

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-



- A. A contact session which combines interview and other interpretation of assessment results to prepare a student's educational plan, and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.

EOPS/CARE at Hartnell College mandates a student complete a full-educational plan before any services are issued. The EOPS/CARE counselors make themselves available to complete educational plans for all newly accepted EOPS/CARE students prior to the first week of classes each semester. Continuing EOPS/CARE students are also required to update their individual education plans once during a school year.

- B. An in-term contact session to insure the student is succeeding adequately, that program and services are being provided effectively, and to plan changes as may be needed to enhance student success.

Our program requires a mid-term progress report to be completed by all active EOPS/CARE students in the fall and spring semesters. The progress report is mailed to all active students' hartnell gmail accounts and the office also provides hard copies. Upon completion of the progress report, a student qualifies for a program grant. For any student who is not maintaining at least a 2.0 grade point average in their classes, a series of EOPS Student Success workshops is offered to address issues of Time and Stress Management, Career Planning and Learning to Identify strategies of successful college students. All workshops incorporate pertinent financial aid implications regarding Satisfactory Academic Progress (SAP) and EOPS/CARE program eligibility requirements. In addition to attending a workshop, a student who is not making satisfactory progress will need to complete a fourth counseling contact to develop an individualized plan for progress.

- C. A term-end or program exit contact session to assess the success of students in reaching the objective of that term, the success of the programs and services provided in meeting the student's needs, and to assist students to prepare for the next term of classes, or to make future plans if students are leaving the EOPS program or the college. Students in the program are aware of their obligation to meet with a counselor three times per semester, through their Mutual Responsibility Contract.

The EOPS/CARE program on campus is developing a systematic evaluation component for a student's third and final contact. Our senior counselor has taken the lead in creating a student survey in electronic format (Addendum xxx). This student survey is to be emailed to all active students at the end of fall and spring semesters to assess their satisfaction with program services, attrition, progress in meeting their educational objective and interest in 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 continuing in the program, review activity in EOPS/CARE and financial aid status for following semester.

- 2. Each college receiving EOPS funds shall provide access services (Title V, section 56232) to identify EOPS eligible students and facilitate their enrollment in the college. Access services shall include at minimum:
  - A. Outreach and recruitment to increase the number of potential EOPS eligible students who enroll at the college.

For the 2013-14 school year, EOPS provided in-person or (Retention of 56232-02778(n))04 (u)8.



Based on Title 5, Article 3 program standards, EOPS at Hartnell College meets the established EOPS waiver criteria for a full -time director. Within the current infrastructure of the college, the EOPS Director supervises additional categorical programs such as CalWORKs and DSPS. To this end, an EOPS coordinator position was created to oversee the day to day functions of the program. However, this is not a certificated position, so with neither a full -time EOPS Director or a Certificated Coordinator we do not meet appropriate standards to increase the number of students served in the program.

At the very core of EOPS mission to retain and advance the educational opportunities of disadvantaged students, is EOPS counseling. The counseling component of EOPS is the most important service provided to our student population. Currently, the EOPS/CARE program has two

## E. 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 February. In considering your services/ offices/ programs future goals, please review the proposed new mission and vision 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

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)



functioning , and the evaluation of the service/office/non -instructional program .

Data Patterns: EOPS program demographics mirror the campus wide demographics. The program continues to increase students served without an increase in the budget.

Trends: EOPS/CARE graduation rates continue to exceed the colleges retention and graduation rate, listed at 72% and 22.46% respectively (collegestats.org)

Needs: Expand EOPS/CARE counseling and CalWORKs staffing

Users: EOPS/CARE and CalWORKs students are all low -income, educationally disadvantaged students who qualify for BOGW -A, B and/or federal and state grant awards. Upon the implementation of Assembly Bill (AB) 540, students who meet the income and California Dream Action qualifications are eligible to receive state student aid, which includes EOPS grant awards and book credits. In the spring 2014 semester, EOPS accepted 37 AB-540 students and awarded 3 AB 540 students with \$500 individual scholarships.

Challenges: We do not track transfer rates or conduct regular exit surveys to determine student satisfaction with services and if educational objectives were completed , this will be systematically implemented beginning in the spring 2014.

Office functions: 1 Director of Categorical Program (EOPS/CARE, CalWORKs, D SPS)



The time frame that students selected as being most available to receive counseling services ranked accordingly: 12:00 - 3:00 pm (selected by 32 students), 7:00 - 11:30 am (25 students), 3:30 - 5:00 pm (21 students), 6:00-9:00 pm (2 students). An additional 10 students selected multiple time frames among morning, early afternoon and late afternoon. Fourteen students did not indicate a preference and 1 noted not sure. The student showed a correlation between a student's class schedule and their preferred time frame for counseling services.

In summary, the results are consistent with the previous EOPS student survey conducted in spring 2021 in spring

## 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 and online 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 through the entire semester EOPS/CARE mandatory orientation for new students is offered in-person during weekends and late afternoons before the semester begins so it does not conflict with class time.

The EOPS/CARE orientation is available in person and in an online-format

The EOPS/CARE staff and counselors present bilingual/multicultural competency for telephone, in-person or electronic correspondence with students

EOPS updates and/or important forms are distributed via Reminder 101 text messaging, facebook posts, gmail and telephone calls

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.

As a requirement to qualify for EOPS, a new student must be enrolled in a minimum of 12 units. The vast majority of our full-time students are enrolled in units on the main campus.

For spring 2014, we accepted a total of 167 new EOPS/CARE students, 100 students of this new group completed EOPS/CARE new student orientation in-person and 53 completed the electronic version, only 14 new students accepted have not completed an orientation.

Furthermore, of the 167 group, 32 live in South County. Of this sample only 4 are enrolled in classes at the King City campus, 8 students are taking classes between King City and Main Campus, and the majority 20 are taking all their courses on main campus.

We do give our South County students priority in 9(fte)-6.360i636r2(y)-6.28999ve.0-6.2s4cot irict04 216846

EOPS staff and counselors are actively

## 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.

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>EOPS/CARE students will indicate that the Student Success Workshop was relevant and the presentation was well done.</p>	<p>Assessment Tool: Student Success Workshop Survey (Survey Monkey)</p> <p>Criteria for Assessment: It is expected that 80% students who attend a Student Success Workshop will express Very Satisfied / Satisfied with workshop relevance and presentation.</p> <p>Target Semester for Assessment: End of Spring 2014 term</p> <p>Procedure: Student Survey</p>	<p>Of 77 Exit Student Success Surveys, 48 indicated they attended a Student Success Workshop. 66% were Very Satisfied with the relevance and workshop presentations. Additionally, 33% indicated that they were Satisfied.</p>	

	Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>EOPS students in good standing will utilize Priority Registration and will indicate that they are very satisfied or satisfied with the Priority Registration process</p>	<p>Assessment Tool:</p> <ul style="list-style-type: none"> <li>· Data collection through MIS Report. 459 EOPS student are allowed to use Priority Registration</li> <li>· Student Satisfaction Survey</li> </ul> <p>Criteria for Assessment:</p> <p>It is expected that over 85%= 390 EOPS students will utilize and will be very satisfied or satisfied with the Priority Registration process</p> <p>Target Semester for Assessment:</p> <p>Fall 2013 for Spring 2014 Registration</p> <p>Procedure: List of EOPS students (459) in good standing will be developed and forwarded to Admission and Records. At the end of Priority Registration, data will be collected to determine how many students used Priority Registration.</p> <p>Survey information will be collected to determine the satisfaction level of the Priority Registration Process</p>	<p>Out of 459 students, 336 students utilized the Priority Registration (73.2%). The percentage was lower than expected.</p> <p>EOPS students are told about the importance of Priority Registration through social</p>	

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Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
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	<p>SA=Strongly Agree</p> <p>A= Agree</p> <p>U=Undecided</p> <p>D= Disagree</p> <p>SD=Strongly Disagree</p> <p>NA= Not Applicable</p> <p>Survey was distributed anonymously at the end of the orientation to all students attending</p>		
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2. Describe how service area outcomes were specifically addressed by the service/office/program during the past year.

- Student evaluations are completed after each EOPS Student Successworkshop
- EOPS Student Success and Early Alert collaboration to offer workshop for STEM majors and managed follow -up on participating students
- New Survey Monkey was developed and gmailed to students as an Exit Survey
- EOPS expanded book lending library, increased book credits for fall 2013, offered spring 2014 grants and scholarships, and will offer summer 2014 book credits

3. Describe assessment activities that need to be strengthened or improved . What are the challenges to achieving these improvements?

Student evaluations of EOPS services need to be a regular, systematic component in the program. We developed and distributed via gmail a new Survey Monkey as an Exit survey tool.

Students are not consistently responding to their student.gmail accounts.

## D. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focu





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 or may not require additional resources.

1. List information concerning new projects or activities planned. Please keep in mind that resources needed, if funded, would not be approved until spring 2015 and provided until FY 2015-16. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2015-16 must be planned for appropriately.

Activity	Strategic Plan Goal(s) No. & Letter (e.g., 5A)*	Related SAOs,SLOs, PLOs, or goals	Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion (can be more than one year in length)	Comments
1. Hire part -							

2. New Activities Description:

- Hire part -time EOPS/CARE Counselor: in an effort to increase the number of EOPS/CARE students served, hiring an adjunct counselor will increase the amount of counseling appointments available the first few weeks of the semester to provide efficient and timely educational planning,

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

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

Consider:

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## B. RESOURCE REQUESTS

If new/additional resources are needed for your service/office/program , it is important that you



**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.