Hartnell Community College District
Request for New or Additional Space

ALL SPACE REQUESTS REQUIRE APPROVAL BY THE SUPERVISING DEAN/DIRECTOR AND VICE PRESIDENT

I. CONTACT INFORMATION:
Requesting Program and/or Service: Alisal Campus
Name: Zahi Atallah
Date: 12/16/16/14
Phone: 6960
Email: zatallah@hartnell.edu

II. DESCRIPTION OF DEPARTMENT:
A. Is this Request for a new program and/or service?
   If yes, attach evidence that the new program and/or service has been approved through the procedures outlined in AP 4021.
   If available, attach evidence that the most recent annual or comprehensive program planning and assessment (PPA) addresses program/service growth and corresponding physical space needs.
   Yes □ No □

B. Briefly describe the function of your program and/or service.

C. Number of full-time faculty ___, Number of part-time faculty ___, Number of staff ___, Number of student workers ___

D. Do you anticipate the number of people in your program and/or service increasing within the next two years?  Yes □ No □

E. If yes, indicate anticipated growth:
   Number of full-time faculty ___, Number of part-time faculty ___, Number of staff ___, Number of student workers ___

F. How much space do you currently have? (total assignable square feet)

III. REQUEST FOR SPACE:
A. Describe why new/additional space is needed, including how this new/additional space will help the college achieve one or more goals in the strategic plan. Attach supporting documents if appropriate. Address the implications to your program/service if additional space is not approved.

   We are requesting a transformation of the southern end of wing A of the CAT building to allow the creation of an effective tutorial/study/work area for students. The request is to change the current layout and functionality of rooms A114 and A115 to serve students more effectively. Current space design is ineffective and not conducive for students to study, receive tutoring and spend time being students at CAT. They are forced to be transients with little appropriate studying space.

B. New space will be used for: Instruction □ Research/Grant □ Administration □ Storage □ Student Support □
Other, please specify: tutorial, reference

C. What attempts have been made to locate space within your current space allocation? Has under utilized space been assessed to solve this need? Have shared space possibilities been explored?
   Space available just needs to be refurnished

D. Have you identified a suitable location for this new space that may be available?  Yes □ No □

E. If yes, describe, identify building/room #s or attach drawing/floor plans/diagrams. Attach additional supporting documents if appropriate. A114 and A115. Awaiting PBI Furniture designs

F. Does the request impact space currently being utilized by other programs and/or services?  Yes □ No □

   If yes, in what ways does the request impact other programs and/or services?  No impact
G. Date Needed.
The sooner the better

H. Provide information on any time constraints that may affect the timing of allocation of the space.

**RECOMMENDATION SIGNATURES** *(The signatures below indicate agreement that the space request should be considered. Recommendation to proceed does not indicate a guarantee of space for the purpose outlined in this request.)*

<table>
<thead>
<tr>
<th>Director/Dean: Zahi ASALLAH</th>
<th>Signature:</th>
<th>Date: 12/17/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments: Students need the help</td>
<td></td>
<td></td>
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<tr>
<td>Vice President:</td>
<td></td>
<td></td>
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<tr>
<td>Signature:</td>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Forward this completed form with the proper signatures and supporting documents by email to the Facilities Development Council chair, Joseph Reyes, jreyes@hartnell.edu & Laura Warren, lwarren@hartnell.edu

**FACILITIES DEVELOPMENT COUNCIL ACTION**

Date reviewed by Council:

Action recommended by Council:

Date Forwarded to College Planning Council for Action:

**COLLEGE PLANNING COUNCIL ACTION**

Date reviewed by Council:

Action recommended by Council:

Date Forwarded to Superintendent/President for Decision:

**SUPERINTENDENT/PRESIDENT DECISION**

Date reviewed by Superintendent/President:

Decision by Superintendent/President:

Date of Decision:
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 (every five years) comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process will improve and increase the flow of information and data at Hartnell College. The result of the process will also improve institutional effectiveness.

<table>
<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Completed (must be in final form by 3/31/14)*</th>
<th>Date Submitted to VP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Please note that you should work with your colleagues and supervisor/director/dean to ensure that this report is completed, revised as needed, in its **final form** and submitted no later than the end of March.

**List of Contributors, including Title/Position**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zahi Atallah</td>
<td>Dean</td>
</tr>
<tr>
<td>Susan Pheasant</td>
<td>Director of Ag. Institute</td>
</tr>
<tr>
<td>Molly Lewis</td>
<td>Director of Articulation and Community Collaborative</td>
</tr>
<tr>
<td>Lourdes Sanchez</td>
<td>DAA</td>
</tr>
<tr>
<td>Dawn Henry</td>
<td>DAA</td>
</tr>
<tr>
<td>Angelita Lopez</td>
<td>AA</td>
</tr>
<tr>
<td>Violeta Wenger</td>
<td>Counselor</td>
</tr>
<tr>
<td>Christine Pedersen</td>
<td>Professional Expert</td>
</tr>
<tr>
<td>Imelda Suarez</td>
<td>Admissions Technician</td>
</tr>
</tbody>
</table>

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

1. **Comprehensive Review** – a. Overall Service/Office/Program Effectiveness, b. Staffing Profile, and c. Service/Office/Program Goals.


INSTRUCTIONS

➔ For services/offices/non-instructional programs scheduled for comprehensive review in spring 2014, 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 2014. Go to Section 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 describing your area.

• What are your area’s primary functions?
• How are students/employees served by the service/office/program?
• What are the 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/collaborate with other areas on campus?
• What is working 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, have been implemented to improve functions over the past few years?
• What professional activities have staff recently (last three years) participated in?

The Alisal Campus (AC), the Center for Advanced Technology (CAT) and the Division of Advanced Technology and Applied Science (ATAA) are home to several Career Technical Education (CTE) programs aimed at training the local and regional workforce in high wage and high demand careers. These programs include: agriculture, industrial technology, diesel, auto, drafting, computer science, construction, and sustainable design. ATAA is also a partner with local and regional business, non-profit organizations and agencies who are represented on the various advisory committees, but are also providers of monetary/in-kind support or careers/internships for students.

Our presence in the 93905 zipcode in the Alisal district makes us the first institution of higher education that the predominantly Hispanic and greatly challenged population encounters. Therefore, we view ourselves as the gateway to a brighter future and higher earning careers. Because of that our operation is based on a friendly and helpful customer service, and we implement a total satisfaction approach, even when it involves areas or services that relate to the main campus. These services are
extended to students, faculty (part- and full-time), visitors and partners. Irrespective of the person’s interest, our intent is to guarantee the utmost courteous and effective service.
Some of the main office services that we offer are:
- Facilities operations, scheduling, maintenance, enforcement of federal, state and district regulations
- Purchasing and budget management
- Mail delivery
- Scheduling, payroll, contracts for instructors, etc.
- Student complaint, enrollment and records services, counseling, conflict resolution, placement testing, etc.
- Tours of the facilities
- Event hosting for Hartnell, local and regional businesses, organizations and agencies
- Liaison with local high schools, middle schools, alternative schools, universities and community colleges
- Community relations and outreach, most particularly with businesses, agencies, organizations and civic groups

We are active participants in the Emergency Preparedness efforts at Hartnell College. The Alisal Campus has specific needs and exposures due to: the programs offered, the type equipment used, types of consumables and materials (flammable, explosive, caustic, etc.) and proximity to the airport and agricultural production. For this, it is critical to adopt specific means, which come on top of those applied at the main campus.
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.

<table>
<thead>
<tr>
<th>Positions</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management, Supervisors</td>
<td>2</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Classified Staff- Part-time</td>
<td>1</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Faculty Staff</td>
<td>8</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Faculty – Part-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Workers</td>
<td>0</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>Professional Experts</td>
<td>2</td>
<td>2.75</td>
<td>2.5</td>
</tr>
<tr>
<td>Total Full Time equivalent Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Admissions and Records not available full time
- Counseling not full-time
- No Instructional Aid in AUT/ADT
- Part Time Aid for ABT
- No tutorial center
- No library services
- No bookstore
- No audiovisual means of teleconferencing with main campus. This takes personnel away from Alisal Campus to fulfill what could be done remotely
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.

A new mission and vision is currently before the board for approval in February. In considering your service’s/office’s/program’s future goals, please review the proposed new mission and vision 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.*

- Offer all what GE courses required improve CTE student graduation
- 2-year course rotation for all program classes
- Bi-annual advisory committee meetings for all disciplines
- Expand contract education and training to serve local and regional industry needs, which may not be met with current programs
- Expand Western Regional Food Safety Summit at Hartnell College, to involve multiple events every year
- Increase the number and scope of community events hosted at Alisal Campus
- Create a handbook for Adjuncts that includes all what they need to be effective at the Alisal Campus
- Expand the student career and internship preparation and events
- Establish camps and workshop for middle and high school students. Perhaps create a “CTE Summer Bridge”
II. ANNUAL REVIEW

This section must be completed for ALL services/offices/non-instructional programs, including those scheduled for a comprehensive review in spring 2014.

A. DATA & TRENDS

1. Provide available data and information that define target recipients of the service/office/non-instructional program, including numbers/size, types and characteristics/needs of current and potential users, students, clients, and/or other relevant populations. List the sources of this data and information.

Surveys, facility use, student # enrolled, community use, partner use

2. Analyze and report on salient patterns and trends in this data. Given these patterns and trends in users, needs, usage and/or other key factors, identify particularly challenging issues in service/program provision, office functioning, and the evaluation of the service/office/non-instructional program.

A survey of students, faculty, community partners, and facility users highlighted the following particular challenges, many of which overlap with the ACCJC accreditation findings:
- Inadequate funding of main office operational funds
- Lack of tutorial services
- Lack of library services
- Lack of bookstore
- Lack of adequate study spaces
- Inadequate counseling availability
- Inadequate admissions, enrollment, records and financial aid service availability
- Inadequate food service availability and food choices
- Inadequate mail services, including lack of receiving dock
- Inappropriate funds for training of faculty and staff

3. Provide any other relevant data and describe any other relevant qualitative factors that affect service/program provision, office functioning, and the evaluation of the service/office/non-instructional program. List the sources of this data and information.
B. 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.

- Alisal Campus main office open: 8:00AM to 7:00PM Monday through Thursday, and 8:00AM to 5:00PM on Friday. No presence on Saturday.
- Contract education sites (factories, processing plants, motorpool yards, etc.)
- Use of Ag purchased vans by entire college, with no effective reimbursement that allows to replace and maintain vehicles. In need of small vehicle to travel within district and outside district. Currently, everyone uses 12-seater vans, which is very inefficient.
- Very insufficient storage space
- Creation of funding stream for update and maintenance of instructional equipment and facilities

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.

ACCJC has highlighted some of the disparities in services for students between Main Campus and Alisal Campus. These include: tutorial, study spaces, library and bookstore services. Moreover, the inadequate food service makes it very difficult for students to acquire food or beverage, thus making the Alisal Campus unfriendly and unwelcoming.

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

- Additional funds to increase availability of: counseling, admissions and records, food service
- Additional funds to create: study spaces, library, bookstore and tutorial center
- Purchase of audiovisual teleconferencing equipment
- Presence of a broadly trained maintenance and IT technicians at the Alisal Campus
- Lack of an effective faculty handbook that could be used by adjuncts and full-time faculty to navigate the system effectively
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.

<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>1. Customer satisfaction – training to improve public and student relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A&amp;R/IT cross training (Colleague, ADAstra, Etudes, PAWS, etc.)</td>
<td></td>
<td></td>
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<tr>
<td>3. Improve faculty awareness of policies &amp; dates</td>
<td></td>
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<tr>
<td>4. Increase regional collaboration and student enrollment in CTE programs</td>
<td></td>
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<tr>
<td>5. Signage &amp; Directory</td>
<td></td>
<td></td>
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<tr>
<td>6. Student bulletin board (scholarships, internships, career opportunities, upcoming courses, etc.)</td>
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<tr>
<td>7. More efficient use of time and resources by increase effectiveness and timeliness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List Service Area Outcome(s) scheduled for assessment in AY 14-15</th>
<th>How will the Outcome(s) be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer service training</td>
<td>Survey</td>
</tr>
<tr>
<td>A&amp;R and IT trainings</td>
<td>Proficiency testing</td>
</tr>
<tr>
<td>Student bulletin board</td>
<td>Survey</td>
</tr>
<tr>
<td>Scholarship availability announcements</td>
<td>Increase in number of scholarships awarded</td>
</tr>
</tbody>
</table>

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

Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program?

N/A. PPA was produced in late Fall 2013

3. Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?
N/A. Mostly due to lack of adequate funds

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

<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 14-15?</th>
<th>Will activity continue into AY 15-16?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

* 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?

[Begin response here]
This section must be completed for ALL services/offices/non-instructional programs, whether scheduled for annual or comprehensive review in spring 2014.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2015-16**. 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. 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 appropriately.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategic Plan Goal(s) No. &amp; Letter (e.g., 5A)*</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 (can be more than one year in length)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Collaboration and participation in regional, state and national conferences, workshops, trainings, webinars, etc.</td>
<td>4</td>
<td>Increase number of institutions and number of programs we collaborate with</td>
<td>$5,000/annually</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>To provide presence at local and regional meetings, events and for recruitment, and for student field trips</td>
<td>4</td>
<td>Increase enrollment</td>
<td>see #1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Memberships in professional societies and business associations</td>
<td>4 and 7</td>
<td>Improve relations with employers, policy makers, and professional development</td>
<td>$2,000/annually</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Increase funds to purchase basic office supplies (currently funded from grants)</td>
<td>1 and 7</td>
<td>Improved customer satisfaction, effectiveness and use of resources</td>
<td>$5,000/annually</td>
<td></td>
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<tr>
<td>5.</td>
<td>Snacks and beverages for advisory committees</td>
<td>1 and 3</td>
<td>Improved relations and increased participation by advisory</td>
<td>$1,200/annually</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>committee members</td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Student bulletin board; signage and directory; and improved faculty awareness</td>
<td>3, 5 and 6</td>
<td>Increased communication and awareness</td>
<td>$2,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Audiovisual teleconferencing equipment</td>
<td>1, 3, 4 and 7</td>
<td>Increased efficient use of time and resources to increase effectiveness</td>
<td>$7,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Increase A &amp; R tech position to full-time</td>
<td>1 and 7</td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Increase counseling to full-time</td>
<td>1 and 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Creation of tutorial center</td>
<td>1 and 7</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td>Creation of library</td>
<td>1 and 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Increase hours for food service and improved service quality</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Creation of bookstore</td>
<td>1 and 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Facilities maintenance</td>
<td>1 and 7</td>
<td>provide inspection and maintenance of instructional equipment in CAT</td>
<td>$10,000/annually</td>
<td>recurring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Appendix A for a list of the 11 goals in the college's Strategic Plan.
2. This item is used 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.

[Begin response here]

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

[Begin response here]

c) Does this activity span multiple years? YES NO

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

[Begin response here]

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

[Begin response here]

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

[Begin response here]
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 College's integrated planning (governance, 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). All resource requests completed in the various columns of a specific row must be linked to the new or continuing activity numbered on the first column of that same row. 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/ Equipment (S/E)**</th>
<th>Technology Hardware/ Software (H/S)***</th>
<th>Contract Services</th>
<th>Training</th>
<th>Travel</th>
<th>Library Materials</th>
<th>Science Labs</th>
<th>Projected Costs</th>
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* Personnel: Include a C, F, or M after the amount to indicate Classified Staff, Faculty, or Manager.

** S for Supplies, E for Equipment. If additional supplies, for example, are needed for ongoing activities, this should be requested through the budget rollover process.

*** 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.