

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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- What are your area's primary functions?*
- How are students/employees served by the service/office/program?*
- What are the unique aspects of the service/office/program?*
- How does the service/office/program relate to the needs of the community?*
- How does the service/office/program interface/collaborate with other areas on campus?*
- What is working well in service/program provision?*
- Have state and/or federal mandates/rules/certifications particular to the service/program been met?*
- What policies and/or practices, both institutionally and departmentally, have been implemented to improve functions over the past few years?*

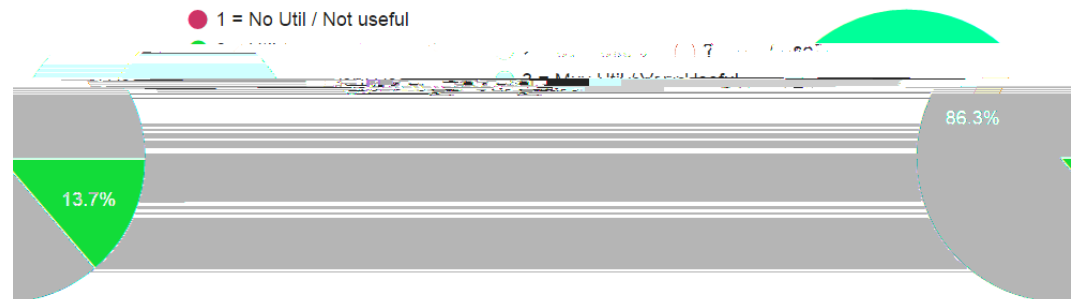
Enter your response in the table cell below. The box will expand as you enter text:]

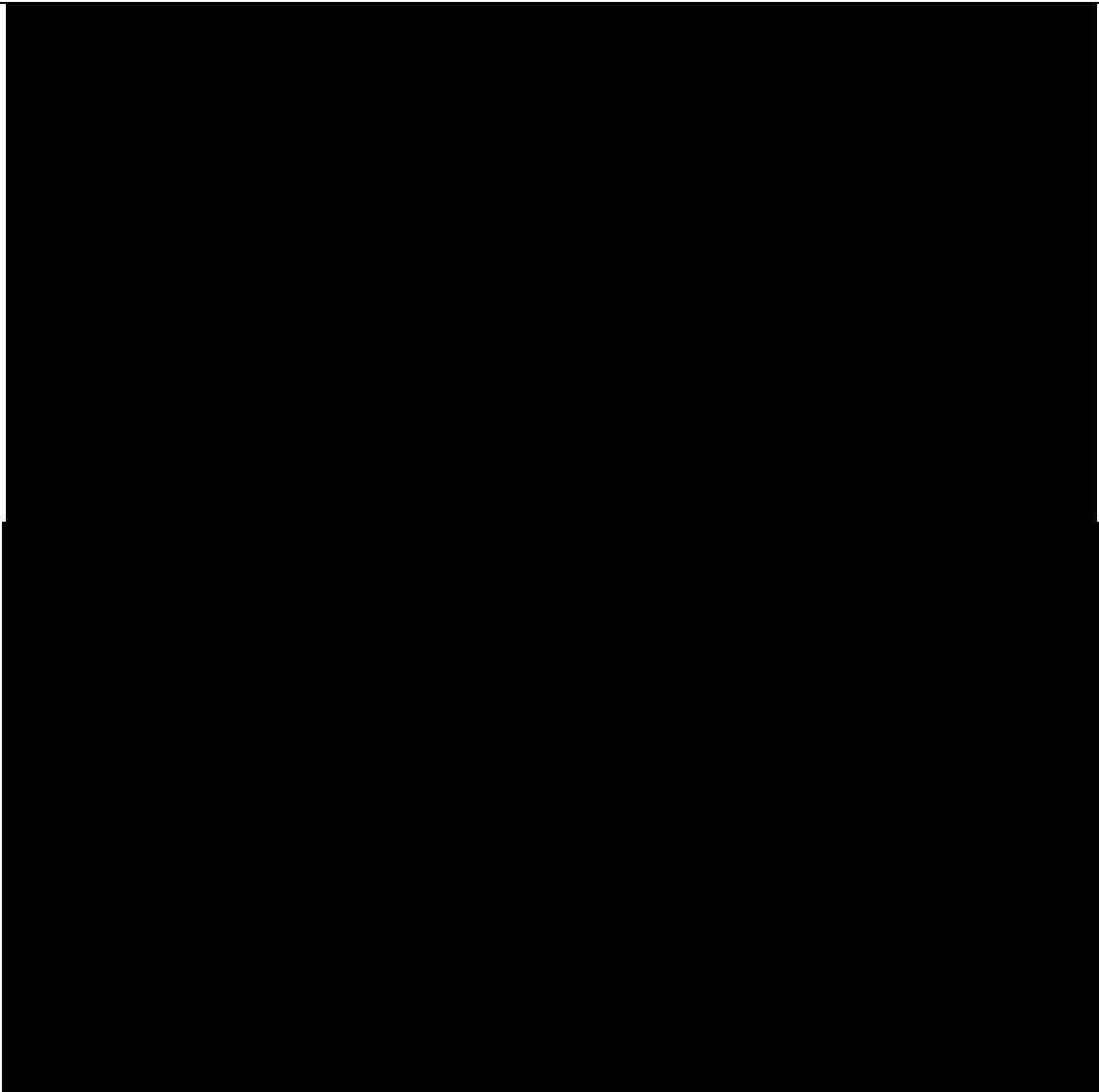
Total Enrolled:			100%



week for our high achievers (modules). Individual and small group interventions are also made available outside regular class times. In addition, all students participate in fieldtrips and workshops that were traditionally held throughout the semester on Fridays and weekends. This was done in order to maximize instructional minutes. However, attendance was poor. As the semester progressed our attendance diminished even further due to graduation and natural attrition. To resolve this dilemma we adopted a 1 day conference format offered during the 3rd weekend of each semester where students have the opportunity to attend 4 workshops. We held 2 "HEP Student Success Conferences" during AY 2016-2017. Both were well attended (students were allowed to bring 1 guest) and received outstanding evaluations from our students as evidenced below. (Spring 2017 Student Success Conference Evaluation Results)

Que tan útil le sera la información expuesta en esta conferencia? / How useful will the information shared at this conference be? (51 responses)





When it comes to instruction, the cohort model worked very well for us in the past since we were able to graduate most students in one semester. We were hence able to accommodate approximately 65 students per semester (32.5 per class) which allowed us to serve 125 per year. However, with the introduction of the common core standards and the drastic changes to High School Equivalency (HSE) examinations, we have yet to become intimately familiarized with the HiSET exam in order to once

again reach this level of efficiency.

For this reason we piloted a module program that ran concurrently with our semester courses during Fall 2014. These modules focused on one subject area at a time and were led by an HSE Facilitator

Create ongoing opportunities for success (maintain motivation)

Review of Spring 2016 Success data showed little to no improvement. It was at that point that I decided not to renew that particular instructor's contract into AY2016-2017.

During Fall 2016 we experienced an unusually low enrollment. This is attributed to many factors, including the discontinuance of recruitment efforts during Spring and Summer 2016 due to budget restraints coupled with delays in grant award notifications by the department of education. Enrollment during Spring 2017 was higher than the Fall, but this was only achieved by reducing our cutoff back to 350 (370 during Fall 2016).

See Fall 2016 success rates below:

<i>AM Cohort</i>					
<i>AM Modules</i>					
<i>PM Cohort</i>					
<i>PM Modules</i>					
<i>T & A</i>					
<i>Independent</i>					

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? What did you find?

[Enter your response in the table cell below. The box will expand as you enter text:]

Budget Request Spreadsheet