadline
I will expand enrollment in the TRIO Student Support Services to the satellite campuses during the Fall and Spring semester by 10%.	May 2022
I will introduce a recruiting model that will outline specific strategies to improve enrollment at the satellite campuses.	May 2022
The newly recruited students will maintain good academic standard maintaining a 2.0 or higher through May 2022.- <b>Deferred</b>	May 2022
The newly recruited students will participate in at least one academic service during the 2021-2022 academic year to improve student engagement. - <b>Deferred</b>	May 2022

## Appendix G

### Introductory Email to Potential Students

Hello [REDACTED]

We hope you have had a great Fall Semester! We want to let you know about a great program we have at [REDACTED] that can really help you with some great resources. It's called TRIO Student Support Services. Here is some information about TRIO:

#### **What do we do in Trio Student Support Services?**

TRIO SSS is a free program that provides students with academic tutoring for math, English and science, counseling, college tours along with Success Coaching. We assign students to a staff member that will become their mentor and help guide them through the [REDACTED] process to graduation. Here is a link to a video that provides more specific information about TRIO.

[REDACTED]

#### **Who qualifies for TRIO Student Support Services?**

Students need first-generation, meaning neither their parent(s) nor guardian(s) graduated from a 4-year college or university and meet federal low-income guidelines. Please let us know if you have any questions about this, we would be happy to provide more information

#### **How do students apply to TRIO Student Support Services?**

Applying to TRIO is easy! Students can go to our TRIO webpage [REDACTED] and fill out the short application and click submit. A staff member will reach out to them shortly.

Lastly if you have any questions, please email us back. We would love to hear from you.

Best,

## Appendix H

### Program Questionnaire

# Default Report

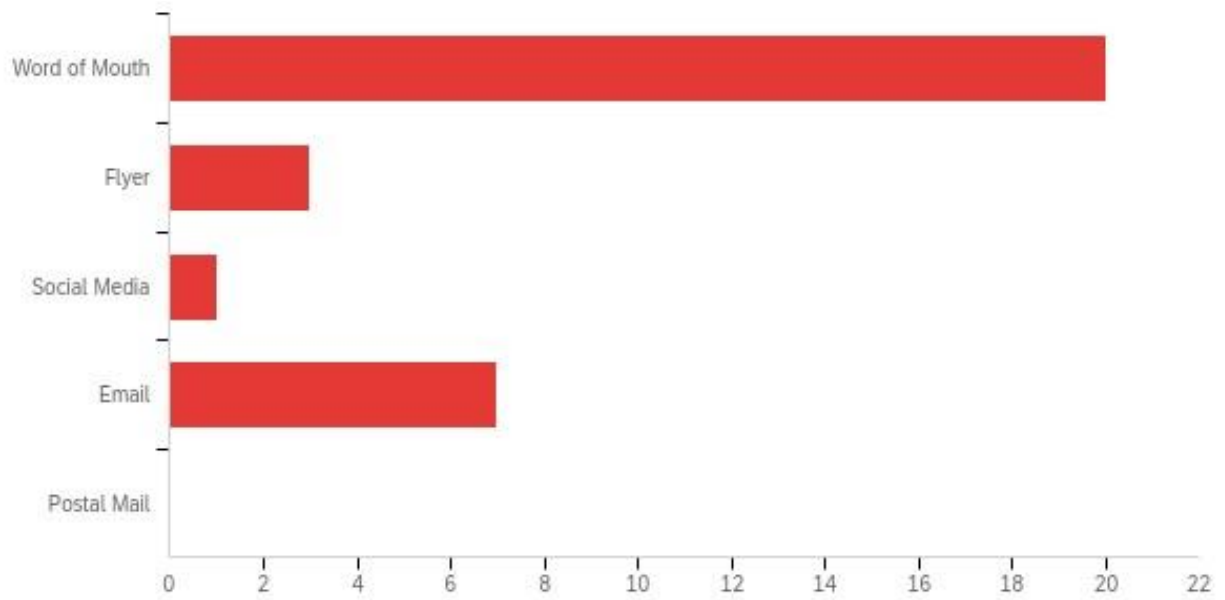
*Program Questionnaire - Copy*

July 14th, 2022, 7:57 am MDT

Program Questionnaire Researcher Marla Harris, EdD Candidate College of Education, Gardner-Webb University Purpose: The Program wants to expand its services to the satellite campuses at the college. The purpose of this research study is to determine why there are no students enrolled in the Program at satellite campuses and how Program enrollment can be expanded to those satellite campuses. As a current student in the program, we would like to get your feedback on how you first heard about the program, what made you want to join, the enrollment process and what keeps you engaged in the program. You will be asked a series of questions about these aspects of the program which will assist us in identifying methods which work and areas of improvement. Please be assured that your responses will be kept anonymous. Procedure: Click on the attached link to open the survey. Participants are expected to answer all survey questions. However, if there is a question that causes discomfort skip it and proceed to the next survey question. Time Required: It is anticipated that the survey will require approximately 5 minutes of your time. Voluntary Participation: Participation in this study is voluntary. You have the right to withdraw from the research study at any time without penalty. You also have the right to refuse to answer any question(s) for any reason without penalty. Anonymous Data: The information that you give in the study will be handled confidentially. Your data will be anonymous which means that your name will not be collected or linked to the data. Risks There are no anticipated risks in this study. Benefits: There are no direct benefits associated with participation in this study. The Institutional Review Board has determined that participation in this study poses minimal risk to participants. Payment: You will receive no payment for participating in the study. Right to Withdraw from the Study You have the right to withdraw from the study at any time without penalty. To withdraw from the study, exit the survey without submitting it. How to Withdraw From the Study To withdraw from the study, exit the survey without submitting it. If you have questions about the study, contact: Marla Harris, EdD Candidate College of Education, Gardner-Webb University Phone: 704 9998485; mharris23@gardner-webb.edu. Dr. Dale S. Lamb, Faculty Advisor Professor College of Education, Gardner-Webb University dlamb@gardner-webb.edu Your participation in this study is completely voluntary. Please complete and submit the survey by February 28, 2022.



**Q1- How did you first hear about the Program? Please check all that apply.**



#	Answer	%	Mode
1	Word of Mouth	64.52%	20
2	Flyer	9.68%	3
3	Social Media	3.23%	1
4	Email	22.58%	7
5	Postal Mail	0.00%	0
	Total	100%	31

**Q2- If you first heard about the Program from another source, please explain.**

If you first heard about the Program from another source, please explain.

---

Nothing else.

---

Person who was part of Program told me first but I signed up when there was a table inside the Math Building at Mainl campus.

---

i was new to the school and found their location went in an asked for information

---

This service provide tutoring that allow me to get help with the subject that I'm having trouble with.

---

On the College website under clubs.

---

high school program

---

Yes i heard about the Program from a fellow student and my English instructor when i was freshly admitted to school after about 20years plus of leaving high school back in my Modery Nigeria and i couldn't upload or do anything with blackboard because it was a new technique to me totally different from what we're used to back in Nigeria but when i got to locate the Program and enrolled it was the best decision of my life as a student again because they entire staff and the tutoring processes really helped my academic performance and I am always eagerly telling other students like me who i see struggling with one academic challenge or the other to quick go and enroll in the Program and they are always thankful that i told them about the Program.

---

I heard from a friend that is in the program her name is Redacted.

---

The stem program at college

---

It was through a club at main campus during resource zoom meeting.

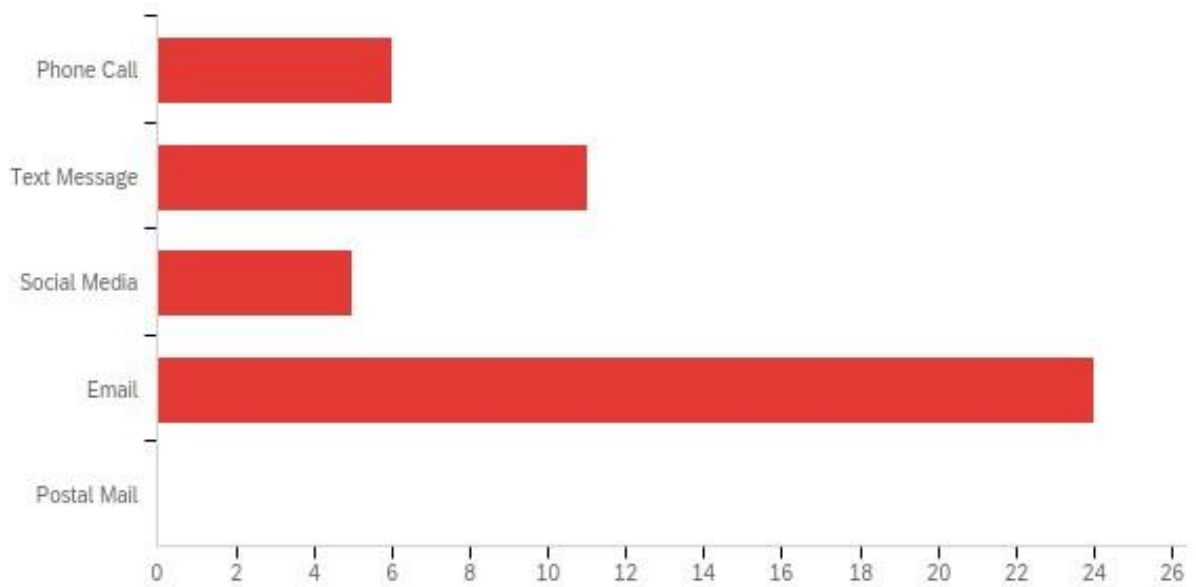
---

I heard about the program from school.

---

I was clicking though the college website

**Q3- How do you prefer to receive notifications about programs at the College?  
Please check all that apply.**



#	Answer	%	Mode
1	Phone Call	13.04%	6
2	Text Message	23.91%	11
3	Social Media	10.87%	5
4	Email	52.17%	24
5	Postal Mail	0.00%	0
	Total	100%	46

**Q4- What made you want to enroll in the Program? Please check all that apply.**

#	Answer	%	Mode
1	Services offered to students	41.38%	24
2	Comradery or sense of belonging	18.97%	11
3	Cost Factor; Free to students	25.86%	15
4	Previous enrollment in a program (i.e., Upward Bound, Educational Talent Search)	13.79%	8
	Total	100%	58

**Q5- If you enrolled in the Program for a reason different than those above, please explain.**

If you enrolled in the Program for a reason different than those above, please explain.

---

Tutoring because it helps me to study more and to practice the problem that i have problem with.

---

tutoring available

---

It gives me support on what will i need to do and to meet other people.

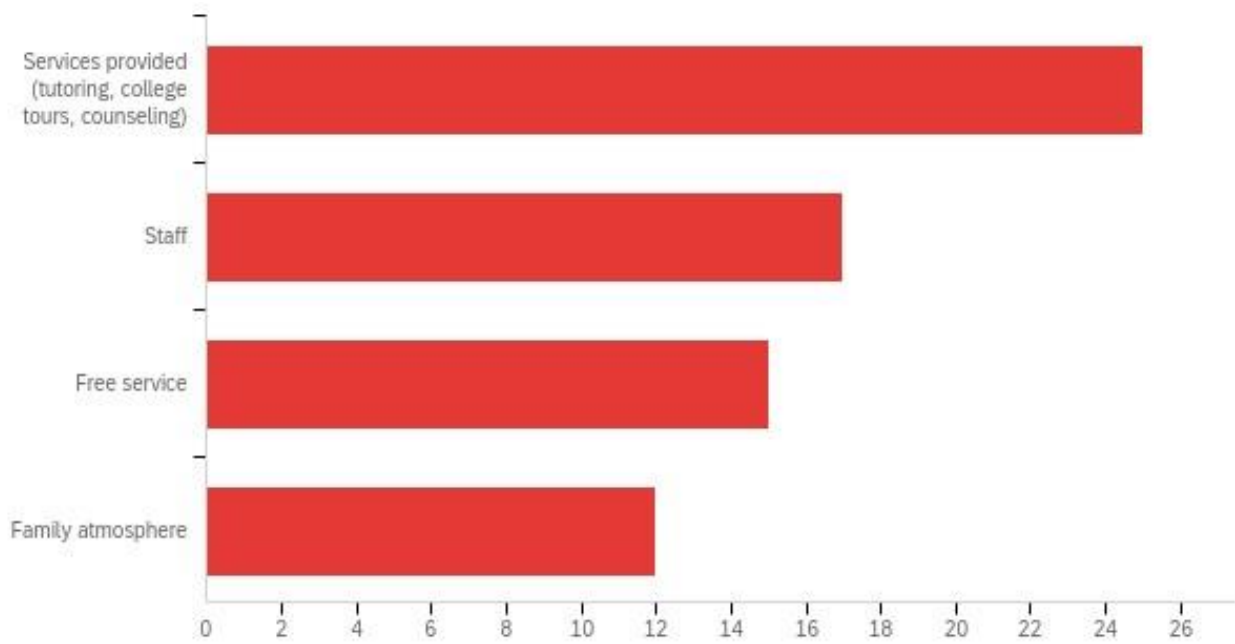
---

rewards, computers and study area are provided and convenient, friendly staff.

---

I enrolled because of the tutoring services offered here at the Program. As well as the informational benefits.

**Q6- What makes you want to continue being enrolled in the Program? Please check all that apply.**



#	Answer	%	Mode
1	Services provided (tutoring, college tours, counseling)	36.23%	25
2	Staff	24.64%	17
3	Free service	21.74%	15
4	Family atmosphere	17.39%	12
	Total	100%	69

**Q7- If you continue to be enrolled in the Program for a reason different than those above, please explain.**

If you continue to be enrolled in the Program for a reason different than those above, please explain.

---

Tutoring.

---

I can sign up for counseling to give support.

---

content and information is valuable.

**Q8- Have you ever taken, or do you take, classes at any of the other College Campuses? Please check all that apply.**

#	Answer	%	Mode
1	No	54.55%	18
2	North	18.18%	6
3	South	9.09%	3
4	West	3.03%	1
5	East	15.15%	5
	Total	100%	33

**Q9- Would you travel to another Campus for Programs, Activities, or Services?  
Please check all that apply.**

#	Answer	%	Mode
1	No	43.75%	14
2	North	28.13%	9
3	South	12.50%	4
4	West	6.25%	2
5	East	9.38%	3
	Total	100%	32

**Q10- Do you feel the recruitment process could be better for the Program? If yes, please explain.**

Do you feel the recruitment process could be better for the Program? If yes, please explain.

---

No.

---

No

---

More awareness of program

---

no

---

No, I got my email offer thru Gmail and it was really easy to apply.

---

I feel staff could go to high schools and speak with perspective students

---

I feel if the program has not already go through it to high schools. Most students are afraid and ashamed to speak up and ask for services.

---

no.

---

Yes, more students in the program give presentation or student outreach.

---

No, it was easy and simple to sign up

---

possibly communicate with high school trios

---

Its absolutely a smooth process

---

Honestly no it's a fast process and very welcoming

---

No

---

Yes, Initially email was the only way of contact and then interview by phone was the option due to COVID. I personally prefer in person meetings. Also at the time the group chat was not available I am glad it is now.

---

It would be beneficial to students to have access to programs in different campuses.!

---

**Q11- Is there anything that you would recommend that the staff do differently in the recruitment process of getting students enrolled in the Program? If yes, please explain.**

Is there anything that you would recommend that the staff do differently in the recruitment process of getting students enrolled in the Program? If yes, please explain.

---

No.

---

No

---

Yes, continue to be great! You are changing lives, one student at a time. Congratulations!

---

no

---

No.

---



Sit down with students

---

Have alumni and present students in the program go out to speak.

---

no

---

No

---

Maybe visiting local high schools, it would have been to start my first year with a group I could connect with and help me

---

no

---

I believe the entire staff are all and about the student success from start to finish.

---

Advertise more of the success coaching

---

Make it known in every class at the beginning of the year

---

There are many students that do not know about it. There could be more involvement on social media on College IG for more engagement of how the program benefits students. Follow-up with more one on one scheduling of tutoring to match schedule as an initiation. More guidance on how to use the services provided.

---

I suggest that staff makes it more lively. By making it a presentation or introduction

---

**Q12- Do you think the Program would benefit from having a presence at other campuses? If yes, please explain.**

Do you think the Program would benefit from having a presence at other campuses? If yes, please explain.

---

Yes. Because that way other campuses have programs to ask for help.

---

Yes, more campus will benefit having know there is a program help student.

---

I'm sure it would for those that can't travel to main campus

---

Yes, it is extremely valuable. If it can be expanded, so that more students can benefit, it's a worthwhile endeavor

---

no

---

No.

---

Yes. Everyone should have the same opportunity. Most students do not have transportation to get around. If it is too far they will not participate

---

Yes. Not everyone has transportation and will not take the I train to travel to another campus.

---

no

---

Yes I think so. I think personalized experiences would help.

---

They're will be A better reach and other students will get the help they need

---

Yes, would be able to reach more students to inform them about the program.

---

yes! there would be more students to reach

---

Yes because it will create awareness in a broader perspective.

---

An office of two at other campuses could help spread the word

---

Yes because than more students would know about it and get in the program

---

Yes some students are unaware of the service

---

Yes. Anyone having to travel to main it can be an inconvenience.

---

Yes it would. Students from other campuses would find services like tutoring, fun activities and information beneficial.

**Q13- Is there anything else you would like us to know about the Program?**

Is there anything else you would like us to know about the Program?

---

No

---

Redacted is awesome.

---

No

---

Need more available times for workshops variety of times

---

Keep changing lives! You priceless....

---

I really like how there's always someone there no matter the issue they help me find someone to solve that problem I really like the tutoring and all the services that they provide

---

No.

---

You guys are great

---

You guys are awesome!

---

no

---

No

---

In my opinion I think the area of creating awareness should be done in a more efficient and effective way so it will be like a household name in all the campuses and student groups because so many students are either shy or not really aware there's a place like trio where they can get help when struggling with academic affairs. Also the entire staff at trio are exceptionally wonderful and student - success oriented. I am very grateful for the time and support i got from The Program.

---

The Program is a great program I found much success in the program

---

I would like to have more outlet access for my laptops at the tables provided in the office. Like on the floor the tables are inconveniently arranged where the cable cannot reach it. so then I go to the library instead. This keeps me from going there sometimes.

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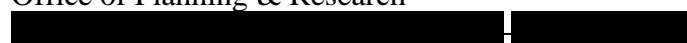
Are there study groups here at The Program.

**Appendix I**

**TRIO-Student Support Services Focus Group Report**

**June 2022**

Report prepared by:  
Office of Planning & Research



Contents

Overview.....	3
Methodology .....	3
Breakdown.....	3
Conclusion.....	4

## Overview

During the month of June, TRIO-Student Support Services (the college's retention and degree completion program centered on academic, personal, social, and career support for under-resourced college students) partnered with the Planning and Research Office in order to gather feedback regarding their experiences with TRIO-Student Support Services. The feedback obtained from this focus group will be used by TRIO-Student Support Services to improve its recruitment efforts and program offerings.

## Methodology

### Focus Group

- Members of Planning and Research hosted a small focus group during which three students, who frequently use TRIO's services, participated. The focus group lasted for about an hour during which guiding questions were used in order to direct the flow of the conversation.

### Breakdown

- When asked "At which campus do you generally take classes?"
  - Participants primarily take classes at Central campus
- When asked "How did you first hear about TRIO?"
  - Participants heard about TRIO either through staff recruiting, other students, or their high school counselor
- When asked "What made you decide to enroll in TRIO?"
  - Responses from participants included receiving help transitioning to college, help with classes such as tutoring, as well as having a reliable space to study.
- When asked "What about the recruitment process do you feel worked especially well?"
  - Participants responded well to the flyers and recruiting tables that TRIO set up on Central campus
- When asked "Do you feel there are any improvements that could be made to the recruitment process?"
  - One participant recommended that TRIO should advertise their coaching and tutoring services as well as the family-like atmosphere by including pictures and stories of students currently benefiting from TRIO.
  - Another participant wished to see TRIO marketed somewhere on the College's website

homepage.

- When asked “What would help encourage more students to decide to join TRIO?”
  - Suggestions included promoting TRIO’s one-on-one services and tutoring, hosting events that invite the general student population to learn what TRIO is about, and creating TRIO offices at different campuses.
- When asked “If TRIO programming was offered at other campuses would you attend those events?”
  - Some of the participants would attend TRIO events at other campuses for a new experience; however, others would continue to attend at Central campus due to the personal relationships they have developed with the TRIO staff.
  - One student who takes some classes at East campus suggested he would still probably come to TRIO at Central campus even if East campus had a TRIO office.

## Conclusion

The responses from the focus group provided important feedback regarding how some College students view their experience with TRIO. When reviewing these results, it is important to keep in mind that this focus group only represents the feedback from three students. Responses from the focus group suggest that the students appreciate the services provided along with the close family-like environment but would like to see these aspects reflected better in the marketing of the program and for additional campus locations to be considered. A note of thanks goes out to all those who participated in the focus group.

## Appendix J

### Communications Plan- TRIO Student Support Services

Stakeholder	Information Needed	Why Needed	Timeline/Delivery Method
Project Host	Plans for recruiting Status and progress of enrollment Outreach initiatives (Special events or programs) Frequent Updates	To understand how the project is going To provide pertinent information To make suggestions To ensure collaboration	Biweekly/Monthly updates  Emails Phone Calls Webex Meetings
Student Success Coach	Plans for recruiting Status of enrollment Outreach Initiatives Number of students in each category	To collaborate and ensure our methods don't overlap or conflict To suggest new strategies	Monthly/As Needed  Primarily emails and calls Will conduct Webex meeting if needed
VP of Student Engagement	Plans for recruiting Purpose for needing reports and other information	Approve budget for marketing Approve getting access to various reports/information to assist with recruiting status	As needed  Emails Phone calls
Counselor	Status of enrollment numbers Number of students in each category	Helpful to Student Intake Process	As needed  Email Phone Calls Webex Meetings
Project Sponsor (Dr. Elizabeth Jones)	Project progress Project changes Project conflicts or obstacles	To monitor ongoing progress To make recommendations and suggestions To keep on track	Twice a semester or as needed  Project Status Report Zoom meetings Email

## Appendix K

### Project Schedule for DEOL Consultancy Project

Project Name: Recruiting at Satellite Campuses for TRIO Student Support Services

Project Organizer: Marla Harris

Projected Timeline: July 2021-May 2022

Actual Timeline: July 2021- July 2022

<b>Project Phase II</b>	<b>Starting</b>	<b>Ending</b>
TRIO Brainstorming Retreat	July 28, 2021	July 28, 2021
Shared Preliminary Brainstorming Recruiting Ideas	September 2021	September 2021
Met with Project Host	September 27 November 11th	
Asked for report of target students	October 12, 2021	November 23, 2021
Submitted IRB	December 1, 2021	December 21, 2022
Composed an introductory letter to potential eligible students	December 2021	
Met with IT about informer reports of students to target	December 2021	
Emailed Eligible Students	January 2022	



<b>Project Phase III</b>	<b>Started</b>	<b>Ending</b>
Sent Survey to Students	February 2022	
Sent Survey second time	February 2022	
Survey sent to a more accurate list of active students	April 2022	April 2022
Conducted Focus Group	June 8, 2022	June 8, 2022
Collected and Analyzed Data	July 2022	July 2022
Shared Themes and Recommendation to PO	July 29, 2022	July 29, 2022

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