

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

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 relate to the needs of the community?
- How does the service/office/program interface/collaborate with other areas on campus?
- What is working well in service/program provision ?
-

2. Analyze and report on salient patterns and trends in this data. Given these patterns and trends in users, needs, usage and/or other key factors, identify particularly challenging issues in service/program provision, office functioning, and the evaluation of the service/office/non-instructional program.

The STEM focused academic support components of MESA have made great contributions to the academic success of Hispanic students in STEM at Hartnell. In addition the demand for MESA services is increasing. MESA currently has on .50 FTE grant funded Program Assistant. In order to continue to expand and improve services, MESA should have a full time dedicated Program Assistant.

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.

None.

B. SERVICE/PROGRAM MODALITY

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 assessments 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)?
<p>Increase the number of educationally disadvantaged students pursuing degrees in mathematics, engineering, science, and technology who are eligible to transfer to a four year college or university by accepting and supporting 100 qualified students into the Hartnell MESA program</p> <p>Implement strategies to increase the rate at which MESA students are deemed transfer ready in STEM (science, technology, engineering, and mathematics) majors to 70 percent of all MESA students and 100 percent of students who complete their educational plans.</p>	<p>Enrollment exceeded SAO by 63%</p> <p>A part time MESA counselor has been</p>	<p>N/A</p>

internships, and other career opportunities

Ames Research Center, the Nava

- Describe how service area outcomes were specifically addressed 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 ?

MESA submits two reports annually to the Chancellor's Office; one mid-year report in February and one final annual report in August. The reports contain narratives of activities as well as data. In addition to collecting internal data such as participation and attendance, the MESA Program utilizes data from the MIS populated chancellor's datamart to measure passage rates in STEM courses. In 2012-13, MESA gained the ability to flag students in MIS, and that data will be searchable beginning late fall 2013, enabling us to compare MESA student performance to the general STEM student population. As an ultimate indicator of MESA student success, MESA tracks and monitors transfer rates. For 2014-15, we will be updating our website and moving to an electronic registration system.

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

We need to improve electronic tracking measures for students using SARS. Right now we have to rely on Google forms and docs about this is a temporary measure. The challenges to implementing better tracking is

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 ultimately 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?*
--------------------	----------------------------------------------------------	-----------------------------------------------	---------------------------------------	----------------------------------------

	instruction, and peer training and mentoring component			
3. MESA Counseling and Advising	Hired MESA/STEM Counselor; implemented skype and Saturday counseling hours	We didn't have a counselor previously	Yes	Yes
4. STEM/Transfer Events and Fieldtrips	Hosted first annual STEM Welcome and 2 nd annual STEM Awards dinner; conducted six STEM themed university fieldtrips	Lack of staffing/Advisor involvement to serve as chaperones	Yes	Yes
5. Advancement and Fundraising	Participated in STEM Culture of Philanthropy Developed regional consortium for submission of CCPT proposal, submitted First in the World (FITW) proposal to increase transfer success	None	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, including activities completed and those in progress . What measurable outcomes were achieved ? Did the activities

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

ACTIVITY 1: MESA Recruitment, intake and enrollment

1a) Describe the new activity or follow -on activity that this resource will support.

Conduct recruitment presentations and events; provide enrollment intake and orientation to all new applicants; review MESA eligibility criteria including financial aid analysis

1b) Describe how this activity supports any of the following:

- 1) Service Area Outcome
- 2) Program level Outcome
- 3) Course level Outcome
- 4) Service/Program Goal

Supports SAO 3 and SPGs 1A,2A, 2B, 5A by improving student access to support, student success, and innovative strategies

2c) Does this activity span multiple years? YES NO

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

Yes, this activity is ongoing each Fall and Spring for the life of the program

2d) What measureable outcomes are expected from this activity? List indicators of success.

STEM student success rates, course passage rates

2e) What are the barriers to achieving success in this activity?

Need additional administrative support to assist with coordination of 30+ student employees. Need larger space to accommodate student demand for tutorial services

ACTIVITY 3: MESA Counseling and Advising

3a) Describe the new activity or follow -on activity that this resource will support.

ACTIVITY 4: STEM/Transfer Events and Fieldtrips

4a) Describe the new activity or follow -on activity that this resource will support.

Plan and implement events such as STEM Welcome, STEM Awards Banquet, STEM Transfer Days and other fieldtrips to universities and industry sites

4b) Describe how this activity supports any of the following:

- 1) Service Area Outcome
- 2) Program level Outcome
- 3) Course level Outcome
- 4) Service/Program Goal
- 5) Strategic Priority Goal

This Activity supports SAOs 2 and 4 and SPGs 1A, 2A, 2B, 4A, 4C, 5A by motivating and engaging students and connecting them to services and opportunities.

4c) Does this activity span multiple years? YES NO

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

YES this activity is ongoing for the life of the program

4d) What measureable outcomes are expected from this activity? List indicators of success.

Number of events and fieldtrips, attendance and participation

4e) What are the barriers to achieving success in this activity?

Need additional administrative support

ACTIVITY 5: Advancement and Fundraising

5a) Describe the new activity or follow -on activity that this resource will support.

Work with the office of Institutional Advancement to develop new partnerships and collaborate on grant proposals

5b) Describe how this activity supports any of the following:

- 1)

5c) Does this activity span multiple years? YES NO

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

This activity will be ongoing

5d) What measurable outcomes are expected from this activity? List indicators of success.

Number of new partnerships, number of grants awarded and dollars received

5e) What are the barriers to achieving success in this activity?

Demands on staff time

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 costs be considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed 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). All resource requests completed in the various columns of a specific row must be linked to the new or continuing activity numbered on the first column of that same row. A resource could also be something necessary for your service/program to function properly to improve student learning, such as updated equipment in a room/facility; in such case be sure to note that the resource is NOT tied to a specific activity.

* Personnel: Include a C, F, or M after the amount to indicate Classified Staff, Faculty, or Manager.

** S for Supplies, E for Equipment. If additional information is needed, contact the Office of Budget and Finance at (908) 227-1000.