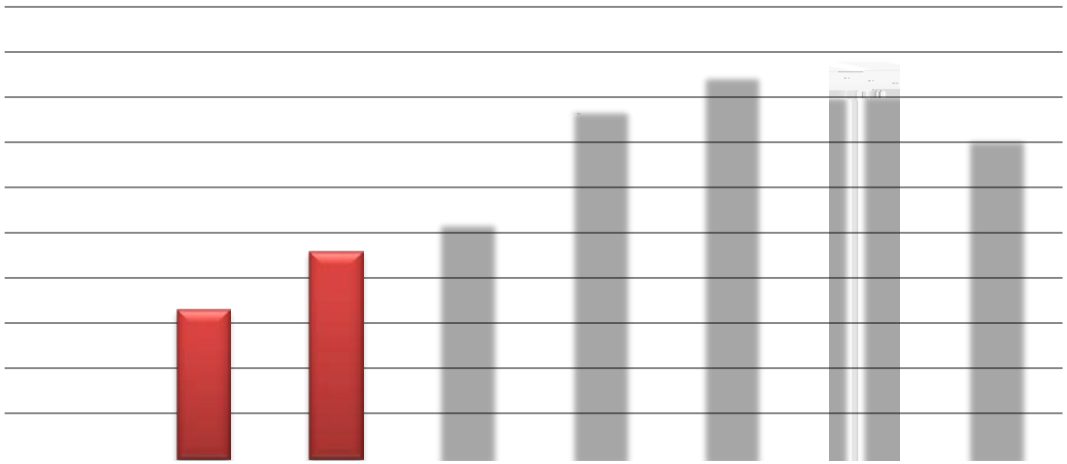
The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a service/office/program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each area reviews 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



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 number of students served by the Hartford Veterans Department has grown increasingly from the last 6 years. In 2014 we experience a decline due to the loss of the Veterans Retraining Assistance Program (VRAP) program. The **Veterans Retraining Assistance Program** (**VRAP**) GI Bill offered up to 12 months of Montgomery GI Bill benefits for older unemployed veterans between the ages of 35 and 60. All VRAP students failed to return for the new academic year once funding was discontinued. There was a loss of 29 VRAP students.

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.

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.

   Veterans Certifying Official is located at the Veterans Center on the Main Campus 25 afternoon hours a week. Veterans Counselor is located on the Main Campus 19 hours a week for a total of 3 full days. Additional counseling support was provided by the Counseling Department for an additional hours on the Main Campus. Currently, there is insufficient counseling space in the center. In addition, the Program Assistant has no privacy to meet with students on sometimes sensitive issues. The Center hours currently does not cover regular office hours that students are on campus due to limited staffing.

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.

   Hartnell College houses a Veterans Center on the Main Campus. The location of the Center is in the Student Center (CEC building). The Veterans Center houses a staff which is composed of a part-time Certifying Official, two part-time Veterans Counselors and 5 Veterans Affairs funded work study students (funded 100% by VA). The Office is open Monday and Tuesday from 11:30 to 5 p.m. and Wednesday through Friday 9 a.m. to 5 p.m. The Center welcomes all veteran students and veteran dependents.

3. Describe the process to change and improve service/program quality for the more challenging locations, vehicles, and/or times.

   Currently a full time counselor, who also served as a Veterans adjunct counselor on campus, works at the King City Center 16 hours a week. We are currently exploring options of offering Veteran adjunct Counseling services at the Alisal Campus at least once a week if spacing allows.

	year. The next assessment period will be in Fall 2016.	who responded to the survey, 100% indicated that they would rate their satisfaction as Excellent, Satisfied, and Somewhat Satisfied.

List Service Area Outcome(s) scheduled for assessment in AY 15-16	How will the Outcome(s) be assessed?
Intended Outcomes: All student Veterans will participate in training on how to use the new "Student Self-Service" module for educational planning. Students will illustrate their understanding of the process in which electronic educational plans are approved.	Assessment Tool: A mixed model of quantitative/qualitative survey. This survey is a yes/no component with students self-reporting their respon(o)]w3(es)2(.)]TJ 0 T6 2.489 0 Td ( )Tj EMC /P <</MCID514

2. Describe how service area outcomes were specifically add ressed by the service/office/program during the past year.

2. Increase the hours of the Program Assistant's position from 25-40 hours to ensure that the number of hours continues to support the number of student veterans each year. 3. Need budgetary resources for professional development for HC	No progress	Competing for fund 11 resources.	yes	Yes

training. ($3,500 total)				

8. Update Student Veteran's HC Website

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 2015.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, AY 2016-17. 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. 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

1. List information concerning new projects or activities planned. The first activity listed should be the most important; the second activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 2016-17. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2016-17 must be planned for appropriately.

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

2. This item is u sed 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 -on activity that this resource will support.

New Activities

Activity 1: *Veteran Speaker Series for Student: This activity will provide information and knowledge to the Student Veterans regarding the*

By offering a Student speaker series to both our student Veterans and to our faculty and staff, we learn about how we can best meet their personal and educational needs. For the student speaker series, we would be coordinating local and federal resources that could assist our Veteran stude in making a successful transition into the educational setting.

(Student Success, 1A)
(Student Access, 2B)
(Innovation and Relevance for Programs and Services, 5A)
Barrier: Funding and time constraints from students

Staff and faculty speaker series will allow for professional development for staff and faculty. Staff will gain a better understanding of the issue that veteran students are faced with on a daily basis in an educational setting.
(Employee Diversity and Development, 3A)
(Partnership with Industry, Business Agencies and Education, 6A)
Barrier: Funding, time constraints from staff and faculty

c) Does this activity span multiple years? YES NO

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

This is an activity that will be ongoing

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

The measurable outcome will be more knowledgeable and efficient students who will be able to identify service requirements. The faculty and staff will become more knowledgeable on how to approach various issues and situations when working with veteran students.

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

Funding and time limitations by all parties involved.

B. 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 (budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed to support an activity that you have identifie d in IIIA above, in which case you must link the resource with a specific activity number (first column below). The first activity listed should be the most important; the second activity listed the second most important, etc. 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.

Activit y No.	Personnel Classified Staff/ Faculty (C/ F/M)*	Supplies/ Equipment (S/E)**	Technology Hardware/ Software (H/S)***	Contract Services	Training	Travel	Library Materials	Facilities/Space e.g. Science Labs	Projected

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