

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a service/office/program

VP/Division Head's Comments (required) :

I have read and concur with the findings of this comprehensive review of the Hartnell College Transfer and Career Center. I agree with the finding that argues if the College wishes to expand its career services offering, a new fulltime counselor will need to be hired to assist with required activities. Likewise, I agree with the desire to hire a new Service Learning/Internship Coordinator if the function will be housed within the Career/Transfer Center. At a minimum, the new Service Learning Coordinator should be hired on a half-time basis initially with an option to expand the assignment to full -time when deemed necessary.

Romero Jalomo

August 7, 2015

Typed Name of VP/Division Head

Date

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Please complete this section for services/offices/non-instructional programs scheduled for comprehensive review in spring 2015. Go to Section II for services/offices/non-instructional programs scheduled for annual review in spring 2015.

A. OVERALL SERVICE /OFFICE/ PROGRAM EFFECTIVENESS

5.

planning to transfer to a four -year college or university. The Center schedules on-campus visits by representatives from various colleges and universities, and sponsors an annual Transfer Day/ College Night event attended by over 40 colleges and universities. Workshops are held to assist students on various career and transfer needs including transfer admission application sessions, resume and job/internship preparation sessions. The Center provides reference materials, college catalogs, and other services necessary for planning and achieving a smooth transition between institutions.

Workshops on transfer admission requirements, completing university admission applications, and special transfer pathways such as the Associate Degree for Transfer(ADT) for California State University and the Transfer Admission Guarantee for the University of California are offered in the day and evening hours. As of academic year 2014-2015, Hartnell College has successfully articulated 15 degrees to achieve 100% of our targeted ADT programs to meet Senate Bill 1440 (SB1440) regulations.

Students with a clear transfer objective are more likely to meet transfer requirements in a timely manner. They can make the best use of their time and course work by deciding on a transfer institution and major as soon as possible. Students unable to make these decisions when they enter Hartnell College may follow a general transfer pattern of courses while availing themselves of Transfer and Career Center resources in making transfer plans. In order to comply with Senate Bill 1456 Student Success Act of 2012 (SB1456), the Center extends its services to the classroom and works collaboratively with faculty from various disciplines to coordinate in-class presentations related to transfer and career information. The intent is to remind students that informed preparation is the key to achieving their educational goals and highlight the services available to support them through their individual journey. Once they have chosen a major and the institution to which they plan to transfer, students should consult a Hartnell College counselor to discuss Major Preparation using ASSIST.org as the main articulation tool, as long as the university chosen belongs to the CSU or UC system. Transfer and Career Center staff and Hartnell College Counselors can assist students in planning for transfer to a California public/private university, and/or out-of-state university.

Pursuant to Title V, Section 66722 of the California Code of Regulations, the T.002 in
as amended 2012 -

	employment, and current students who may need to work part-time.
Resources Available in the Center: College/ University catalogs, Hartnell College schedules and catalogs, Transfer information forms/brochures, Scholarship information, 2 student computer stations with relevant software programs, and access to ASSIST.org (computerized student transfer information system).	

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	2014-2015
Management, Supervisors	0.1	0.4	0.4
Classified Staff	1.0	0.5	1.0
Classified Staff- Part-time			
Faculty Staff		0.6	0.6
Faculty – Part-time			0.12
Student Workers		0.75	0.50
Professional Experts		0.08	
Total Full Time equivalent Staff	1.1	2.33	2.62

2. What staffing factors /challenges have influenced the effectiveness of the service/ office/ program?

The Transfer Center Coordinator position remained unfilled (only partially covered, 0.1 FTE) during 2012-13. In fall of 2013, with the JTJ-0.005 Tci84-

person team has been successful in offering current and efficient transfer services, career services remain limited to exploration and guidance. The Transfer and Career Center requires the addition of a full-time Career Counselor who can assist in the successful development and coordination of a comprehensive internship program that can thrive in assisting our student body of approximately 12,000 by providing meaningful career development support. The current staff in this center is just enough to successfully coordinate the four major transfer and career annual events (Transfer Day/ College Night, Veterans' Appreciation Fall Job Fair, Spring Job/Career Fair, and Transfer Achievement/Transfer Mixer) while remaining open year-round to effectively serve students via counseling, advising, and additional student success workshops. Having a full

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 ,

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

3. Describe the process to change and

List Service Area O

2. 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 ?

During spring 2015 semester, faculty and staff gathered to analyze the findings of SAO data. Discussion 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 our student survey results, the Transfer Center initiated a closer working relationship with the Associated Student Body and planned for summer Transfer workshops to increase transfer information awareness. These changes would ensure students learned critical information regarding time-sensitive transfer requirements, and also increase support of the Transfer and Career Center services from internal administration,

in fall 2014, and we expect an increased turnout in fall 2015. Many students book follow-up counseling appointments after the event, to ensure they are on track with their transfer goal.

efficient in developing comprehensive student educational plans, and/or review of them. In order to accommodate to our local high school testing schedule to allow for more high school students to visit Transfer Day, we moved the TDCN date one week further and in the process lost about 10 previously scheduled university representatives who were no longer able to participate.

representatives.
Technical: Facilities

1. Evaluate the success of each activity scheduled, including 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?
 1. The 29th Annual Transfer Day/ College Night were postponed from November 5, 2014 to November 13, 2014 in response to a request by our local high schools that had a time conflict due to standardized testing. This change led to less university representation during the college fair and a slightly smaller audience than last year. This year we welcomed a little over 2, 100 students between the Transfer Day and College Night events, while last year we tracked 2, 400. There was an increase in demand for counseling appointments after the event, since students were interested in making sure they had an appropriate education plan for successful transfer. In addition, we

may not require additional resources. The first activity listed should be the most important; the second activity listed the second most important, etc. Activities can include but are not limited to:

- a. NEW CURRICULUM
- b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
- c. GRANT DEVELOPMENT AND PROPOSALS
- d. FACULTY AND STAFF TRAINING
- e. MARKETING/OUTREACH
- f. ENROLLMENT MANAGEMENT
- g. STUDENT SERVICES
- h. ADMINISTRATIVE SERVICES
- i. SUPPORT OPERATIONS
- j. FACILITIES

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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. Annual Transfer Day/College Night (TDCN)	1, 1A	Students will have a college orientation, educational plan, and registered for first semester courses.	Increase transfer preparation among students and prospective students.	Facilities: Student Center. New “Drape and Pipe” equipment is needed in order to provide a formal and organized college fair. Folders, Outreach materials, Transfer and Career Center Coordinator & Program Assistant, Laptop for Transfer & Career Center tabling (to get students to complete online Transfer Questionnaire at TDCN for data collection), TDCN			

***** Please complete items 2a-e immediately below 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
- O

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

The fall Veterans Appreciation Job Fair and Spring Job/Career Fair event will continue to be our 2 largest and most important Transfer and Career Center activities where we will be able to connect current and prospective students to a multitude of local employers.

2. 1 F/T Career

APPENDIX A

