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

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I have read this annual review of the Counseling Services area. This review should be coupled with the Counseling (COU) Instruction PPA to gain a more holistic perspective of the Counseling discipline. I concur with the resource requests developed from this review. The request to purchase furniture for the first floor of Student Services Building to promote student engagement on campus is welcomed. This would be a nice complement to other innovations introduced as part of the SSSP initiative.

Dr. Romero Jalomo	August 7, 2015
Typed Name of VP/Division Head	Date

This PPA report is organized in 3 sections and 9 subsections as follows:

- I. <u>Comprehensive Review</u> a. Overall Service/ Office/ Program Effectiveness, b. Staffing Profile, and c. Service/ Office/ Program Goals.
- II. Annual Review a

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

C. Service/Office/Program Goals

1. List and describe service/office/program goals for the next comprehensive review cycle. Be sure to highlight innovative, unique, or other especially noteworthy aspects.

In considering your service / program 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/

A. DATA & TRENDS			
Provide available data and information	ion that define target recipient	ts of the service/office/non-ir	nstructional program

3. Provide any other relevant data					

B. SERVICE/PROGRAM MODALITY

Ъ	. SERVICE/TROGRAMIMODALITI
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.

3.	Describe the process to change and improve service

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?

Data was collected and analyzed in the fall 2014 semester. Once the data was summarized it was sent to the Counseling department for review. It was then put on a Department Meeting agenda and discussed as a Department. Counseling faculty and staff were included in the discussion and were provided multiple opportunities to provide input on how we can change our service delivery model to better serve students.

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

Assessment of data could be strengthened by developing a data warehouse where analysis and data can be stored. Through the strengthening of our Institutional Research office, they can become more of a support and resource to assist Departments with data collection and analysis. The challenge to achieving this year to date is the Institutional Research office lack of resources to provide this support.

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 15-16?	Will activity continue into AY 16-17?*
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		Program is fully	Time it took to correct	Yes	Yes
3. S	SARSonline	completed and ready for	the counselor listings		
a	ppointment for	implementation	in SARS.		
С	counseling				

^{*} For each activity that will continue into AY 2016-17 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?
 - A. Panther Prep Days- Panther Prep Days was successful in the number of students served who completed the college enrollment process. 686 enrolling high school students were able to develop their educational plan, register for their first semester courses, and receive a campus tour. This was a major shift in service delivery in how we served our incoming high school students.

Educational Planning Workshops- Year to date we have served 224 students in educational planning workshops. This service delivery model is a group advising model, however, the strength of the model is students get a 3 hour timeframe to ask Counselors a myriad of educational planning questions e.g. how do I choose a major and what steps do I need to take to transfer to a university. In student survey data, students have overwhelmingly stated the workshops assisted them very much in planning their educational goal.

SARS online appointment for counseling- Year to date we have no measurable data as the system has not been fully implemented. It is anticipated data will be compiled and analyzed by fall 2015.

A. NEW ACTIVITIES

This subsection

Activity

Strategic Plan Goal(s) No. & Letter (e.g., 5A)*

Related SAOs, SLOs,

* See Appendix A for a list of the

2.	This item is used to describe how the new activity, or continuing new activity, will support the service/office/program
	Panther Prep Days will continue to be the program model by which we prepare incoming high school students for early college enrollment at Hartnell College. in Student Affairs wi continue to support our work with area high schools while also developing relationships with community based organizations, one-stop career centers, migrant serving organizations, Adult Schools, Alternative Schools, and other community serving organizations.
a)	Describe the new activity or follow-on activity that this resource will support.
	Early outreach and college preparation
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)
	Panther Prep Days will support the following Service Area Outcome (SAO): 1) Students will demonstrate a higher level of college readiness through academic counseling and college exposure. Panther Prep Days also supports Strategic Plan Goals 1 and 2, Student Access and Success by preparing students for the rigors of college expectation far in advance of their full enrollment.
c)	Does this activity span multiple years? ☐ YES ☒ NO
d)	Not Applicable What measureable outcomes are expecOutc1 0 0 1

- 3. Financial Aid (BOGW and FAFSA)
- 4. Assessment testing
- 5. Educational Planning
- 6. Registration
- e) What are the barriers to achieving success in this activity?

To ensure success in this type of activity it is critical to have cooperation with our high school and community based organization partners as well as the appropriate fiscal resources to support the events. Planning for this type of event needs to be embedded into the culture of the organization.

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

A Hartnell College Majors Fair would assist students by providing college majors and programs available to them on campus. This event would be an opportunity for academic programs and Career & Technical Education programs to market their offerings on campus. Many students are in the exploratory phase of determining a college major and this event would be a wonderful opportunity for these programs to connect with students.

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

Educational planning and career readiness

- g) Describe how this activity supports all of the following that apply:
 - 6) Service Area Outcome (list applicable service area outcome)
 - 7) Program level Outcome (list applicable program level outcome)
 - 8) Course level Outcome (list applicable course level outcome)
 - 9) Service/Program Goal (list applicable service /program goal outcome)
 - 10) Strategic Plan Goal (list applicable strategic plan outcome)

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readiness through academic counseling and college exposure. 2.) Students will identify a college major

j)	What are the barriers to achieving success in this activity?
	In order for this program to achieve maximum effectiveness we will need all academic divisions and programs to participate in this event. The key is broad marketing of majors and programs available to students.
4.	This item is used to describe how the new activity, or continuing new activity, will support the service/office/program.
	The development of an online academic probation workshop for students will ensure Hartnell College has the ability to develop and

					ces that are relevant to ovation that will lead to			
m)	Does this activit	y span multiple yea	ars?	□ YES	⊠ NO			
	Not Applica	able						
n)	What measureal	ole outcomes are e	expected fi	rom this acti	vity? List indicator	rs of success.		
	Students w excellent academic		ased knowl	ledge on educa	ational planning and	college success strat	egies to ensure achie	evement of
0)	What are the ba	rriers to achieving	success i	n this activit	y?			
	In order to Technology Depart		e academic	probation wo	rkshop, Student Affair	s will need maximu	m support from the I	nformation

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

The space redesign of the first floor in the Student Services building would create an environment where students will utilize the Student Services Building as a true one-stop center for services. Through a redesign of the space, the Student Services building would become a space more conducive to student use year round as opposed to only during peak times. Students would be able to complete online applications for enrollment, complete the new Hartnell College orientation, the new Hartnell College academic probation workshop (in development), schedule an appointment to meet with a Counselor, schedule an appointment for an Assessment test, complete a Free Application for Federal Student Aid (FAFSA), and many other services.

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

This resource will support many of our new student services that are now online. A redesign would support students having access to computers to complete the Hartnell College application, orientation, FAFSA, and many other student support services.

- q) Describe how this activity supports all of the following that apply:
 - 16) Service Area Outcome (list applicable service area outcome)
 - 17) Program level Outcome (list applicable program level outcome)
 - 18) Course level Outcome (list applicable course level outcome)
 - 19) Service/Program Goal (list

3.Online Probation Workshn

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 coconstituent 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.