I.   COMPREHENSIVE REVIEW

Please complete this   section for services/offices/non   -instructional programs scheduled for comprehensive review in spring 2014. Go to Sec   tion II for services/offices/non   -instructional programs   scheduled for annual review in spring 2014.

A. OVERALL SERVICE/ OFFICE/ PROGRAM EFFECTIVENESS

1. Describe your service/office/non   -instructional program   in terms of its   overall effectiveness   over the past several years   .

Please consider the questions below in des   cribing your   area.

· What are your area s primary functions?
· How are students /employees served by the service/office/program ?
· What are t he 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 /collaborat e with other areas on campus?
· What is workin g 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, h   ave been implemented to improve functions over the past few years?
· What prof essional activities have staff recently (last three years) participated in?

[Begin response here]

C. SERVICE / OFFICE / PROGRAM GOALS

1. List and describe   service/ office/ program   goals for the next comprehensive review cycle   Fall 2014 through Fall 2018   . Be sure to highlight innovative, unique, or other especially noteworthy aspects.

This section must be completed for ALL services/offices/non-instructional programs, including those scheduled for a comprehensive review

3. Provide any other rel   evant data   and describe any other relevant qu   alitative factors   that affect service/program provisi   on, office functioning   , and the evaluation of the service/office/non   -instructional program   . List the sources of this data and in   formation.

   Another challenge that makes the element of student assessment very challenging is oftentimes students want to complete the assessment step as a matter of process for enrolling into the college as expeditiously as possible. This poses a critical challenge in that many students have not adequately

C. OUTCOMES

Each service unit/office/non -instructional progr am 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 c omplete 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)?
1. As a result of students receiving more clear instructions on the assessment test, we will see increased student assessment scores.	The instruction script prior to students taking the assessment test has been modified to communicate more intenspr n0.499.2 ae7.5446(o)-ai2.5667mnomnserc n	

2. Describe how service area   outcomes were

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 ulti mately is undertaken to improve or enhance your service/office/program , and keep it current.

This s ection must be completed for ALL   services/offices/non   -

1. List information concerning   new projects or activities   planned.   Please keep in mind that resources needed, if funded, would not be approved until spring 2015 and provided until FY 2015   -16. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2015   -16 must be planned for a   ppropriately.

Activity	Strategic Plan Goal(s) No. & Letter (e.g., 5A)*	Related SAOs,SLOs, PLOs, or goals	Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion (can be more than one year in length)	Comments

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.

   Test preparation workshops for enrolling high school students will work with students on the English, Math, and ESL content for the Accuplacer assessment test.

b) Describe   how this activity supports   any of the following:
   1) Service Area Outcome
   2) Program level Outcome
   3) Course level Outcome
   4) Service/Program   Goal
   5) Strategic Priority Goal

   This activity supports Strategic Priority Goal 2A and 5A. It also supports Service Area Outcome:
    Students will demonstrate increased readiness in English, Math, and ESL as a result of participating in a test preparation workshop

c) Does this activity   span multiple   years?   YES   N 567.12 Tm [(q)-6.28999(u)8.71.68 Tm ( ) T46

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

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 Colleges 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 identified in IIIA. above, in which case you must link the resource with a specific activity number (first column below). 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.

*
Perso
nnel:
Includ
e a

*** <u>H</u> for Hardware, <u>S</u> for Software.

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 envi ronment 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, furnishing s, 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.