The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a service/office/program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each area reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic (every five years) comprehensive review that shows evidence of improve

Please complete this section for services/offices/non -instructional programs scheduled for comprehensive review in spring 2014. Go to Sec tion II for services/offices/non -instructional programs scheduled for annual review in spring 2014.

A. OVERALL SERVICE/ OFFICE/ PROGRAM EFFECTIVENESS

1. Describe your service/office/non -instructional program in terms of its overall effectiveness over the past several years .

Please consider the questions below in des cribing your area.

· What are your area

B. STAFFING PROFILE

1. In the table indicate the number in terms of FTE. For instance, 1 full -time staff person is 1.0, and a half -time person is .5 .

Positions	2011-12	2012-13	2013-2014
Management, Supervisors			
Classified Staff			
Classified Staff- Part-time			
Faculty Staff			
Faculty Part-time			
Student Workers			
Professional Experts			
Total Full Time			

C. SERVICE / OFFICE / PROGRAM GOALS

1. List and describe   service/ office/ program   goals for the next comprehensive review cycle   Fall 2014 through Fall 2018   . Be sure to highlight innovative, unique, or other especially noteworthy aspects.

A new mission and vision is currently before the board for approval in Februar y. In considering your service s/ office s/ program s future goals, please review the proposed new mission and vision statements.

VISION STATEMENT

Hartnell C ollege will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

MISSION STATEMENT

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

[List and describe service/ office/

II.

This section must be completed for ALL services/offices/non-instructional programs, including those scheduled for a comprehensive review in spring 2014.

A. DATA & TRENDS

1. Provide available data and information that define target recipients of the service/office/non-instructional program, including numbers/size, types and characteristics/needs of current and potential users, students, clients, and/or other relevant populations. List the sources of this data and information.

In academic year 2013-2014, 816 students were served in the Transfer and Career Center via appointments, and an additional 2,920 were served via transfer and career workshops, the Transfer Day/ College Night, and job fairs--yielding a total of 3,736 recipients. These numbers include students that were first-time freshmen (high school seniors), returning students, transfer students, and Veterans. The Transfer and Career Center held its 28th Annual Transfer Day/ College Night serving over 2,400 students and community members. Of these students 522 students were freshmen and sophomores from our local high schools. Many of the 3,736 students served by the Transfer and Career Center are first-generation, low-income students. We are working with these students to prepare them with the skills necessary to plan and achieve a college educational goal. By providing comprehensive academic counseling and advising we are working to ensure students understand the steps they need to take to accomplish their personal and educational goals. Furthermore, we equip our students with the skills and information necessary for preparing to transfer to a university and ultimately a career.

3. Provide any other relevant data   and describe any other relevant qu   alitative factors   that affect service/program provisi   on, office functioning   , and the evaluation of the service/office/non   -instructional program   . List the sources of this data and in   formation.

The Transfer and Career Center has been able to address the Transfer service delivery needs appropriately with the current staff set in place, but in terms of Career services, there is a need for supporting staff in order to increase the career service model. Ideally, part of the career service goals would be to bring back the Cooperative Work Experience curriculum to provide an enhanced career exploration and preparation experience for our students. This project would require hiring a full-time Career Counselor.This would maximize the College1.9773 0 0 12(d0) Tj ET

B. SERVICE/PROGRAM MODALITY

1. Describe the different physical locations (campuses, sites, etc.) at which, the various delivery vehicles (phone, online, face -to -face, etc.) through which , and the times (of day, evening, week, etc.) at which the service/program is provided to intended recipients. Consider staffing and other resources available to serve user need s for each location , vehicle, and time specified.

Transfer and Career Center services are provided at all campus locations including (Main Campus, Alisal Campus, King City Educational Center). In academic year 2013 counseling hours were increased at all sites. This includes Transfer 101 workshops, Transfer Application workshops, Resume Writing workshops, and Mock Interviews being offered to students. The Transfer and Career Center largest annual event is its Transfer Day (9am to 12pm) College Night (6 pm to 8 pm) which is housed in the Student Center and hosts over 45 university representatives who offer information regarding transfer, housing, financial aid, scholarships, and admissions requirements. Students are also able to send emails to the Transfer and Career Center Counselor/ Coordinator with questions and receive a response (typically within 24 hours). Counseling services are offered in mornings, afternoons, evenings, and some weekends to meet the needs of students. One of the challen

3. Describe the process t o change and improve service /program quality for the more challenging locations , vehicles, and/or times .

The process typically begins with some data analysis, usually through student surveys on their needs at the College. In academic year 2013-2014, through the delivery of Transfer and Career workshops, the Transfer and Career Center, and reestablishment of the Transfer Center Advisory Committee, we were to

C. OUTCOMES

Each service unit/office/non-instructional program develops its own Service Area Outcomes (SAOs). The outcomes should be directly related to the work of the service unit/office/non-instructional program, challenging but attainable, and measureable. SAOs should articulate what specifically is to be achieved; their measurement should assess how well the service unit/office/non-instructional program is performing.

1. Please complete the following tables.

List Service Area Outcome(s) scheduled for assessment as previously specified	What changes have occurred in the service/office/ program as a result of dialogue?	Was a Service Area Outcome Assessment Summary completed (if expected)?
1.		

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

Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program ?

On Flex Day at the start of the spring 2014 semester, administrators, faculty, and staff gathered to analyze the findings of SAO data. Discussions occurred on what the data meant and how services could be modified and improved to better serve our students. As a   result   of internal discussion, and a review of Spring 2014 California Community College Transfer Recommended Guidelines from the CCC Chancellor's Office and the CCC Transfer Center Directors, the Transfer Center re-established the Transfer Center Advisory Committee and planned for summer Transfer workshops. These changes would ensure students learned critical information regarding transfer requirements, and also increase support of Transfer and Career

D. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your service/office/ program, and ulti mately is undertaken to improve or enhance your service/office/program , and keep it current.

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 14-15?	Will activity continue into AY 15-16?*
1. 28th Annual Transfer Day/ College Night	2,400 students and			

RSVPd and affected arrangement in the facility. Technical: FacilitiesRequest Process requires we obtain proof of liability insurance from each employer representatives, or collect a hold harmless waiver prior to the event. (wonder

	participating.	(CSU GE certificates/ IGETC certificates/ AATs and ASTs). If we had the ability to somehow access emails of only those graduating transfer students, we could contact them directly and ensure a higher participation rate.		

* For each activity that will continue into AY   2015-16 and that requires resources, submit a separate resource request in Section III   .

1.

3. Annual Spring Job/Career Fair served 170 students and community members with approximately 30 participants having gone through Career Development/Preparation workshops by the Transfer and Career Center prior to the job fair. Local CET students were also a large number of the participants and employers were pleased with the resumes they collected. Post-event dialogue led to suggesting the Transfer and Career Center communicate and collaborate more with the Business Office Tech instructors to better prepare students for the Spring Job/Career fair.

4. 1st Annual Transfer Mixer: On May 14, 2014, the Transfer and Career Center, in collaboration with the Associated Students of Hartnell College, hosted the first Transfer Mixer for transfer students who are graduating this spring. The Transfer Mixer was a celebration held in Steinbeck Hall, and 40 transfer students were able to network over lunch. The students enjoyed meeting other peers who would be transferring to the same university, and they also received helpful advice from a panel of Hartnell alumni who already completed

   their bachelors, and in some cases, their masters degree. Each received a Certificate of Recognition for their transfer achievement.

   The alumni panel included: Laura Zavala, Program Assistant for Student Life Office at Hartnell College and a graduate of CSUMB and SJSU with a BA and MA; Sara Sanchez, Program Assistant for Transfer and Career Center at Hartnell College and a graduate of SJSU with a BA and MA; Mario Estrada, Food Safety Director for Markon and a graduate of SFSU; and Juan Ledesma, College to University Success Program Support for Science and Math Institute at Hartnell College and a graduate of UCSC. The Transfer Mixer Committee members were Augustine Nevarez, Director of Student Life; Elaine Duran, Student Trustee; Miriam Muñoz, ASHC Senator; Andrea Rivera, ASHC Senator; Transfer through Teamwork Club members; Sara Sanchez; Laura Zavala; and Mercedes Quintero, Counselor/

   Transfer and Career Center Coordinator. Through post-event debriefing, we found that it would be beneficial to include faculty members at our next Transfer Mixer, encouraging them to wear their Alma Matter gear and make themselves available to share their college experience with our transfer students. We anticipate the number of transfer students who participate in the 2nd Annual Transfer Mixer will be well above 40 in spring 2015.

This section must be completed for ALL services/offices/non-instructional programs, whether scheduled for annual or comprehensive review in spring

committee; Staff/Faculty Overtime/overload Costs (for evening hours) Food/ refreshment for university reps.

c) Does this activity span   multiple   years?

3. This item is used to describe how the new activity, or continuing new activity, will support the service/office/program .

Consider:
· Faculty
· Other staffing
· Facilities
· Equipment (non -expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
· Software
· Hardware
· Outside services
· Training
· Travel
· Library materials
· Science laboratory materials

f) Describe the new activity or follow -on activity that this resource will support.

The Fall Annual Veterans Appreciation Job Fair and Spring Annual Job/Career Fair will continue to support our students and community members in networking with our local employers.

g) Describe how this activity supports any of the following:
6) Service Area Outcome
7) Program level Outcome
8) Course lev el Outcome
9) Service/Program Goal
10) Strategic Priority Goal

The Fall Annual Veterans Appreciation Job Fair and Spring Annual Job/Career Fair contribute to the Colleges Strategic Priority 1, 2, 3, 4, 5, and 6 by: 1. Providing a venue for students and community members to network with local employers, 2. Providing Career Development information and preparation, 3. Providing preliminary student services information on enrollment and program degrees.

h) Does this activity span   multiple   years?   YES   NO (X)

If yes, describe the action plan for completion of this activity.

Not Applicable

i) What measureable outcomes are expected from this activi   ty? List indicators of success.

As a result of students participating in this activity the following outcomes are expected to be achieved:

j) What are the barriers to achi   eving success in this activity?

The barriers to achieving this activity are as follows:

B. RESOURCE REQUESTS

If new/additional resources are needed for your service/office/program , it is important that you identify them and project their cost , and that these resources and costsbe considered through the Colleges integrated planning (budget development, funding decision making, and resource allocation) processes. A resource is likely to be somethingneeded to support an activity that you have identified in IIIA. above, in which case you must link the resource with a specific activity number (first column below). A resource could also

* Personnel: Include a C or F after the amount

APPENDIX A . Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013 -2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities with seamless pathways to all of the college s present and prosc.1t0191 72 632.88