Program Planning and Assessment (PPA) for Services, Offices & Non-Instructional Programs

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 improvement and outlines long-range goals.

The Program Planning and Assessment process will improve and increase the flow of information and data at Hartnell College. The result of the process will also improve institutional effectiveness.

Service/ Office/ Non-Instructional Program	Date Completed (must be in final form by 3/31/14) *	Date Submitted to VP
Department of Support Programs and Services	6/6/14	6/6/14

*Please note that you should work with your colleagues and supervisor/director/dean to ensure that this report is completed, revised as needed, in its final form and submitted no later than the end of March.

List of Contributors, including Title/Position

Paul Casey - Director/Coordinator
Heidi Gentry - Lead DSPS Specialist
Silvina Zepeda - DSPS Specialist
Amy Burnett - Counselor (part-time)
Vince Lewis - Counselor (part-time)

This PPA report is organized in 3 sections and 9 subsections as follows:

I. Comprehensive Review a. Overall Service/Office/ Program Effectiveness, b. Staffing Profile, and c. Service/ Office/ Program Goals.

II. Annual Review a. Data & Trends, b. Service/Program Modality, c. Outcomes, and d. Previously Scheduled Activities.

III. Annual Action Plan a. New Activities and b. Resource Requests.

INSTRUCTIONS

- For services/offices/non-instructional programs scheduled for comprehensive review in spring 2014, please complete Sections I, II, and III.
- For services/offices/non-instructional programs scheduled for annual review, please complete Sections II and III.

Please complete this section for services/offices/non-instructional programs scheduled for comprehensive review in spring 2014. Go to Section 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 describing your area.

- What are your area's primary functions?
- How are students/employees served by the service/office/program?
- What are the unique aspects of the service/office/program?
- How does the service/office/program

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
Director of Student Affairs - Categorical Programs/Coordinator	1 full-time	1 full-time	1 full-time
DSPS Lead Specialist DSPS Specialist	1 full-time 1 full-time	1 full-time 1 full-time	1 full -time 1 full-time

Classified Staff- Part-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.

M ISSION STATEMENT

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

[List and describe service/ office/ program goals here]

1)

2)

3)

4)

5)

This s ection 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, client s, and /or other relevant populations . List the sources of this data and information.

Data Element	2010-2011	+ / - %	2011-2012	+ \ - %	2012-2013
Weekly Student Contact Hours (WSCH)	359		302		
Full-Time Equivalent Students (FTES)					
Unduplicated Number of Students Served	404	+	455	-	436
Acquired Brain Injury:	29		29		26
Developmentally Delayed Learner:	15		22		22
Hea Impaired:	16		18		15
Lea led:	51		82		75
Mol	70		59		41
O			155		162
Psycholo			76		85
Speech/Lan			3		1
Vis			11		9
Student Lear					
Grade Poi					

Learning Disabilities

- During the 2010-2011, year- DSPS counseling services was reduced to one full time counselor and one full time LD Specialist/Counselor. The number of DSPS with

2. Compare service /program quality provided across locations, vehicles, and times . Are there differences? To what do you ascribe the differences in your service/ program ? Discuss any other relevant fa ctor s regarding diverse service/program modalities and environm ents .

Needed improvements in lab at the main campus

- Larger monitors: 7 monitors in DSPS lab need to have 27 screen, one in the computer lab, one at Alisal, one at King City Center.
- Talking Calculator, Color Keyboards, Digital Recorders and Smart Pens
- Students could benefit from having additional classes/workshops for assistive technology and beginning Keyboarding/computers, and instructional assistance in the lab.
- Mobility access pathways throughout the campus

Office Campus Site

- Alisal Campus and King City Center do not have dedicated staff who specialize in Multi media technology
- Counselors with special skills in working with students with disabilities are not available at these sites.
- Counselor with Learning Disability assessment training
- Mobility access pathway throughout the Alisal Campus and King City Center

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

Main Campus

Main campus could benefit by undergoing hardscape modifications, which would allow greater access by those with mobility impairments. DSPS Faculty and staff provided complete documentation of an assessment for mobility accessibility by walk throughout the main campus to identifying areas of limited access for persons with mobility impairment

Some areas where identified such as:

- Walkways (ruts, too narrow and)
- Restrooms use and access
- Elevator door close too fast
- Building D & E access door too heavy

Alisal Campus/ King City Center

DSPS Faculty and staff provided a complete documentation of an assessment for mobility accessibility by walk throughout the Alisal Campus and King City Center, identifying areas with barriers and access for persons with mobility impairment.

Some areas where identified such as:

- Front entrance door to be automatic
- Quit study room too small for wheel chair access

Intended Outcomes	Assessment Tool, Criteria fo Measurement, Target Semester for Assessment, and Procedure	Assessment Result	Refinements/Modifications
DSPS students will report that they are satisfied or very satisfied with the educational accommodations/services they receive and that they are reasonable and appropriate to support the achievement of their goals	Assessment Tool: Service Satisfaction S		

		ways to help us	

Intended Outcomes	Assessment Tool, Criteria f Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
Students will report that they agree or strongly agree that DSPS faculty and staff provides courteous and effective DSPS Services.	Assessment Tool: DSPS Program Survey (Comprehensive) Criteria for Assessment: 80% of DSPS students will report that they agree or strongly agree that they experienced courteous and effective DSPS services. Target Semester for Assessment: Spring 2014 Procedure: A comprehensive survey was used to extract student data needed to evaluate program services to students.	Assessment results are being compiled and assessed.	DSPS staff and faculty will meet to determine areas of dissatisfaction and develop appropriate modifications. The modifications will be enacted prior to the administration of the next survey (end of the Spring 2014 semester).

Intended Outcomes	Assessment Tool, Criteria f Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
DSPS students will report that DSPS counselors provide advisement and help them develop appropriate	Assessment Tool: DSPS Program Survey (Comprehensive) All DSPS will be surveyed; 80%	Over 90% of students reported that they agree/strongly agreed that counselors helped those select appropriate classes.	

educational goals to support student success	will Strongly Agree /Agree that counselors have provided appropriate educational goals to support their educational success Target Semester for Assessment: Spring 2014	

Procedure:

A comprehensive survey was used to extract student data needed to evaluate program

	services. Target Semester for Assessment: Spring 2014 Procedure:Students were given DSPS Program Survey (Comprehensive) at the end of the Fall Term. The rog8.7610 12is] TJ ET BT 11.0191 0 0 11.04 192528579256 32m [() Tj ET BT 11.0191 0

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	Satisfied to Very Satisfied).	

Intended Outcomes	Assessment Tool, Criteria for Measureme Target Semester for Assessment, and Procedure	Assessment Results

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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?

provide advisement and help them develop appropriate ed. Goals to support student success	

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)?
DSPS students will receive reasonable and appropriate educational accommodations to support the achievement of their goals	Discussion will continue into summer 2014. At this time no final decision was made to conclude from the outcomes	In review

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 continues to exist?	Will activity continue into AY 14-15?	Will activity continue into AY 15-16?*
1. Interpreters	Reductions in part-time Lead Interpreter	Currently Lead Specialist and Program Coordinator assist in procuring Interpreting service. The need for interpreter is a moving target. The demands for interpreter are unpredictable and limited interpreters due to the availability of professional interpr eter in our region.	Yes	Yes
2. Note-taker appreciation activity	Recruit and encourage persistence in Note takers	Note-takers are strictly volunteer. Not for pay	Yes	Yes
3. Disability/Employment Awareness	Inform campus community on various Disabilities	Location of the event Low turnout	Yes	Yes

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

1. Evaluate the success of each activity scheduled, inc luding activities completed and those in progress . What measurable outcomes were achieved ? Did the activities and subsequent dialogue lead to significant change in service or program success?

This section must be completed for ALL services/offices/non-instructional programs, whether scheduled for annual or comprehensive review in spring 2014.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, AY 2015-16. An activity can address many different aspects of your service/office/program, and ultimately is undertaken to improve, enhance, and or keep your service/office/program current. A new activity may

*** Please complete this page for each new activity. ***

2. 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

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

- LSK-90 Memory Skill Class
  - Basic principle of memory improvement to help student memory and concentration deficits and learning challenges.
  - Part-time facuty
  - Classroom
  - Audio Visual equipment
  - Software
- Basic Keyboarding/Computer Class
  - Basic keyboarding and basic techniques using touch system on computer
  - Faculty
  - Computer classrooms
- LSK 129 Job Readiness
  -