

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 comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process improves and increases the flow of information and data at Hartnell College. The result of the process also improves institutional effectiveness.

Service/ Office/
Non -Instructional Program

Date Completed (must be in final
form

VP/Division Head's Comments (required) :

__Dr. Romero Jalomo, VP of Student Affairs____ _____

Please complete this section for services/offices/non -

1.

student success workshops. This electronic assessment is to be employed at the end of spring 2014 semester. Until a new format exists, third contacts have been conducted in person to determine if the student is exiting or

in compliance w Priority registration for continuing students is offered on a semester basis. It is offered to students who are

ensure that the educational plan is appropriate for the student and will ensure academic success. In addition to collaborating with the DSP&S counselors with regards to educational plans, CalWORKS counselors collaborate with the transfer and career center as a way to ensure students attend resume and cover letter workshops, which are critical for employment applications.

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	2012-13	2013-14
-----------	---------	---------

Currently, the EOPS/CARE program has two full

-timeCur0.414680 dEc4.73.37547(p)12.061()-6s75.4789747(f)12.1348(p)12.0617.92 Tm [(snt)0.4

Begin response here]

C. SERVICE / OFFICE / PROGRAM GOALS

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

In considering your service s/ office s/ program s future goals, please review Hartnell s vision and mission statements.

VISION STATEMENT

Hartnell College 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

EOPS mission is to serve low income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational goals.

The mission of CARE program is to assist single parent EOPS students receiving county aid to overcome the obstacles of single parenthood in order to succeed in college and help expand their educational and job training opportunities.

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/ program goals here]

- 1)
- 2)
- 3)
- 4)
- 5)

This section must be completed for ALL services/offices/non-instructional programs, including those scheduled for a comprehensive review in spring 2015.

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

Full-Time Equivalent Students (FTES)						
Unduplicated Number of Students Served	EOPS580 CalWORKs					

Needs:

CalWORKS: An area in which students have stated they would like more support is tutoring in English and math. Numerous studies and researchers have noted that English and math are gatekeeper courses for students. Some CalWORKS students are returning students, meaning they attended a formal higher education institution in over ten years and when they take the English and math placement assessment, they realize that they are at the

CalWORKS Currently the CalWORKS program has two part-time counselors that work a combined total of 20 hours per week. One counselor, Nancy Reyes, works 11 hours, while counselor Norma Nichols works 9 hours for the CalWORKS program in addition to being the program coordinator. The counselor schedules have accommodated student schedules and needs as the first month of every semester is usually the busiest time as all new students need a comprehensive educational plan, while continuing students need to update their educational plan in addition to setting book vouchers. To address such need, the counselors coordinate their schedules so that a counselor is available every day of the week.

Evaluation:

CalWORKS: The CalWORKS program provides workshops and new student orientation presentations to program participants. At the conclusion of every presentation, students complete a Satisfaction Survey in which the program participants are asked to indicate the quality of the presentation using the following scale: extremely satisfied, neutral, dissatisfied, and extremely dissatisfied. In addition to providing a comments section, the survey has a section in which students are asked to make any suggestions with regards to the quality of the presentation, changes or additions they would like to see. So far, the survey responses have been very positive, the main suggestion students have has to do with regards to the time the presentation is offered as students have class and must be able to attend the workshop.

3. Provide any other relevant data and describe any other relevant qualitative factors that affect service/program provision, office functioning, and the evaluation of the service/office/non-instructional program. List the sources of this data and information.

CalWORKS: Many of the CalWORKS program participants are also EOPS and CARE participants. Students are encouraged to participate in various support programs, but are reminded that the CalWORKS program is unique in the sense that all students must have an appointment completed by one of the CalWORKS counselors. Sometimes students forget such uniqueness and schedule appointments with other CalWORKS counselors, and come to find out that they must schedule another educational plan appointment with a CalWORKS counselor. Some students are confused by such requirement, but when explained that the CalWORKS program has specific regulations that students must meet a CalWORKS counselor are aware of such as their educational time clock and forms that are part of the program, such as CWES 123, students come to understand the program requirements.

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 needs for each location, vehicle, and time specified.
 - Telephone advising is offered to students enrolled in full-time schedules through distance education, Alisal campus or King City Education center.
 - Evening counseling is offered Monday and Tuesday each week throughout fall and spring semesters.
 - EOPS/CARE mandatory orientation for new students is offered in-person. There were a total of 6 in person orientations offered in the fall 20ei

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 factors regarding diverse service/program modalities and environments .

EOPS applications and brochures are sent to Student Services staff at the Alisal campus and the King City campus through mail. Students at either campus can complete an application and it is by Student Services staff the EOPS Specialist for processing. As a requirement to qualify for EOPS, a new student must be enrolled in a minimum of 12 units. For new students to receive EOPS/CARE services, they must attend a mandatory orientation and complete a comprehensive educational plan with a counselor.

The vast majority of our full-time students are enrolled in units on the main campus. For Fall 2013 we accepted a total of 106 new EOPS/CARE students, and for Spring 2014 we accepted 167 students. Furthermore, of the 263 new students we accepted during 2014 there was a total of 8 students from South County. A part-time counselor is available for the south county students. In addition, students enrolled at Alisal and King City can meet with general counselors located at those campuses to complete their educational plans.

To accommodate South County students they are given priority by coordinating their first counseling appointment and approving their book credit the same day. Furthermore, the EOPS book credit is only available at the Hartnell Bookstore, so any EOPS student who utilizes their EOPS book credit do so on the main campus in the case where students only take classes in south county arrangements can be made to have their books to the King City center.

In order to provide

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

EOPS staff and counselors are actively engaged in committee work and/or regular contact with the Follett Bookstore, the Student Body, DSPS, TRIO, Financial Aid, administrative support services at the other campus locations and the general department to ensure that an EOPS/CARE qualified student has full access to appropriate support services across all campus sites.

CalWORKS:

CalWORKS counselors meet with county CalWORKS case workers and the CalWORKS management analyst at least 2 times per semester. During such meetings, the Monterey Peninsula College (MPC) counselor and coordinator are present, as well as respective college staff. The collaborative meetings are held at the Monterey Peninsula College campus.

C. OUTCOMES

SERVICE AREA 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 measurable. 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)?
Student Workshops	Develop a new comprehensive student satisfaction survey ((Yes

3. Joint Activity
with Foster
Youth Program

1. List information concerning new projects or activities planned. The first activity listed should be the most important; the second activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 2016 -17. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2016-17 must be planned for appropriately.

*** Please complete items 2a -e immediately below for EACH new activity. ***

2. This item is u

- 3) Course level Outcome (list applicable course level outcome)
- 4) Service/Program Goal (list applicable service /program goal outcome)
- 5) Strategic Plan Goal (list applicable strategic plan outcome)

[Begin response here]

- i) Does this activity span multiple years? & YES & NO

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

[Begin response here]

- j) What measurable outcomes are expected from this activity? List indicators of success.

A satisfaction survey will be distributed at the end of each activity to measure the outcomes. It is expected that all students surveyed will indicate over 80% are Very Satisfied with the activity

- k) What are the barriers to achieving success in this activity?

[Begin response here]

B. RESOURCE REQUESTS

If new/additional resources are needed for your

1. EOPS Student success Workshops	Staff/ Faculty	Handout: (Supplies	Audio/Visual (H/S)	May hire professional for areas of expertise				Smart Classroom	\$150.00 per hour for Professional expert
2. Saturday EOPS new student orientation	Staff/ Faculty	Survivor Kit(supplies	Audio/Visual (H/S)					B-208 room for large group	\$15.00 per kit x 300=\$3,600
3. Adjunct EOPS faculty	Faculty	General Office Supplies	H/S for counseling		EOPS Conferences/ Training			Office Space main campus and off sites	\$35,666 Benefits included
4. College Campus Tours	Staff/	Food							

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 prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A

Priority 5 : Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.