Harlell ollele is the ga

2011-12							
Year 2 2012-13	125	75	6	0	45	81	64.8%
Year 3 2013-14	100	44	7	0	49	51	51%

Several factors complicate our ability to place HEP graduates such as: immigration status, migratory/seasonal work does not align with academic semester system, time of course offerings etc.

The Salinas valley is renowned world-wide for its agricultural industry. California itself is ranked as one of the largest world economies due in great part to its agriculture. Hartnell College is an ideal location to host a HEP project. Salinas is not only home to a large farm-working community, but also the largest concentration of undocumented immigrants in California. As a program that is specifically designed to serve migrant farm-workers and their families, a large proportion of our HEP students do not possess legal immigration status. Although this has very little bearing on their ability to access our program and successfully completing their HSE (GPRA1), accessing higher education, technical training, improved employment, or military can pose a great challenge (GPRA 2). HEP has been obligated to remain creative when addressing the needs of this population that may represent a minority in IHE's in general, but constitutes a majority in our specific program. Working collaboratively with Academic Affairs, local industry, and educational institutions is pivotal in meeting or program goals.
Local data indicates that our program serves an area of great need in the Salinas Valley. Approximately 66.2% of Salinas Residents speak Spanish at home (American Community Survey 2012). The percentage of Salinas residents living below the poverty line is 22.3% compared to the state average of 14.4% (L4.13 360.40m nloyrot lynamis omerican4(Cat)19(o)-4(m)5(m)5(u)6(n)-2

HEP has been on the Hartnell Campus since 2006. Since its inception, many changes have been made to improve the programs performance. Most noteworthy is the transition from open enrolment to structured enrollment. HEP has developed an admissions process similar to that of UC Berkeley's comprehensive review, whereby several factors are considered when making admissions decisions. Students are then admitted primarily as a cohort at the onset of each semester. Below is a list describing services currently offered that have contributed to HEP's success:

a. Outreach to communities, schools, regional employers, farm worker communities
b. Enroll 125 eligible committed youth and adults per academic year
c. Orientations in English and Spanish
d. Counseling for development of student Ed Plans and career goals
e. Assessment to identify student needs/challenges
f. Academic Instruction around math, language (reading and writing), social science, science and mathematics.
g. Alternative Instructional Delivery Formats revolve around cohorts (5, 16 or 18 weeks) offered year-round and scheduled around agricultural field work season, as well as single subject fast paced modules for high achieving students.
h. Instructional Locations include Hartnell College main campus, Alisal Campus, King City Center, Cesar Chavez Library and local school sites
i. Flexible Scheduling of classes offered day, evening and weekend depending on student needs
j. Postsecondary Access linked to high demand jobs with good wages, such as STEM programs
k. Financial Aid by providing direct assistance (stipend/scholarship per graduate) and access to necessary forms (i.e. BOG Waiver, FAFSA, etc.)
l. Tutoring through Instructional Aides and GED Facilitators (individual or group)
m. Transportation assistance through MST bus passes and carpool
n. Health Education through community-based partnership with Clm 0 Tc( )2 stustus s(H)717.02 230.45 81Tm0 g 0.0192 Tc(c.)

at the time the evaluation report was written, the program reported a placement rate of 78 percent, with outcomes for several students not tabulated. This was due to students not finding or deciding upon a course (job, school, etc.), or having to meet immediate needs thus placing academic and/or career goals on hold. However, when those students eventually enrolled in college, obtained employment or otherwise moved on, the program's placement rate rose to a level in line with the target objective outcome. Thus, data provided in this report is merely representative of our progress towards meeting the objective.

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.

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

The only staffing factors that have influenced the effectiveness of

SERVICE/OFFICE/PROGRAM GOALS

II. ANNUAL REVIEW

A. DATA & TRENDS

1. Provide available data and information that define target recipients of the service/office/non-instructional program, including numbers/size, types and characteristics/needs of current and potential users, students, clients, and/or other relevant populations. List the sources of this data and information.

A large portion of Hartnell College's students are first generation college students from low income families where English is often not the primary language   The College has several programs that support underrepresented and disadvantaged youth (such as Extended Opportunity Programs and Services), but these programs are at capacity and

none is targeted to meet the unique needs of the migrant population. Finally,   , Hartnell College's H.E.P. is the only community college-based H.E.P. within the region.

Hartnell is the natural postsecondary access point for Latinos due to proximity, cost, and range of programs. However, in this region, an adequate support structure for adult migrant students does not exist. The HEP addresses these challenges by continuing to organize, leverage and redeploy resources so that a program of outreach, counseling, assessment, academic and student support services are implemented specifically for targeted migrant youth and adults. In order to be deemed HEP eligible an individual or an immediate family member must have worked in an agricultural related field at least 75 days within the past 2 years and be at least 16 years of age. The goal of the program is to serve 125 students per academic year.

q. Outreach to communities, schools, regional employers, farm worker communities
r. Enroll 125 eligible committed youth and adults per academic year
s. Orientations in English and Spanish
t. Counseling for development of student Ed Plans and career goals
u. Assessment to identify student needs/challenges
v. Academic Instruction around math, language (reading and writing), social science, science and mathematics.
w. Alternative Instructional Delivery Formats revolve around cohorts (5, 16 or 18 weeks) offered year-round and scheduled around agricultural field work season, as well as single subject fast paced modules for high achieving students.
x. Instructional Locations include Hartnell College main campus, Alisal Campus, King City Center, Cesar Chavez Library and local school sites
y. Flexible Scheduling of classes offered day, evening and weekend dep4(d ETBTy1ET EMC /P(-5(n)-2(a)457)-4oc/P ⨍MCID 854(

been able to enroll and graduate through our modules, we will likely continue to run morning and evening cohorts concurrently with morning and evening modules into AY 2015-2016. Budgetary and space constraints make this a challenging task, but all efforts will be made to ensure this is possible.

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.

The instructional challenges posed by the new H

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.

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

C. OUTCOMES

SERVICE AREA

or secure a career position		

2. Describe how service area outcomes were

b) <u>Qualitative performance feedback</u> data is provided by all participants, students, faculty, project staff, partners, and parents through ongoing and variety of methods. These methods include one-on-one meetings, group meetings, valid survey instruments, and self-evaluation forms.

All formative project data is regularly reviewed and assessed by the project's evaluation team (with support from the external evaluator) who monitors the project's progress and makes adjustments when indicated by performance feedback.

Although we currently evaluate all field trips and workshops, we primarily collect "perception" data (what is the individual's perception in regards to the usefulness and quality of the service rendered). I would like to see pre and post assessments developed for all workshops in order to accurately and concisely demonstrate growth in attitude, skills, and knowledge. Moreover, more "likert" scale questions should be added to instructional services and counseling services evaluations in order to quantify levels of satisfaction with these services. We have revised the end of semester instructional services survey to include several likert scale items, the order of questions has been modified to encourage more meaningful responses, and has been put into electronic format via google forms. We will pilot this online tool at the end of this semester. Responses are automatically tabulated and captured on a response spreadsheet from which graphs and tables can be easily extracted, allowing for quick and efficient data analysis. We also hope that this format will make students feel more at ease answering truthfully as there will be no record (including samples of hand writing) linking students to a specific response. If this is successful we plan to move most assessments to an electronic format (with the exception of fieldtrips). A class set of laptops have been purchased for instructional purposes, making it feasible to roll out this type of assessment at this point. Creating pre and post assessments for every workshop is somewhat challenging since workshops vary by semester contingent on needs assessment results. Data is only as good as the tool utilized to collect it. Creating reliable and effective assessment tools on an ongoing basis requires an extensive amount of time. Nevertheless, this is a goal that we will continue to work towards.

D. PREVIOUSLY SCHEDULED ACTIVITIES

		#		

			educational and personal/social workshops based on identified student needs (every semester).				

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

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

Activity 1: Continue HEP Module cohort.

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)

This activity is crucial in order to serve the 125 students per year as stated in the HEP grant. Due to the new rigor and format of HSE exams we are unsure if/when we will be once again able to prepare and graduate the majority of our students in one semester. Under our old model we were able to serve 4 cohorts, consisting of approximately 32 students each, per academic year (2 in the fall, 2 in the spring). Adding Module instruction allows us to create a 3rd and possibly 4th cohort that will run concurrently with the other two. While our 2 primary cohorts will continue to operate under the semester system (admissions in fall and spring only), HEP modules allow us to continue to admit students throughout the year at the onset of each module, increasing the likelihood that we reach our target of serving 125 students for 2015-2016. This impacts SAO 1: A minimum of 125 students will enroll in the HEP in GY 2014-2015 and GY 2015-2016.

c) Does this activity span multiple years?   ☒ YES   ☐ NO

Adjust the budget to ensure that funding is available for Mudule facilitator (GED Facilitator) in AY 2015-2016
Identify a classroom location by June 31st 2015 (Completed)
Identify a Module Facilitator (GED Facilitator) by June 31st 2015 (Completed)

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

Number of students served in AY2014-2015 and AY 2015-2016 (125 per year)

GPRA 1: Graduate at least 70% of HEP enrolled students in AY 2014-2015 and AY 2015-2016

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

Ensuring continued availability of space at the Cesar Chavez Library, or alternate site is our greatest challenge. Furthermore, identifying additional "HEP ready" students given the increased rigor of the HSE exams may prove a challenge.

Activity 2: Implementation of career interest inventory

By administering a career interest inventory all HEP graduates will have a clear understanding of career options that directly align with their personal interests and characteristics. This will in turn assist in the creation of educational and career goals thus positively impacting the placement of our graduates in post-secondary education, technical training programs, military, or improved employment. This impacts Sao 3: At least 80% of H.E.P. graduates will enter higher education and/or enroll in an occupational/certificated program, or secure a career position.

☒   ☐

If yes, describe the action plan for completion of this activity.
Create activities calendar for AY 2014-2015 and 2015-2016 to include career interest inventory administration dates
Coordinate Inventory administration with Hartnell Career and Transfer Center (within first 30 days of each semester)

SAO 3: At least 80% of H.E.P. graduates will enter higher education and/or enroll in an occupational/certificated program, or secure a career position.

☒   ☐

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

Administer needs-assessment to all HEP students within the 1st week of each semester
Develop personal-social workshops according to needs-assessment results
Develop pre-post assessment for each workshop
Implementation of workshops and pre-post assessments
Dissagregate results data

•

None at this point. This activity has been added to the HEP activities calendar. However, we will seek to reorganize and revamp the current needs assessment tool to e

SAO 2: At least 70% of program participants/students will successfully complete the HEP and attain a HSE.

☒   ☐

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

- *Register for and attend the HiSET conference on a yearly basis*
- *Share all major developments and pertinent information with major stakeholders including HEP Staff*
- *Make necessary adjustments to HEP admissions process and curriculum to reflect best practices.*

- *GPRA 1: Graduate at least 70% of HEP enrolled students*

Activity 6: Tour the Main Campus every semester.

2: At least 70% of program participants/students will successfully complete the HEP and attain a HSE.

B. RESOURCE REQUESTS

					Provide professional development opportunity for HEP instructional staff that specifically addresses Latino Student Learning(Activity 8)			$4,000
				Offer Not-for Credit short term CTE instruction (24 hours) such as financial literacy, supervisorial skills, food safety/quality control etc. ((This resource is not tied to any specific activity but would				Contingent upon pay rate for not-for credit instructor Ex: $45/hr x 24hrs = $1,080 per course offering (to be covered by student fees)

				Increase student placement SAO 3)					
				Offer Non-Credit ESL					

APPENDIX A. Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013-2018)