

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

Dean of Academic Affairs: MSE

VP/Division Head's Comments (required) :

Typed Name of VP/Division Head

Date

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

- I. ~~CP~~ Riv _____ – a. Overall Service/Office/ Program Effectiveness, b. Staffing Profile, and c. Service/ Office/ Program Goals.
- II. ~~AR~~ Riv _____ – a. Data & Trends, b. Service/Program Modality, c. Outcomes, and d. Previously Scheduled Activities .
- III. ~~AA~~ ~~Ph~~ _____ – a. New Activities and b. Resource Requests.

INSTRUCTIONS

- è For services/offices/non-instructional programs scheduled for comprehensive review in spring 2015, please complete Sections I, II, and III.**
- è For services/offices/non-instructional programs scheduled for annual review, please complete Sections II and III.**

B. STAFFING PROFILE

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C. SERVICE /OFFICE/PROGRAM GOALS

1. ~~List~~ ~~the~~ ~~service's~~ ~~office's~~ ~~program's~~ ~~future~~ ~~goals~~ ~~here~~ ~~by~~ ~~considering~~ ~~Hartnell's~~ ~~vision~~ ~~and~~ ~~mission~~ ~~statements~~.

In considering your service's/ office's/ program's future goals, please review Hartnell's vision and mission statements.

MISSION 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/office/program goals here]

- 1)
- 2)
- 3)
- 4)
- 5)

This section must be completed for ALL services/offices/non-instructional programs, including those scheduled for a comprehensive review in spring 2015.

A. DATA & TRENDS

**1. ~~Personnel~~
~~Human Resources~~
~~HR~~**

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TS/HR

We are starting to see an increase in student headcount as indicated by the table below:

<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>
9,915	9,512	8,470	9,619	9,963

The trends below appear to be mostly set by the headcount at the Main Campus and Alisal. King City and Distance Education have had a slight decrease in students.

	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>
Main Campus	<u>6,999</u>	<u>7,041</u>	<u>6,403</u>	<u>6,548</u>	<u>7,070</u>
Alisal Campus	<u>114</u>	<u>1,326</u>	<u>1,149</u>	<u>1,158</u>	<u>1,329</u>
King City Campus					

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C. 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. Policy

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. Students, faculty, and staff will use an accurate, complete schedule/catalog available for the published registration deadlines.	Still struggling with the number of change forms that the office has received (272). Trying to automate the process with Astra to help stream line the process and hopefully reduce the number of errors. Some of the changes that are seen, such as a part-time instructor quitting the last minute are out of our control. However, they are still counted in the number of change forms that are received.	Yes. This will be an on-going project.
2. Students, faculty, and staff will have user-friendly forms and processes.	Forms have been created or updated to insure efficiency of processing requests, notifying students, etc. A faculty resource page has been developed on the web for all faculty to obtain forms, review processes, etc.	Yes. The forms and processes will be reviewed annually.
3. Provide equitable academic experiences that consistently serve the diverse learning needs of students at all locations.	Each campus has taken a critical look at the programs and services that are offered there. Several faculty have been hired on special assignments to assist in servicing students' needs. Further discussions are pending at the Deans retreat in June.	Yes.

List Service Area Outcome(s) scheduled for assessment in AY 15-16	How will the Outcome(s) be assessed?
1. Provide in-service training opportunities for all adjuncts, faculty and managers.	Create opportunities through the various workshops and Flex activities offered on and off campus. Collect data on workshops offered, dates and attendance of workshops. Fill out satisfaction survey.

2. Data

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1. **Eliminating**
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This section must be completed for ALL services/offices/non-instructional programs, whether scheduled for annual or comprehensive review in spring 2015.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2016-17**. An activity can address many different aspects of your service/office/program, and ultimately is undertaken to improve, enhance, and or keep your service/office/program current. A new activity may or may not require additional resources.

1.

***** Please complete items 2a-e immediately below for EACH new activity. *****

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Consider:

- x Faculty
- x Other staffing
- x Facilities
- x Equipment (non -expendable, greater than \$5,000), supplies (expendable, valued at less than \$5,000),
- x Software
- x Hardware
- x Outside servd2(e,)-s.s
- x Training
- x Trav
- x Library materials
- x Science laboratory materials

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11. **W** **English**

[Begin response here]

12. **L** **Math**

13. **M** **Math**

14. **M** **Math**

[Begin response here]

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 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 eC -0.00 sched

