Program Planning and Assessment (PPA) for Services, Offices & Non-Instructional Programs
Annual Review & Action Plan
Spring 2015

<table>
<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Completed</th>
<th>Date Submitted to VP</th>
</tr>
</thead>
<tbody>
<tr>
<td>South County Education Services</td>
<td>3/24/2015</td>
<td>3/24/2015</td>
</tr>
</tbody>
</table>

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renata Funke</td>
<td>Dean, South County Education Services</td>
</tr>
<tr>
<td>Kimberly Kessler</td>
<td>Administrative Assistant III</td>
</tr>
<tr>
<td>Olga Galván</td>
<td>Enrollment Services Specialist</td>
</tr>
<tr>
<td>Gabriela Lopez</td>
<td>Counselor, EOPS Advisor</td>
</tr>
</tbody>
</table>

VP/Division Head’s Comments (required):

Dr. Lori Kildal
Typed Name of VP/Division Head

This PPA report is organized in 2 sections and 6 subsections as follows:


**I. ANNUAL REVIEW**

**A. DATA & TRENDS**

1. **Target Recipients**
In fall 2014, the King City Center (“KCC”) had 630 matriculated students; another 330 were enrolled in classes at the other South County sites (Source: Cognos Virtual Fact Book v04). These and numerous prospective students received one-stop services at KCC, including counseling, placement testing, cashiering and assistance with financial aid issues. Some 60 faculty teaching in South County during the fall and spring semesters were provided administrative support. KCC also housed a group of high school students preparing AP exams.

As listed under I.B, South County courses are taught at 5-7 sites. The South County Dean of Academic Affairs and two classified employees maintain contact with all Main Campus (“MC”) components while performing many “other duties as assigned” including Salinas meetings.

Per A&R data, the Enrollment Services Specialist

- administered more than 140 assessments at area high schools in the spring of 2015
- processed higher numbers of concurrently enrolled applications since fall 2014
- scheduled appointments and entered records in the college database for two additional counselors

The Administrative Assistant III to the Dean added

- processing additional faculty contracts due to new curriculum and adjunct turnover
- additional advertising of classes to accommodate enrollment management decisions
- more service requests and follow-up calls to IT due to aging technology equipment
- research on Distance Education data

The Dean intensified her efforts to implement

- a program expansion at Soledad High School, adding curriculum earlier in the day
- tutoring services requiring more recruitment due to increased turnover
- more outreach to South County areas such as Fort Hunter Liggett and San Lucas
- a new project with the Soledad CTF to deliver a Transition Program
- anti-violence activity, including with 4C4P (Four Cities for Peace)
- Panther Prep orientations in King City (including logistics) and Salinas

2. **Salient patterns and trends**

*Declining enrollment in South County classes*
At census on Feb. 4, South County had 1607 duplicated enrollments, compared to 1710 on the same date in Spring 2014 (A&R data). Spring FTES generated in 2013 were 209.53, compared to 189.34 in 2014, and 176.41 in 2015, per Colleague data.

- Last-minute enrollment management interventions resulted in the addition of new classes; some of them were less established in South County and therefore difficult to fill
- Additional reasons for declining enrollment and data cited in Appendix B

**Faculty attrition and recruitment issues in South County**
- Insufficient pool of local, qualified instructors
- No mileage reimbursement available for adjunct instructors (per HCFA)
- Long commute considered undesirable by full-time instructors despite reimbursement
- “Drain” occasioned by offers from MC to South County instructors living farther north

**Increased security needs at KCC:**
- A lock-down procedure was performed during a nearby gang-related shooting.
- The event and debrief with local police pointed to the need for surveillance cameras.

**Ongoing Tech Support issues and equipment needs:**
- Improved support at the KCC, with a technician servicing computers twice a month, has helped old equipment last longer despite increasing instructor dissatisfaction
- Delays in equipment order processing and continued Internet access issues at off-sites
- All computers in KCC rooms 109 and 211 have been slated for upgrade and are to be replaced by thin-client models

**Increased interaction with MC:**
- Two Full-Time counselors working between MC and KCC
- The Reading Plus software program, by now implemented by ESL, English and GED faculty in Salinas, requires orientation and coordination of faculty at MC and Alisal
- Rising need for EOPS coordination

**B. SERVICE/PROGRAM MODALITY**

1. **Classes taught at different physical South County locations**

While the King City Center schedules classes in the morning, afternoon, evening, and Saturday, the other sites mostly offer evening classes. By request from the Soledad School District Superintendent, three classes taught earlier in the afternoon were added, coupled with group assessments by the counselor in Soledad.
### 2. Different services & learning support available at different South County locations

Counseling services were augmented, and an in-house counselor who also works at Soledad High School was scheduled to provide services at that site once a week. Tutoring continues to be a challenge, notably with Math; the library area is unstaffed except for 4 hours on Wednesdays.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>King City Center</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>14</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Greenfield High</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Soledad High</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Gonzales High</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>King City High</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>16</td>
<td>20</td>
<td>16</td>
<td>18</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>36</td>
<td>34</td>
<td>35</td>
<td>43</td>
<td>43</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Different services & learning support available at different South County locations

Counseling services were augmented, and an in-house counselor who also works at Soledad High School was scheduled to provide services at that site once a week. Tutoring continues to be a challenge, notably with Math; the library area is unstaffed except for 4 hours on Wednesdays.
<table>
<thead>
<tr>
<th>Time</th>
<th>KCC ENG Tutoring</th>
<th>KCC MAT Tutoring</th>
<th>KCC Library/Study area</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30am-1:30pm</td>
<td>9:00-10:30am</td>
<td>12-1pm 2-3pm</td>
<td>8am-8pm</td>
</tr>
<tr>
<td>12-3pm</td>
<td></td>
<td></td>
<td>8am-8pm</td>
</tr>
<tr>
<td>9:00-10:30am</td>
<td>10am-12pm 5-6pm</td>
<td></td>
<td>8am-8pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8am-8pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8am-8pm</td>
</tr>
</tbody>
</table>

Notes on service/program quality provided across locations, vehicles, and times.

a) Office staff, notably the one bilingual Enrollment Services Specialist (“ESS”) in King City, provides limited one-stop services to South County students; with no one else authorized to cashier or test during periodic staff absence, students receive uneven access to these services during regular business hours; none is available for students attending only evening or Saturday classes.

b) Sporadic outreach by counselors to the schools is needed in Greenfield, Gonzales and Fort Hunter Liggett; EOPS services have been started at KCC but coordination has been inconsistent and student base needs establishing.

c) Math and English tutoring is offered at the KCC, none at the other South County sites. Math tutors have a high turnover rate as they are almost ready for transfer by the time they are eligible; additionally, they are needed early in the semester – something the current tutor recruitment, hiring and training process does not allow for.

d) Library and learning resources are provided in King City via a quiet lab and reading room. A librarian is only in attendance once a week at certain hours and is retiring in the spring; insufficient numbers of reserve textbooks are available for check-out.

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

Note: The following suggested changes address a), b), c) and d) above

a) A part-time, cross-trained, bilingual ESS working Monday-Thursday afternoons/evenings and Saturday mornings will provide more adequate services and equitable access.
b) Increased coordination with MC will provide counseling at off-sites; more integrated advertisement will ensure regular and expanded use of EOPS counseling services provided in South County.

c) Online tutoring will be explored to serve students at off-sites as well as at the KCC; FT Math faculty that can hold office hours will provide more equitable learning support for Math students.

d) A new library instructor will be recruited. Funds for textbook copies will increase equitable access to learning resources available at the KCC.

C. OUTCOMES

SERVICE AREA OUTCOMES

1. Please complete the following tables.

Previous Service Area Outcome Assessment Activity

<table>
<thead>
<tr>
<th>List Service Area Outcome(s) scheduled for assessment as previously specified</th>
<th>What changes have occurred in the service/office/program as a result of dialogue?</th>
<th>Was a Service Area Outcome Assessment Summary completed (if expected)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of the King City Center will report that they have adequate access to library and learning support services.</td>
<td>Update: The King City Library and Tutoring Center opened April 7, with limited staffing</td>
<td>In Fall, 2013, the South County Dean completed a SAOA with 150 students (36% were unsatisfied). In 2014, the MC Dean, Learning Support Resources &amp; Languages, conducted a different survey (follow-up with MC library staff Fall 2015)</td>
</tr>
</tbody>
</table>

Continued and New Service Area Outcome Assessment Activity
<table>
<thead>
<tr>
<th>List Service Area Outcome(s) scheduled for assessment in AY 15-16</th>
<th>How will the Outcome(s) be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student satisfaction with King City library/learning resources</td>
<td>Fall 2015 Library survey data will be compared by MC Dean of Learning Support Resources &amp; Languages with earlier Library 2014 survey</td>
</tr>
<tr>
<td>b. Customer satisfaction with student services at the King City Center</td>
<td>A survey was administered to establish a baseline by the South County Dean in Fall 2014 (Appendix C); baseline to be compared with data obtained Fall 2015</td>
</tr>
<tr>
<td>c. Customer satisfaction with Counseling Services at the King City Center</td>
<td>A survey was administered to establish a baseline by the South County Dean in Fall 2014 (Appendix D); baseline to be compared with data obtained Fall 2015</td>
</tr>
<tr>
<td>d. South County Faculty satisfaction with IT support</td>
<td>Survey to be developed in Fall 2015</td>
</tr>
</tbody>
</table>

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

   a) Access to learning resources was augmented via furniture and equipment, and the English tutors trained on some online research methods

   Students surveyed had commented on the need for better access to reserve textbooks, a quiet study area and online research help

   b) Increased needs for tutoring, notably during the day were addressed partially

   - Math tutor turnover is frequent and disadvantages students
   - Unlike with English FT faculty, no Math FT faculty is assigned to South County, thus excluding students from receiving office hours or supervised lab time

   c) The ongoing need for an additional part-time ESS was documented, and a request is carried over from the 2014-2015 PPA

   - 28% of students surveyed were only somewhat satisfied with the time it took to assist them, per Appendix C
   - 21% of students surveyed were only somewhat satisfied with our ability to satisfy their need, per Appendix C
   - students commented on the need for more immediate financial aid assistance
3. Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?

A survey on student satisfaction with learning resources requires library staff, due to short staffing at KCC, over several days because many students attend once a week only.
## D. PREVIOUSLY SCHEDULED ACTIVITIES

<table>
<thead>
<tr>
<th>Activity scheduled</th>
<th>What success has been achieved to date on this activity?</th>
<th>What challenges existed or continue to exist?</th>
<th>Will activity continue into AY 15-16?</th>
<th>Will activity continue into AY 16-17?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide access to learning resources at KCC labs for all students and optimize classroom utilization</td>
<td>The request for a $25,000 smart station in room 109 was not granted</td>
<td>The request for a $25,000 smart station in room 109 was not granted</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>2. Provide adequate access to library reference and research materials and a quiet study area</td>
<td>Wall installed Dec. 2013; furniture and computers installed March 2014</td>
<td>No funds for reference copies of textbooks</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>4. Classes held at the off-sites provide adequate technology</td>
<td>Instructors have been polled, and more LCD projectors have been checked out to them.</td>
<td>HC cannot buy smart phone plans for faculty; work with schools for HC faculty access</td>
<td>Internet access issues to be coordinated with IT at schools</td>
<td>yes</td>
</tr>
<tr>
<td>5. Science classes at KCC provide access to adequate equipment</td>
<td>Defunct microscopes were replaced for BIO-20, BIO-48 and BIO-48L</td>
<td>Software used for displaying images needed updating/calibrating on cp</td>
<td>Explore additional needs for CHM-22 to be offered in S. County</td>
<td>yes</td>
</tr>
<tr>
<td>6. Secure Campus in light of increased criminal activity</td>
<td>PCTrac limits access to HC computers; another security guard hired</td>
<td>Need for surveillance cameras identified</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>7. Hire full-time Math</td>
<td>The request did not</td>
<td>FT faculty from</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
faculty to teach & mentor KCC students | reach a high priority and was denied | MC entitled to mileage but unwilling to commute; mileage also costs extra $$

II. ANNUAL ACTION PLAN

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2016-2017**. 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.

B. NEW ACTIVITIES

1. **Information concerning new projects or activities planned for South County:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategic Plan Goal(s)</th>
<th>Related SAOs, SLOs, PLOs, or goals</th>
<th>Desired Outcome(s)</th>
<th>Resources Needed</th>
<th>Person Responsible</th>
<th>Estimated Date of Completion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Upgrade technology at the KCC</td>
<td>1A 2A 4C 5A</td>
<td>SAO and Strategic Priority Goal for Access and Success</td>
<td>Students receive access to an environment that promotes success</td>
<td>$25,000 800 + planned replacement/thin clients</td>
<td>Matt Coombs</td>
<td>2016</td>
<td>Smart station is needed to expand course offerings; first requested in 2013/2014</td>
</tr>
<tr>
<td>2. Establish Math Learning Support with FT Math faculty</td>
<td>1A 2B 4D</td>
<td>SAO access to learning resources/Strategic Priority Goal for Access &amp; Success</td>
<td>Students receive support in their diverse learning needs</td>
<td>$ 60,000</td>
<td>Shannon Bliss</td>
<td>ongoing</td>
<td>FT faculty needed for office hours and engaging Math students; save $$ for mileage reimb.</td>
</tr>
<tr>
<td>3.</td>
<td>1A 4A</td>
<td>SAO/PLO</td>
<td>S.Cty student services are</td>
<td>$19,965</td>
<td>Romero Jalomo</td>
<td>ongoing</td>
<td>Ongoing need; increased ab-</td>
</tr>
<tr>
<td>Hire part-time, bilingual Enrollment Services Specialist</td>
<td>6A</td>
<td>consistent and appropriate</td>
<td>20 hrs/wk 11 mos/yr</td>
<td>sentences due to chronic pain by FT staff</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Library Materials available at KCC</td>
<td>1A 2A 2B +ACCJC</td>
<td>PLO Access to Learning Resources</td>
<td>Students have access to books on reserve</td>
<td>Kathy Mendelsohn ongoing First requested in 2013/2014; meet ACCJC requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Computer Maintenance Support</td>
<td>4C 5A</td>
<td>SAO for KCC/Strat. Priority Goal for Access and Success</td>
<td>Students and faculty report adequate technology access</td>
<td>$4,000 to replace textbooks Matt Coombs ongoing Expect more upkeep than current 2x/mo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Optimize security at KCC</td>
<td>4B</td>
<td>Strat. Prior. Goal for Eff. Util. of Resrc</td>
<td>Students have access to safe facilities</td>
<td>$8,000 Joseph Reyes Fall 2015 Surveillance cameras recomm. by KC Police Chief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Develop curriculum for short-term Biology and Geology on Pinnacles National Park</td>
<td>2A/B 3A 4A</td>
<td>PLO Access to Services Strategic Priority Goal for Student Success and Access</td>
<td>Students complete program requirements for electives</td>
<td>TBD Shannon Bliss Spring 2016 Requested by King City officials; to help students round off their credits/recruit new students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Description of how the new activity, or continuing new activity, will support the service/office/program.

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

*Upgrade technology at KCC (item 1 under New Activities)*

b) Describe how this activity supports all of the following that apply:

1) **Service Area Outcome**  
   Student satisfaction with King City learning resources

2) **Program level Outcome**  
   KCC will offer access to state-of-the-art technology

3) **Course level Outcome**  
   Increased number of courses offered during prime times at KCC including those requiring an additional computer lab (e.g. ECE, Computer Science)
4) **Service/Program Goal**
   South County faculty satisfaction with IT support and availability of infrastructure to teach online research, lab-supported ESL and computer science classes

5) **Strategic Plan Goal (list applicable strategic plan outcome)**
   Hartnell will provide a supportive, innovative learning environment that promotes access and success (1A, 2A) and a current user-friendly technological infrastructure (4B) allowing for real-world training needs (5A)

c) **Does this activity span multiple years?** ★ YES ★ NO

   *If yes, describe the action plan for completion of this activity.*

   1. Thin clients, already ordered, are deployed in room 109
   2. Another old LCD projector is replaced
   3. A Smart Station is installed

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

   FTE is increased by 5%

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

   Secure PT faculty to teach library research, ESL, and computer science classes
a) Describe the new activity or follow-on activity that this resource will support.

*Establish equitable Math learning support with FT Math faculty (Item 2 under New Activities)*

b) Describe how this activity supports all of the following that apply:

1) **Service Area Outcome**
   Student satisfaction with King City learning resources

2) **Program level Outcome**
   KCC will provide a supportive learning environment that accounts for diverse learning needs

3) **Course level Outcome**
   Students receive academically appropriate assistance and mentoring in Math

   a. **Service/Program Goal**
      Increased number of Math courses up to Calculus offered at KCC; per Cognos, Fall 2014 Math enrollments at KCC only had a MAT to College ratio of 0.7% compared to a 10.10% MAT to College ratio for Main Campus enrollments

   b. **Strategic Plan Goal (list applicable strategic plan outcome)**
      Hartnell will provide a supportive, innovative learning environment that promotes access and success (1A, 2A) and maximizes resources while minimizing costs for costly mileage reimbursements on the wrong side of 50% (4D)

4) Does this activity span multiple years?  ☒ NO

   *If yes, describe the action plan for completion of this activity.*

   FT faculty is hired to teach in King City and other South County locations

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

   FTE is increased by 5%
6) What are the barriers to achieving success in this activity?

Faculty straddling MC and South County does not engage with the local student population; more outreach is needed to recruit CSIT-3 and STEM students from South County;
a) Describe the new activity or follow-on activity that this resource will support.

*Hire part-time bilingual Enrollment Services Specialist (cf. Item 3 under New Activities)*

b) Describe how this activity supports all of the following that apply:

1) **Service Area Outcome**
   Customer satisfaction with King City (possibly Soledad) student services

2) **Program level Outcome**
   South County students are served consistently and appropriately

3) **Course level Outcome**
   n.a.

4) Does this activity span multiple years?  ☒ NO

*If yes, describe the action plan for completion of this activity.*

PT bilingual Enrollment Services Specialist is hired to add access to evening/Saturday services

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

Dissatisfaction with time needed and ability to satisfy students is decreased by 10%

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

Cross training of staff to allow for one-stop-center services
C. 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 College’s 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). The first activity listed should be the most important; the second activity listed the second most important, etc. 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.

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>Personnel Classified Staff/ Faculty (C/F/M)*</th>
<th>Supplies/ Equipmt</th>
<th>Technology Hardware/ Software (H/S)***</th>
<th>Contract Services</th>
<th>Training</th>
<th>Travel</th>
<th>Library Materials</th>
<th>Facilities/ Space e.g. Science Labs</th>
<th>Projected Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>E</td>
<td>H/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$25,800</td>
</tr>
<tr>
<td>2.</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$60,000</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$19,965</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Textbooks</td>
<td></td>
<td>$4,000</td>
</tr>
<tr>
<td>5.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$9,038</td>
</tr>
<tr>
<td>6.</td>
<td>E</td>
<td>H/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$8,000</td>
</tr>
</tbody>
</table>

* Personnel: Include a C or F after the amount to indicate Classified Staff or Faculty.
** S for Supplies, E for Equipment.
*** H for Hardware, S 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 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 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.
APPENDIX B.

Enrollment in South County dropped by 80 students in Fall 2014, compared with Fall 2013
Reasons & data gathered by Renata Funke, Dean, South County Education Services

I. Explanations:

1. Main Campus had higher Fall 2014 enrollments and added students from S. County:
   - higher total enrollments (25,636 in 2014 vs 23,832 in 2013 by the end of week 2)
   - higher total number of students (8,398 in 2014 vs 7,925 in 2013), and
   - higher total FTES (2,952 in 2014 vs 2,805 in 2013)

2. Most major-specific classes are available only in Salinas, and GE class sections are offered not just 1-2x/week as in King City, but often 10-15x/week, thus providing more scheduling flexibility for students

3. Very little articulation has happened with South County high schools in the last few years

4. The MST “free fare” program has drawn some students to take all of their classes in Salinas

5. There is no student life in South County – no cafeteria, bookstore, library, gym, clubs – and once students have taken a class in Salinas, those who are looking for student life will go there

6. The economy has improved, leading to lower enrollments – both at HC and neighboring colleges

7. The high schools have started to graduate fewer students – a trend to continue into 2018

8. The percentage of adult learners who are undocumented residents has gone up in South County; they cannot afford enrollment fees at the higher international student rates

9. Having offered the same GE courses over the last few years has saturated the market at KCC – yet often adjunct instructor availability drives offerings in South County

10. Having the same instructors, rather than rotating them between N. and S. County, has some students who hear from others that an instructor is “tough” hesitate to enroll in a given class

11. The high schools have seen higher turn-over rates in their leadership, making planning and implementation of courses offered at their sites more difficult

II. Possible Solutions:

- More levels of Math could be taught in South County, up to Calculus; also explore CHM-22 to help students prepare for health careers
- Instructors (notably FT faculty) could be rotated more between N. and S. County; office hours would help engage students more.
- Ed Plans, once done online for all students, will yield data on semester offerings to be scheduled
- ECE and other departments, once with completed course sequences, will allow students to plan on taking more classes in South County
• Course hybridization could optimize classroom space, attract faculty, and serve more learners
• Explore offering a yoga class at a nearby fitness center
• A weekend course combining Biology and Geology to explore the Pinnacles National Monument would attract new students, including from other counties.

APPENDIX C.
Results of Student Services Evaluation – South County Service Area Assessment Surveys conducted with 47 students at the King City Center Oct. 16, 17, and 20, 2014.

Question 1:
What services did you need? (Check all that apply)
Answer:
Assessment – 3
Cashiering – 4
Enrollment – 18
Financial Aid – 38
Other: Supplies Bought – 1
PAWS info – 1

Question 2:
Rate your satisfaction with the time it took to assist you
Answer:
Very satisfied or satisfied – 33, i.e. 70%
Somewhat satisfied – 13, i.e. 28%
Dissatisfied – 1, i.e. 2%

Question 3:
Rate your satisfaction with our ability to solve your need/problem
Answer:
Very satisfied or satisfied – 36, i.e. 77%
Somewhat satisfied – 10, i.e. 21%
Dissatisfied – 1, i.e. 2%

Question 4:
Rate your satisfaction with our professionalism and attitude.
Answer:
Very satisfied or satisfied – 44, i.e. 94%
Somewhat satisfied – 3, i.e. 6%
Dissatisfied – 0

Question 5:
Rate your satisfaction with our knowledge and technical ability in assisting you:
Answer:
Very satisfied or satisfied – 41, i.e. 87%
Somewhat satisfied – 6, i.e. 13%
Dissatisfied – 0

Question 6:
Rate your satisfaction with our overall quality of service
Answer:
Very satisfied or satisfied – 40, i.e. 85%
Somewhat satisfied – 6, i.e. 13%
Dissatisfied – 1, i.e. 2%

APPENDIX C. , continued

Other comments:

1. More hours for tutoring during the day!
2. Library needs to have all books that go with the classes offered here in the King City Center.
3. Put more things in the KC Campus so we don’t have to drive to the main campus.
4. Satisfied with the financial aid, got the second half on time. BOG Waiver also helped.
APPENDIX D.

Results of Counseling Services Evaluation – South County Service Area Assessment Surveys conducted with 29 students at the King City Center Oct. 16, 17, and 20, 2014.

**Question 1:**
What services did you need? (Check all that apply)

Answer:
Ed Plan – 19, i.e. 66%
Transfer/Graduation – 14, i.e. 48%
Schedule Assistance – 10, i.e. 34%
Financial Aid Appeal – 10, i.e. 34%

**Question 2:**
Rate your satisfaction with the time it took to assist you

Answer:
Very satisfied or satisfied – 24, i.e. 83%
Somewhat satisfied – 3, i.e. 10%
Dissatisfied – 0
Very Dissatisfied – 1, i.e. 3%

**Question 3:**
Rate your satisfaction with the counselor’s ability to solve your need/problem

Answer:
Very satisfied or satisfied – 23, i.e. 79%
Somewhat satisfied – 3, i.e. 10%
Dissatisfied – 2, i.e. 7%
Very Dissatisfied – 0

**Question 4:**
Rate your satisfaction with the counselor’s professionalism and attitude.

Answer:
Very satisfied or satisfied – 27, i.e. 93%
Somewhat satisfied – 2, i.e. 7%
Dissatisfied – 2, i.e. 7%
Very Dissatisfied – 0

**Question 5:**
Rate your satisfaction with the counselor’s knowledge and technical ability in assisting you:

Answer:
Very satisfied or satisfied – 23, i.e. 79%
Somewhat satisfied – 3, i.e. 10%
Dissatisfied – 0
Very Dissatisfied – 1, i.e. 3%

APPENDIX D. , continued

Question 6:
Rate your satisfaction with the counselor’s overall quality of service
Answer:
Very satisfied or satisfied – 24, i.e. 83%
Somewhat satisfied – 3, i.e. 10%
Dissatisfied – 0
Very Dissatisfied – 1, i.e. 3%