

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a service/office/program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each area reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process improves and increases the flow of information and data at Hartnell College. The result of the process also improves institutional effectiveness.

Service/Office/ Non-Instructional Program	Date Completed (must be in final form by 3/27/15)*	Date Submitted to VP
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VP/Division Head's Comments (required):

Marty Parsons

Typed Name of VP/Division Head

Date

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

- I. **Comprehensive Review** – a. Overall Service/Office/Program Effectiveness, b. Staffing Profile, and c. Service/Office/Program Goals.
- II. **Annual Review** – a. Data & Trends, b. Service/Program Modality, c. Outcomes, and d. Previously Scheduled Activities.
- III. **Annual Action Plan** – a. New Activities and b. Resource Requests.

INSTRUCTIONS

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

For services/offices/non-instructional programs scheduled for annual review, please complete Sections II and III.

I. COMPREHENSIVE REVIEW

Please complete this section for services/offices/non-instructional programs scheduled for comprehensive review in spring 2015. Go to Section II for services/offices/non-instructional programs scheduled for annual review in spring 2015.

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 describing your area.

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

[Begin response here]

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.

Positions	2012-13	2013-14	2014-2015
Management, Supervisors			
Classified Staff			
Classified Staff- Part-time			
Faculty Staff			
Faculty – Part-time			
Student Workers			
Professional Experts			
Total Full Time equivalent Staff			

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

[Begin response here]

C. SERVICE/OFFICE/PROGRAM GOALS

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

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

VISION 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)

- 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.**

Human Resources does not have a physical presence anywhere but on the main campus. Materials left for Human Resources at other college locations are delivered to HR by interoffice mail.

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

We don't have any plans to change services for other locations. Most of the services provided by Human Resources are not so time sensitive that we need to think about how to improve them for remote locations. That is, a document dropped into campus mail on one day gets to us the next day, and that's usually plenty fast. Our employees rely more and more on the scanning and e-mail capabilities of our Multi-Function Devices (MFDs) at all college locations to transmit hire and contract documents. We do have secure transmission capabilities for documents that contain confidential information.

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 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 complete 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)?
Hartnell supervisors will engage in regular performance appraisals of their staff that lead to performance improvement	A culture of assessment seems to be developing, with less resistance to the evaluation process and better compliance across all managers and all types of employees. Our online system for tracking evaluations has not yet been implemented, but the system of communication and tracking that our HRIS specialist has developed, though labor intensive, is working very well.	Yes
Hartnell employees will understand the employment benefits available to them	We have invited speakers representing our regular (STRS, PERS), and supplemental retirement programs to campus to speak to new and incumbent employees. We have expanded information available on our website about benefits, and we keep information up-to-date (four employees in the office have taken the training on Drupal to be able to create and update web pages).	No
Hartnell employees will be satisfied with the information they receive from and their interactions with the HR Office about their benefits and leaves	None	No, and we will carry this SAO over to next year

HR job applicants will experience an efficient, effective hiring process	None (still awaiting implementation of Taleo system)	No

List Service Area Outcome(s) scheduled for assessment in
AY 15-16

2. Describe how service area outcomes were specifically addressed by the service/office/program during the past year.

- a. NEW CURRICULUM
- b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
- c. GRANT DEVELOPMENT AND PROPOSALS
- d. FACULTY AND STAFF TRAINING
- e. MARKETING/OUTREACH
- f. ENROLLMENT MANAGEMENT
- g. STUDENT SERVICES
- h. ADMINISTRATIVE

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

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 will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

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.