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 by 3/27/15)***	**Date Submitted to VP**
Languages, Learning Support & Resources (LLS&R)		

*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 Tit

Please complete this section for services/offices/non -instructional programs scheduled for comprehensive review in spring 201 5. Go to Sec tion II for services/offices/non -instructional programs scheduled for annual review in spring 201 5.

A. OVERALL

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			
Classified Staff			
Classified Staff- Part-time			
Faculty Staff			
Faculty – Part-time			

Student Workers

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 s ection must be completed for ALL services/offices/non -instructional programs, including those scheduled for a comprehensive review in spring 201 5.

A. DATA & TRENDS

1. **Provide available data and information that define target recipients of the service/office/non-instructional program, including numbers-pP2rt ddRpj 0.0p222ere**

Committee and the Student Success Committee and for the following grants: AB 86, BSI, SEP. In addition, the Dean of LLS&R was the lead for the Student Equity Plan and the BSI Action Plan.

students in basic skills and STEM courses receive services; therefore, tutoring and SI services are typically not available to students taking courses that are not STEM or basic skills. Plans to relocate tutorial services on the Main Campus and to provide more services to both the Alisal Campus and the King City Center as well as to expand hours on the Main Campus are ongoing.

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.**

   Circulation transactions are trending down, which is expected as database use becomes more prevalent (Vendor Counter Statistics show a 45 percent increase from 2012-13 to 2013-14); there is a robust use of reserve items and that collection has increased. Staff is analyzing spacing needs/locations. The demand for Math and Science Academy materials increases as enrollment for those academies increases. Reference librarians introduce students to the use of ebooks in student orientations (both the number of orientations and the number of ebooks used has increased in 2013-14 over 2012-13. The use of the Library's main research guide, which jumped dramatically starting in October, 2014, is being investigated by librarians. While Media item checkouts continue to fluctuate, demand for technical support from the Computer & Media Services technicians has continually increased while the staffing has inexplicably decreased.

students and the CSIT-in-

Supplemental Instruction Attendance continues to suffer from the lack of available classroom space and available hours of the SI Leaders. In addition, although there has been an increased interest in SI among math faculty, SIs in most disciplines lack lead faculty. As reflected in the consistent services offered in ESL, lead faculty consistently recruit and maintain SI Leaders for their courses and promote the use of SI in other courses within their discipline. The most recent casualty of this lack of leadership is the pre-nursing biology courses. SI for some of these courses have become very inconsistent or non-existent. Another campus program attempted to provide SI last semester in an area that Tutorial Services lacked SI Leaders, but the quality of the services and results are unknown. There is a recommendation in the Tutorial Services 2014-15 PPA to hire Instructional Specialists who would take on the role of offering consistent and timely SI sessions while offering classroom support and tutoring. These employees would fall on the classroom side of the 50% law. In May, faculty, staff, and deans met to discuss strategies to improve awareness and use of Supplemental Instruction (SI).

A process for creating consistent first contact support for students entering the Main Campus Tutorial Area needs to be implemented. Tutorial Area usage continues to increase by offering study hours for the athletics teams and inviting faculty to use the area for their office hours and review sessions. Unfortunately, the center is limited by space. The more students we attract the more crowded and noisy the center becomes which results in student spending less time here. The anticipated move to the Student Services Building sho

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 measureable. 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)?

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?)

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

Activity 1: Outcomes & Assessment Technician (eLumen support staff)

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

Consider:

- x Faculty
- x Other staffing
- x Facilities
- x Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- x Software
- x Hardware
- x Outside services
- x Training
- x Travel
- x Library materials
- x Science laboratory materials

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

For there to be continuous improvement for all programs, assessment activities and training need to be an ongoing activity. Assessment data for courses and academic programs typically will be entered into eLumen once a semester, which results in a need for re-training on a regular basis. The eLumen program requires technical support for maintenance and data uploads; in addition, co

e:

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c) Does this activity span multiple years? YES

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

Activity 2: O&A/CC Faculty Experts (20%)

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

Consider:

- x Faculty
- x Other staffing
- x Facilities
- x Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- x Software
- x Hardware
- x Outside services
- x Training
- x Travel
- x Library materials
- x Science laboratory materials

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

For there to be continuous improvement for all programs, assessment activities and training need to be an ongoing activity. Assessment data for courses and academic programs typically will be entered into eLumen once a semester, which results in a need for re-training on a regular basis. Eight to ten O&A/CC Faculty Experts (equivalent of 20% release or NIC = 3 hour/wk * $65/hr * 18 wks = $3,510. For example, the experts might represent the following academic areas: Advanced Technology, LLS&R, Social/Behavioral Sciences, PE, MSE, COU/Allied Health, Service Areas. These experts will coordinate and distribute action plans, work with faculty and staff to create/edit assessment

c) Does this activity span multiple years? YES NO

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

Planning for the transition to eLumen began in Fall 2013; delays in implementation of training were caused by data load problems at Hartnell and eLumen. The Title V grant provided funding for a ten-faculty pilot group to learn the software, develop training materials, and to present training workshops. In February 2015, 15 workshops were presented to faculty, and 88 percent of full-time faculty were trained. However, the percentage of part-time faculty who were trained was much less (even though stipends were provided). This training represented the first phase of the transition to eLumen. Additional training will be provided in Fall 2015 and Spring 2016.

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

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

Activity 5: O&A Assessment Activities/Marketing

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
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

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

For there to be continuous improvement for all programs, assessment activities and training need to be an ongoing activity. Assessment data for courses and academic programs typically will be entered into eLumen once a semester, which results in a need for re-training on a regular basis. It is essential to continue to bring awareness to faculty and staff of the importance of assessment activities and of the availability of training. Stipends need to be made available for adjunct faculty for eLumen training. In addition, training materials need to be expanded. Incentives can be provided to encourage participation in surveys, such as the graduation survey.

b) Describe how this activity supports all of the following that apply:

1) Service Area Outcome (list applicable service area outcome)
2) Program level Outcome (list applicable program level outcome)
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)

Assessment and eLumen training activities support all of the above, since all areas of the college need to participate in developing and assessing outcomes, analyzing outcome data and participating in broad-based discussion, determining and implementing appropriate interventions, and reassessing to determine if there has been improvement.

5.	O&A Assessment Activities/ Marketing						$15,000

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.