

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

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.

The Facilities, Maintenance and Asset Management office is located in the Main Campus building L. Our services are provided to all three locations, Main Campus, Alisal Campus and our King City Center. Our hours of operations our Monday through Friday 8a.m. to 10 p.m. the night shift consisting of custodial staff, Maintenance technicians are assigned work for our Alisal and King City sites through our work order system and travel to address the needs using district vehicles.

2. Compare service/program quality provided

B. OUTCOMES

SERVICE AREA OUTCOMES

Each service unit/office/non-instructional program 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 measurable, 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 complete the following tables.

List Service Area Outcome(s)
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	<i>which included monthly fertilization and over seeding before and during the playing season.</i>	
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3. Describe assessment

		time to recuperate.		
3. Work Order system	Purchase of the software.	Implementation of the new process campus wide and training of the maintenance staff.	Yes	No

* For each activity that will continue into AY 2015-16 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?

On Campus Safety, even after implementing five initiatives that will greatly enhance the safety of the college to student and staff the results of the pre and posttest exercise showed a need for increased awareness. Future training sessions will need to be developed and presented to faculty and staff.

On Field Maintenance, the fields have never looked this great. The key factor will be to reassess the condition of the field after the completion of the playing season since the maintenance program implemented is ongoing throughout the playing season.

On the work Order system

Training
Travel
Library materials
Science laboratory materials

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

Professional development will aid the managers and supervisors improve their skills to better support their staff and give them the tools to work to resolve any issues that may arise in the day to day operations of the different departments.

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

The activity will aid in the Service/Program goal to create and maintain a highly qualified, professional diverse and responsive workforce. This is a continuous improvement process, looking at what changes can be made to better serve our college community.

c) Does this activity span multiple years? YES NO

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

The action plan will include scheduled training sessions with the IT department to cover the following, e-mail, word, excel, along with supervisor training with the HR LCW workshops.

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

Manager and Supervisors to be leadership role models to their staff, this is accomplished by one on one meetings going over issues and coming up with solutions that meet the needs of the college, help create an atmosphere of openness, trust, and support for employees to better serve our students. The managers and supervisors will be encouraged to take advantage of the training provided by the college in IT (Computer Skills) and HR (LCW). The indicators for success would be the supervisors being able to use the computers tools provided, increase communication with staff/direct reports and a better understanding of the union contract, being able to assist with reports such as the program review.

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

The biggest barrier I foresee is changing entrenched work behavior by some personnel. Just because things have been done a certain way for a long time does not dictate how work is to be done in the future. We need to continually assess work duties and adjust as needed.

**** Please complete this page for each new activity. ****

Playing field

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

The biggest barrier is competing with the use of the fields. The playing season has grown to 10 months out of the year. The time allowed to do field renovation is limited to the winter season when the playing field turf normally becomes dormant.

B. RESOURCE REQUESTS

If new/additional resources are needed for your service/office/program, it is important that you

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.