

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

Comprehensive Review, Annual Review & Action Plan

Spring 2015

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
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	3/31/15, 5/15/15
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*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

Amy Burnett, DSPPS Part-time Counselor
Theresa Carbajal, Full-time Counselor, LD Specialist
Paul Casey, Director/Coordinator
Heidi Gentry, Lead DSPPS Specialist

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
Management, Supervisors	1 full-time	1 full-time	1 full-time
Classified Staff	1 full-time 1 full-time	1 full-time 1 full-time	1 full-time 1 full-time
Classified Staff- Part-time			
Faculty Staff	1 full-time	1 full-time	1 full-time
Faculty – Part-time	1 part-time	2 part-time	2 part-time
Student Workers			2
Professional Experts	1	1	1
Total Full Time equivalent Staff	4	5	5

2.

Members of the DSP&S staff will continue to advocate

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 February. In considering your service's/office's/program's 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)

II. ANNUAL REVIEW

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-

HHD	18	15	22
LD	82	75	83
MI	59	41	55
OD	155	162	186
PD	76	85	105
SP Imp	3	1	3
VI	11	9	16

The above data was obtained from the Chancellor's Office DataMart.

Additional data element to be provided by IT
B Ethnicity for 2011-12, 2012-13, 2013-14
B

When looking at the salient patterns or trends over the past three academic years, the number of students served in each disability category has remained relatively constant except for two categories where there has been a significant increase. \

The two categories are:

1. students with psychological disabilities
2. students in the "other disability" category

One of the challenges when working with students with psychological disabilities is the initial process of obtaining verification of disability. Many students cannot afford to seek private mental health treatment where they can obtain verification from a qualified mental health professional. DSPS staff researched this issue by looking at what other area community colleges have done to overcome this challenge and found that other community colleges utilize campus mental health services with licensed social workers to provide verification. DSPS staff met with Crisis Counseling staff to discuss the possibility of referring students to Crisis Counseling for evaluation and when appropriate, providing verification of disability. Crisis Counseling is supervised by a licensed marriage and family therapist who approves all requests for verification of disability. Another challenge with students with psychological disabilities is the stigma of having a mental disorder diagnosis. Periodically Hartnell staff or faculty come to DSPS seeking help with students who display signs or symptoms of psychological distress. Often these students are not affiliated with DSPS and therefore do not seek support from DSPS staff. A challenge is to help these students to become engaged in the DSPS program where support and resources can be offered.

As more Veterans are returning to school, they will eventually need DSP&S services and increasing our workload under disability. A new proposed weighted category Autism will be created July 2015.

Additional new positions:

DSPS Coordinator: Fulltime DSP&S Bilingual Counselor/Coordinator full time 60% counselor 40% coordinator

Administrative Support Staff: Fulltime

Instructional Aid: Parttime

Interpreter Coordinator: Parttime

Currently the Director serves a critical task as the program coordinator along with other major responsibility of managing Categorical Programs, such as EOPS/CARE/CalWORKs and DSPS. The coordination of DSPS performs the day operations to assure services to students, counseling, responding to faculty needs and concerns, proctor exams (occasionally) front desk intake functions and development of LSK courses. The DSPS program is in need for a position to manage the overall day –today operation of the program. It is required by Title 5 regulations the DSPS program to have a position that coordinates and is responsible for the day operation as a manager who must fulfill the duties outlined in Title 5, Section 56048 of DSPS program and who reports to Categorical Program Director.

Another relevant qualitative factor is the lack of counseling services on our Alisal and King City sites. In order for students to obtain academic and disability counseling students have to travel significant distances that they may not have the resources to do. To alleviate the situation, SKYPE camera are needed and being installed to serve students at offsite locations.

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.

A) Location:

Department of Supportive Program and Services is located at 411 Central Avenue, Salinas, CA on the main campus in Building B, Student Services and Room 107. The DSPS computer lab located in Room 101 is accessible to DSPS students and equipped with computer software technology. This location is fully accessible for all students with wheelchairs or who otherwise are physically challenged. DSPS offers support services and accommodations to meet the student's individualized academic needs.

The DSPS office space is joined with other core student services within the central building on campus. Other Student Services departments shared in the same building: General Counseling, Financial Aid, Admission/Records, Cashiers, and EOPS/CalWorks/CARE department.

Other campus location: DSPS department provide equal or reasonable service.

Alisal Campus and King City Center:

- " Alisal Campus is 6 miles east and King City Center 50 miles south of the main campus
- " No automatic doors at both campus sites

- ” Accommodations available note taker service in both Alisal & King City
- ” King City Center upstairs classrooms are accessible for mobile disabled student with assistance
- ” Declining in enrollments
- ” DSPS specialized counselor/LS specialist are located at the main campus

Positive outlooks

- ” Hartnell College Facilities Council has made recommendations to renovate door to meet ADA requirements
- ” SKYPE Camera are being installed at both Alisal Campus and the King City Center for DSPS or service
- ” 27 inch Monitors for low vision are being installed in DSPS lab and Alisal Campus and King City Center.

B) Office hours:

Monday-Friday 8:00 a.m. –

Faculty and Staff met with Director of Operations, Maintenance, to address the accessibility across main campus and at Alisal Campus and King City Center. The Director of Maintenance presented these concerns to the Facilities Committee and they voted to take positive steps toward a cost effective solution.

Providing SKYPE Camera service to assist student who are not able to drive the long distant for direct DSPS counseling services

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)?
DSPS students will report that they are satisfied or very satisfied with the educational accommodations/services they receive and that they are <u>reasonable and appropriate</u> to support the achievement of their goals	DSPS staff refined the assessment tool (student satisfaction survey) to make it more accessible and user friendly for students	Yes
Students will report that they agree or strongly agree that DSPS faculty and staff provides courteous and effective DSPS Services.	DSPS staff refined the assessment tool (student satisfaction survey) to make it more accessible and user friendly for students	Yes

DSPS students will report that DSPS counselors provide advisement and help them develop appropriate educational goals to support student success

DSPS staff refined the assessment tool (student satisfaction survey) to make it more accessible and user friendly for students

Yes

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?

A student satisfaction survey was conducted during the fall 2013 and spring semester 2014 to collect data for the **Service Area**. DSPS staff and faculty met to review and analyze the data collected from the student satisfaction survey. The assessment results indicated that the minimum criteria met and/or exceeded for all three of the service area outcomes. DSPS discussed ways to improve the student satisfaction survey as all pertinent data is collected in an efficient and effective manner. It was decided that the student satisfaction survey would be revised to make it more user friendly, accessible to students and collect necessary data. The survey was revised from a paper survey of 50 questions to 15 questions through the service Survey Monkey. Students will be contacted via email with a link to the survey during the spring 2015 semester. Paper surveys are available for students who do not have internet access and all DSPS lab computers will have the survey available.

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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 continues to exist?	Will activity continue into AY 14-15?	Will activity continue into AY 15-16?*
<p>1. Keep current to meet the need of students with low vision: Larger monitors: 10 monitors in DSPP lab need to have 27" screen, one in the computer lab, one at Alisal, one at King City Center.</p> <p>2. Color Keyboards, Digital Recorders and Smart Pens</p>	<p>27 inch monitor have been installed at the main campus DSPP lab. Additional 27 inch Monitor is scheduled to be installed in Assessment room, Library and at Alisal Campus and King City Center.</p> <p>SKYP Cameras are on order to be installed at Alisal and King City</p>	<p>We are relying on IT to follow through with the order.</p>	<p>Yes, as technology and the demands to meet the needs of our DSPP students</p>	<p>Yes</p>
<p>3. Renewing Kurzweil License</p> <p>4. 15 additional digital recorders</p>	<p>We have 15 digital recorders on order.</p>	<p>It is an expensive annual cost, but we need to consider keeping it as the</p>	<p>A study needs to be conducted to determine if</p>	

		Universities count on transfer students to already know how to use Kurzweil. It has also become a useful tool that our students have come to rely on.	students are using this and if so, are they just using the text-to-Speech feature.	
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* 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 and subsequent dialogue lead to significant change in service or program success?

27 inch monitors were ordered to meet the need of low vision student and other DSPS students. The feedback the department was very positive. This activity is included in the student satisfaction survey. The survey has not been completed and analyzed

SKYPE:

Kurzweil License:

Digital Recorders:

III. ANNUAL ACTION PLAN

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/p rogram current. A new activity may or may not require additional resources.

- List information concerning new projects or activities planned. Please keep in mind that resources needed, if funded, would n ot 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	Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion (can be more than one year in length)	Comments
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1.) DSPS student

			<p>of their goals. It is expected that the over-all that 80% student survey will strongly agree to satisfaction of services.</p>				
<p>2) Staff to attend DSPS professional development conferences</p>	<p>5A</p>	<p>Counselors and Staff will provide appropriate educational goals to support student success</p>		<p>Funding to attend Professional Development Conferences</p>	<p>Period</p>	<p>DSP</p>	

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counselor for completion and signature on SEC for State Audit.

PSLO #2: Students will develop and complete a student educational plan (SEC) (PSLO #1/ISLO 1,2,4)

Each student using DSP&S must sign SEC form. DSP&S counselor and DSP&S staff reviewed each folder to assure SEC completed appropriately. Each semester review of SEC to assess the student's progress with SEC.

PSLO #3: Students will utilize appropriate accommodations to complete their educational goals.

(PSLO 1A1I.1 7(a)7(l)6(to)-1(c1)8(A1I.1 7(a)7(l)6(to)-,4(o),(r e5.1 TT0 1)-1(t)-8(i)5(o)-9(n)-1(a)-1(l)-2(p)-10(l)-2(a)-1(n)-1((S)-9(c)1e)6(2)(n)-1(-1(f))]]TJ a

verifying outside documentation.

Funding source – DSP&S-100%

Classified Staff

FT , 1.0-DSP&S, Program Specialist, 12 months,

40 hrs/week. Funding source –DSP/S. Responsible for the front operations of the office

Including receptionist duties, scheduling appointments, ar ranging and proctoring exams, input of MIS data, payroll input

FT 1.0-DSP&S, Adaptive Media Technology Specialist,12 months, 40 hours/week.

Funding source –DSP/S Provides technical support. Responsible for training students and staff with alternate media software and equipment and providing alternate media to students such as books on tape, E-Text, or material scanned for WYNN and Jaws, Braille, and closed-captioning.

5-DSP&S, benefited, Instructional Assistant, PT 20 hours /wk, 10 months.

Funding sources–DSP&S; Responsible for assisting instructors in the classroom and High Tech Center, tutors students with disabilities, assists with learning disability assessments, trains students on adaptive software, proctors exams and assists Program Assistant and Adaptive

Student Workers : DSP&S employs student up to 20 hours per week.

Funding sources – vary per the student. Funding sources may be DSP&S funded, or through Financial

Fall 2013 0 students

Spring 2014 4 students

Fall 2014 4 student

Spring 2015 0 students (as of 2/25/2015)

Clearly, the enrollments for this course are continuing to trend downwards. The highest enrollment during the past 5 years was 7 students (Fall 2012). Prior to June 2010, LSK 211 (formerly Cou 211) was a lab course that included a full instructional specialist who, under the direction of the instructor of record, provided specialized academic support as well as assisted with test proctoring. That met the standards of the class standards at a higher level than recent years. This specialist position was discontinued when the individual retired (June 2010).

Currently, LSK 211 is in the DSPS lab which students are able to utilize without being enrolled in the class. Students utilize the lab primarily for computer access and assistive technology with some technical support from the DSP&S Lead Specialist (a support position). DSPS students who use the lab, sign a sheet each day indicating that they were present to utilize the lab equipment and those contacts are noted in the file as service contacts by the DSP&S Lead Specialist.

The instructor of record does not participate with any lab activities on a regular basis (i.e., workshops, academic assistance, accommodation strategies, etc.). This does not satisfy even the basic course description of LSK 211 in the Hartnell Catalog. Therefore, with no specialized academic support or structured activities,

As an FYI according to the Ed Code section 1170 "Apportionment for Tutoring", categorical programs cannot receive funding for credit-tutoring sections. So this is not an option to consider.

B Development of Basic Keyboarding/Computer Course

- E• Faculty and Other staff: Basic keyboarding and basic techniques using touch system on computer
- E• Faculty: Faculty
- E• o Computer classrooms

B DSPS Student Exit Survey

- E• Survey to be distributed through Survey Monkey
- E• DSPS staff

B Develop a process for Collaboration with other service area and Academic to ensure open communication to provide information of DSPS services

- E• Classroom
- E• Audio Visual Equipment
- E• DSPS Staff

b) 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

B DSPS students Satisfaction of Service Survey (Survey Monkey)

Service Area Outcomes Student will indicate on the satisfaction survey their experience with DSPS servicesSer/(ey)P2(i)3(c)s64(a2)3(c)se At6(Vis)

- x Digital recorders

Strategic Priority Goal: Student Success: 2A, 2B,
Student Access: 1A

- B Staff to attend DSPS professional development conferences
Service Area Outcomes

Service/Program Goal: Employee Diversity and Development: 3A, 3B
Strategic Priority Goal:

- B Development of Basic Keyboarding/Computer Course

- x Service Area Outcomes
- x Service/Program Goal24(i)8(a)2(l)]nD5

* Personnel: Include a C or E after the amount to indicate Classified Staff or Faculty.

** S for Supplies, E for Equipment.

*** H for Hardware, S for Software.

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: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Priority 3: Employee Diversity and Development

Goal 3A: Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose respect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

Goal 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

Priority 4: Effective Utilization of Resources

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

Goal 4B: Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

Goal 4C: Hartnell College will maintain a current, user -friendly technological infrastructure that serves the needs of students and employees.

Goal 4D: Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

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.