

HARTNELL COLLEGE



Institutional Self Study in Support of Reaffirmation of Accreditation

Submitted by

Hartnell College
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to

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

January 2007

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FR: Hartnell College
156 Homestead Avenue, Salinas, CA 93901

DATE: January, 2007

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution

Signed,

Edward J. Valeau, Ed.D.
President/Superintendent

Aaron Johnson
President, Board of Trustees, Hartnell Community College District

Allan M. Hoffman, Ed.D.
Vice President/Assistant Superintendent
Accreditation Liaison Officer

Jennifer Lagier Fellguth, Ph.D.
President, Academic Senate

Margie Wiebusch
President, Classified Senate

Lorenzo Holquin
President, Associated Students Hartnell College

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History and Organization of Hartnell College

Founded in 1920, Hartnell College is the only public institution of higher education exclusively serving Salinas and the Salinas Valley. The Salinas Valley, located about an hour south of San Jose, is a 1,000+ square mile area of Monterey County and is nationally known for its extensive agricultural production. Hartnell College is open to any student 18 years or older and currently enrolls more than 9,700 students (Fall, 2005). The College serves students from Salinas and the surrounding communities of Bradley, Castroville, Chualar, Greenfield, Jolon, King City, Lockwood, Moss Landing, San Ardo, San Lucas, Soledad and adjacent rural areas.

Hartnell College is named for William Edward Petty Hartnell, California's pioneer educator, who founded one of the state's first educational institutions just outside Salinas in 1833. Hartnell College was created in 1920 and originally christened Salinas Junior College. The school was renamed Hartnell College in 1948. The Hartnell Community College District was formed in 1949.

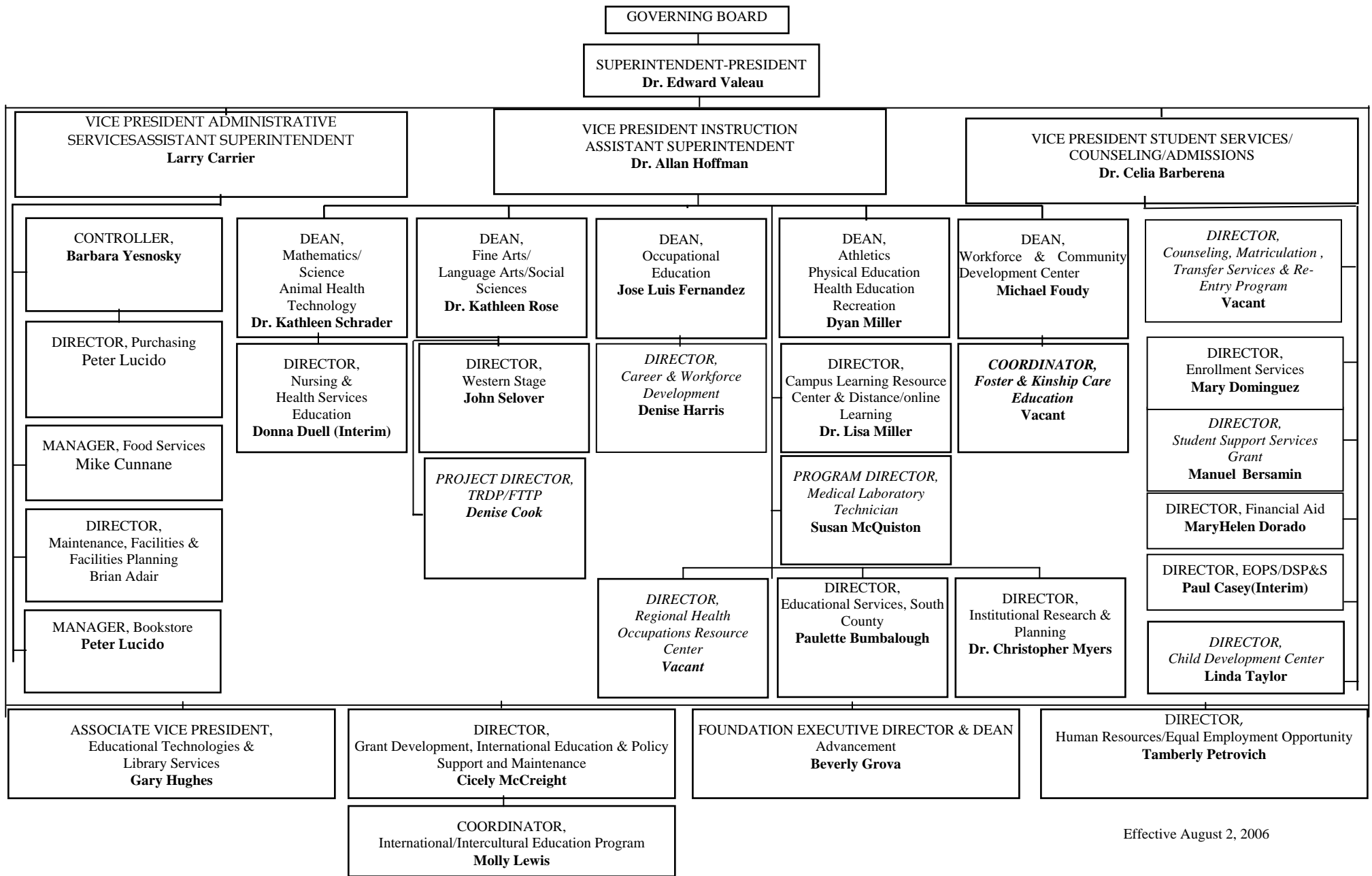
Hartnell College moved to its present location at 156 Homestead Avenue within Salinas in 1936. The College is located in Monterey County, a 20 minute drive from the scenic Monterey Coast. Hartnell College delivers instruction at its main campus in Salinas, through distance learning modalities, as well as at facilities in East Salinas and King City. In addition, the College delivers on-site instruction at communities throughout its expansive district, including Soledad, Greenfield, Camp Roberts, and at Fort Hunter Liggett. Moreover, numerous classes are taught each semester at various locations throughout the City of Salinas and the District wherever a sufficient number of persons indicate a desire to enroll.

Today, the College continues a long tradition of educational excellence, offering quality academic, vocational, job training, community education, and other special programs that help people improve the quality of their lives. The College offers the first and second year of a college program and awards the associate of arts/sciences degrees and certificates of proficiency. The College also provides vocational training, Work Force and Community Development classes, Contract Education and numerous cultural and recreational activities. The College has transfer agreements with many California State University (CSU) and University of California (UC) campuses which guarantee admission for Hartnell students who have completed the two year requirements.

The Hartnell Community College District is organized as a special district under the laws of the State of California. It is chartered by the California Community Colleges and accredited by the Western Association of Schools and Colleges, the American Veterinary Medical Association, The California Board of Registered Nursing, the California Board of Vocational Nurse and Psychiatric Technician Examiners, the National Academy of Early Childhood Programs, and the California Community Colleges Board of Governors. It has the approval of the State Department of Education to train veterans under Public Law 874 and Public Law 550. It also has the approval of the U.S. Immigration and Naturalization Service to educate foreign students.

Hartnell College is governed by a seven member elected Board of Trustees. It is administered by a president/superintendent and four vice presidents who oversee four major divisions: instruction, student services, business services, and technology. The organizational chart on the following page further outlines the College's administrative and operational structure.

HARTNELL COLLEGE ORGANIZATIONAL CHART



Effective August 2, 2006

Demographic Information

Population and Service Area Characteristics

The Hartnell Community College District serves a population that is mostly minority, low income, with limited educational attainment. The **current population** of the district, according to the latest U.S. Census data (2000), is over 255,000 persons. Approximately 71% of the population is composed of ethnic minorities, including Latinos (61%), Asian Americans (5%), African Americans (3%), and American Indians (1%), while 29% are White. When the Hartnell district population is broken down geographically, ethnic minorities comprise 47% of the northern portion of the district, 70% of the central area, and 79% of the southern part of the district. According to the California Department of Finance, the district population is projected to grow 23% by 2015, to more than 314,000 people.

The **unemployment rate** in the Salinas Valley rarely drops below 9% with more than 20,000 seasonal and migrant workers in the region. During several months each year, the rate is in the double-digits (California Employment Development Department, August, 2005). Even the lowest seasonal unemployment figure is still well above both the state and national rates.

The **poverty rate** for the Salinas Valley is in excess of 20% (U.S. Census, 2000), and low-income families make up over 50% of the entire population (U.S. Census, 2000; Monterey County Department of Social Services). For families headed by single females, the poverty rate increases to more than 70%.

Regarding **educational attainment**, more than 45% of local residents have less than a high school education and over 80% less than a college education, according to the latest U.S. Census figures (2000). For Latinos, the situation is more serious with 65.9% having less than a high school education, and more than 90% with less than a college education (no degree of any kind).

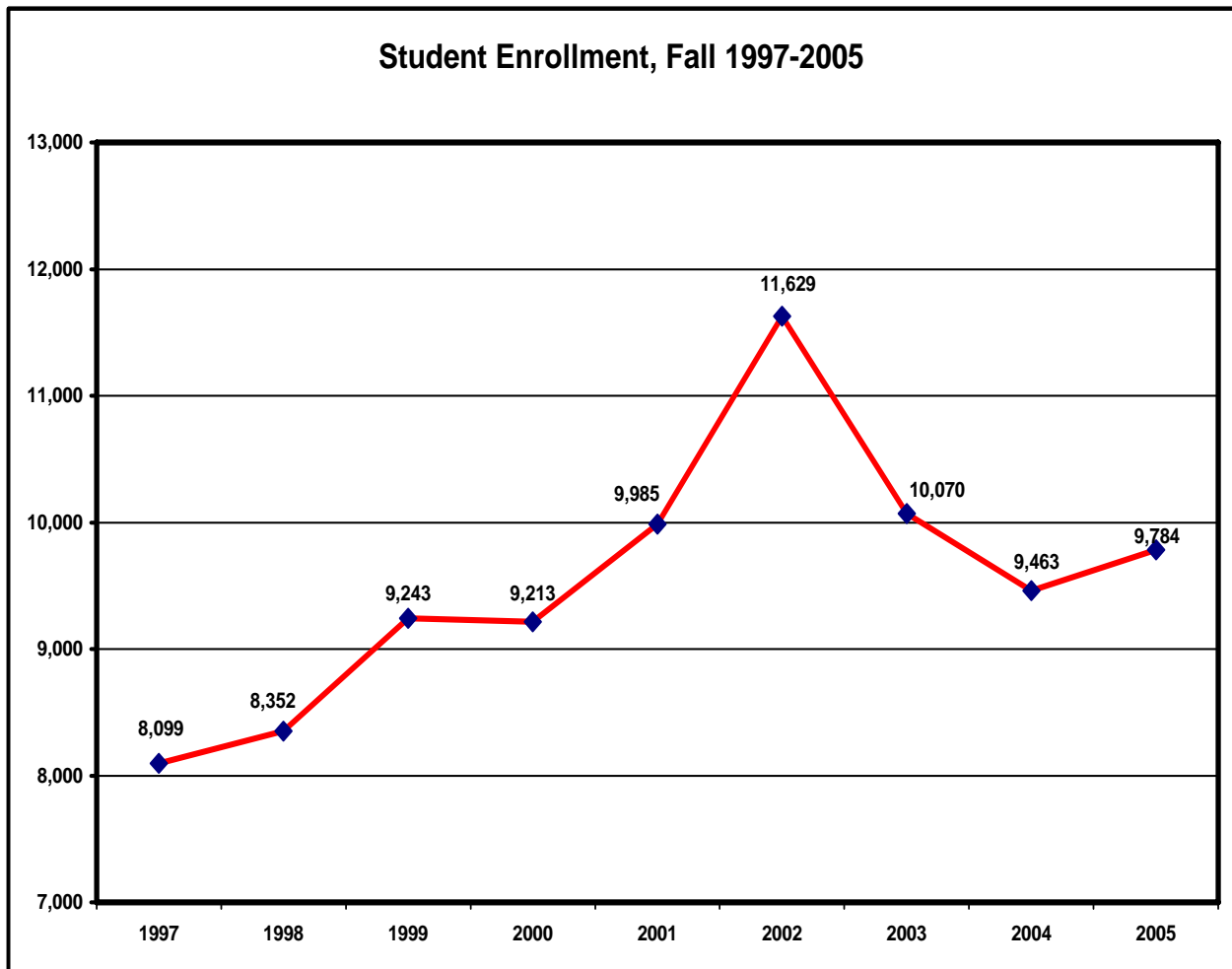
In the Salinas Valley and Monterey Bay region, non-traditional, underrepresented, and minority students increasingly dominate each progressive transition point in the educational system. This assessment is supported by these Salinas Valley facts:

- Several of Hartnell's feeder high schools have minority/migrant populations upwards of 90% (California Department of Education, 2005).
- Spanish and languages other than English are the primary languages spoken in large numbers of homes in several communities in the Salinas Valley, including Salinas 47%, Gonzales 70%, Soledad 80%, Greenfield 73%, and King City 60% (Monterey County Economic Forecast, 2000-2001).
- Most communities with large minority populations have corresponding poverty rates ranging from 32-78% (Monterey County Social Services Department).

These statistics indicate that Hartnell College must continue to reach out and serve increasing populations of underrepresented and economically disadvantaged students with language barriers that may pose obstacles to their educational and career success.

Student enrollment data. Hartnell College enrollments increase steadily from 8,099 in fall 1997 to 11,629 in 2002 before declining to 9,463 in 2004. However, enrollment increased again in fall 2005 to 9,784 students, which was a 3% increase from 2004. First period full-time equivalent students (FTES) generally followed the same pattern as student count, increasing from 5,595 in 1997 to 7,321 in 2002 and then declining to 6,409 in 2005. During the 2004-05 academic year, 24,100 (duplicated) students enrolled in credit and noncredit courses and 5,509 (duplicated) students participated in not-for-credit Workforce and Community Development courses. Altogether, 29,609 (duplicated) students enrolled in courses during the year. Chart 1, below, shows enrollment growth since 1997.

Chart 1
Student Enrollment Growth 1997-2005
 (Source: Hartnell College Fact Book, 2005)



Hartnell College's students attend classes at a variety of college-owned and community facilities, both in and out of the district. In fall 2005, the majority (79%) of student enrollments were at Hartnell College's main campus in Salinas. The proportion of students attending classes at other facilities includes the King City Education Center (3%), Natividad Medical Center (2%), and Hartnell College's East Campus (1%). These facilities contributed most of the remaining in-district enrollments. Sites outside the Hartnell district totaled 9% of total student enrollments.

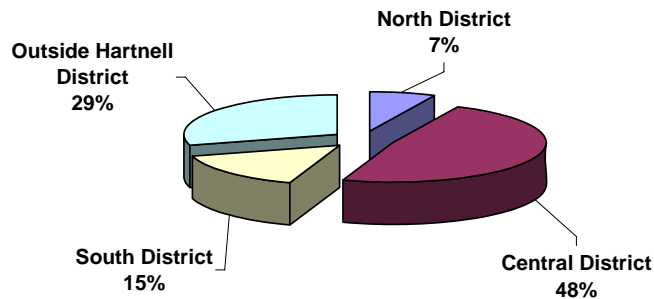
Students who graduate from high schools within the Hartnell District and then enroll at Hartnell College the following fall semester account for a large number of Hartnell College's students. In 2004-05, 2,971 students graduated from local high schools with 765 (26%) enrolling at Hartnell. Hartnell College's largest feeder high schools are Salinas, Alisal, Everett Alvarez, and North Salinas. The total number of high school graduates increased until 2002-03 and then decreased. However, the proportion of these graduates who attend Hartnell immediately after high school has fluctuated from a low of 24% in 2003-04 to a high of 28% in 2001-02.

In Fall 2005, 48% of Hartnell College's students lived in Salinas and the central portion of the Hartnell College District. Approximately one-seventh of the students resided in the south Salinas Valley, while another 7% of the student body lived in the northern part of the district. In addition, 29% of the students resided outside of the Hartnell Community College District. The chart below shows the breakdown of enrollment by area of residence.

Chart 2

(Source: Hartnell College Fact Book, 2005)

Percent of Fall 2005 Enrollment by Area of Residence

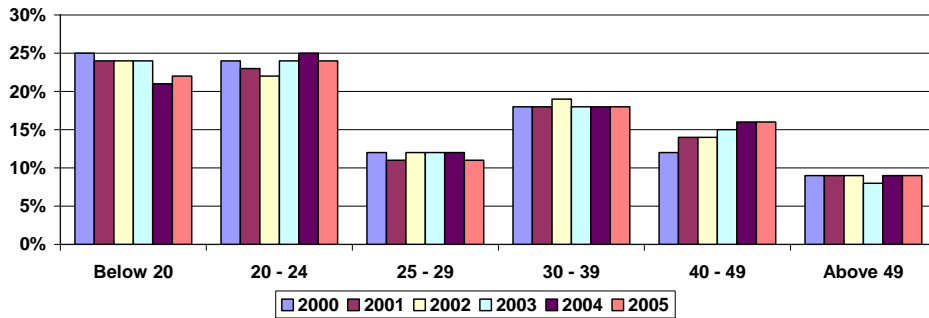


In fall 2005, 22% of the students were less than 20 years old, 24% were between ages 20 and 24, 29% were 25 to 39, and 25% were 40 or older. Between 2000 and 2005, there were increases in the proportion of students in the 40-49 age category (from 12% to 16%). Conversely, the proportion of students below 20 years of age decreased from 25% in 2000 to 22% in 2005. Students in other age groups have fluctuated over time within a 2% range. The chart below depicts enrollment by age category over time.

Chart 3

(Source: Hartnell College Fact Book, 2005)

Percent of Fall Enrollment by Age



In fall 2005, the largest proportion of Hartnell’s students (48%) attended classes during the day only, while 28% attended during the evening only and 24% attended both day and evening classes. There were also some classes that could not be categorized because they do not have specific start times (e.g., Lab and PE classes). Evening classes are defined as starting at or after 4:30 p.m. and anytime on Saturday and Sunday.

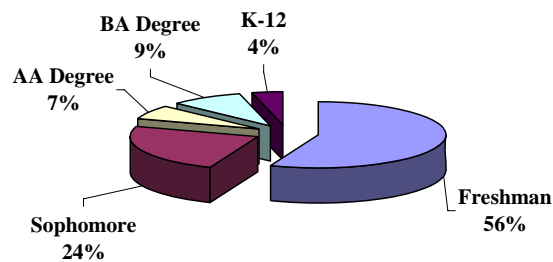
In terms of enrollment status, during fall 2005, 58% of Hartnell’s students were continuing students, and 19% were Hartnell students returning after an absence of one or more semesters. An additional 13% were new students to higher education, 7% were new transfer students from other higher education institutions, and 4% were K-12 students. Compared to 2001, the proportion of returning and continuing students increased by 10% and 6%, respectively, while the proportion of students new to higher education and K-12 students each decreased by 6%.

Class status is described in the graphic below. Fifty-six percent (56%) of Hartnell’s students were classified as freshmen and 24% as sophomores in fall 2005. An additional 9% held bachelors or higher degrees, 7% had previously earned associate degrees, and 4% were K-12 students.

Chart 4

(Source: Hartnell College Fact Book, 2005)

Percent of Fall 2005 Enrollment by Class Status

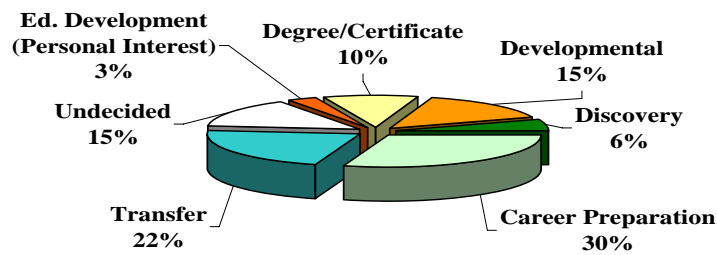


As part of the information collected by Hartnell College, enrolled students are asked to identify their primary educational goals. In fall 2005, 30% of the students were preparing for a new career or advancing their current career, 22% intended to transfer to a four-year college or university, and 15% each were undecided about their goal or were taking developmental education classes (i.e., basic skills). In addition, 10% were seeking a degree or certificate only, and 9% were enrolled in classes at Hartnell for discovery or educational development (i.e., personal interest). The table below details student educational goals.

Chart 5

(Source: Hartnell College Fact Book, 2005)

Percent of Fall 2005 Enrollment by Educational Goal



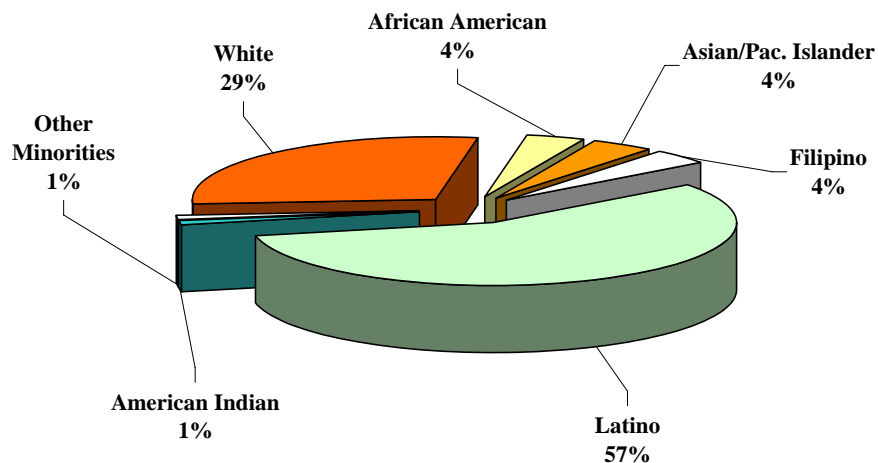
Student demographics. Since the last Accreditation Self Study, Hartnell College’s minority student population has grown to reflect continuing changes in District demographics. The College's approximately 9,700 students (Fall 2005), are 71% minority and 53% male. Latinos comprise 57% of the total (2005 Fall Fact Book). More than 41% of the College’s students are non-native English speakers and 61% are first-generation college students (*ibid.*). Nearly 60% of all Hartnell students receive some form of financial aid (Financial Aid Office, 2005).

Between 2000 and 2005, the proportion of African Americans, American Indians, Asian/Pacific Islanders, and Filipinos remained relatively constant. However, the percentage of Latino students increased from 52% in 2000 to 57% in 2005. Conversely, there were decreases in the percentage of White students (33% to 29%). As a result of these changes in the ethnic distribution of students, minority student enrollment increased from 67% to 71% of the student body. These differences reflect the increase in the proportion of Latinos in the Hartnell District population in recent years. The chart below depicts the ethnic breakdown of Hartnell’s Fall 2005 student population.

Chart 6

(Source: Hartnell College Fact Book, 2005)

Percent of Fall 2005 Enrollment by Ethnicity

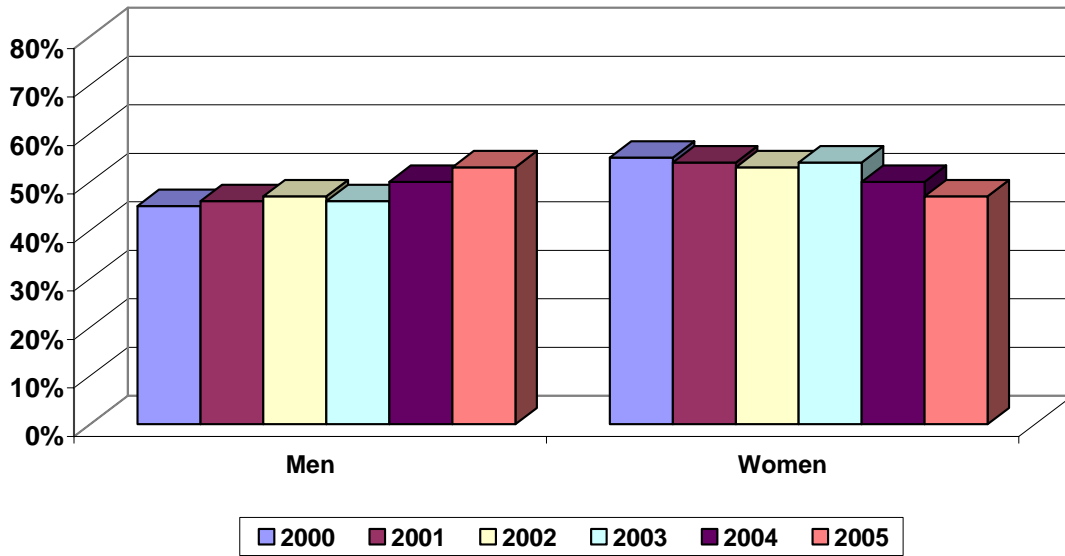


In fall 2005, 53% of Hartnell's students were men and 47% were women, as shown in the graphic below. Between 2000 and 2005, the proportion of men increased from 45% to 53%, while the proportion of women decreased from 55% to 47%.

Chart 7

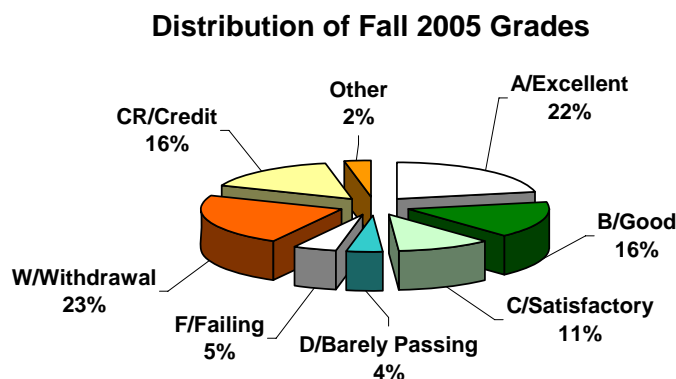
(Source: Hartnell College Fact Book, 2003)

Percent of Fall 2005 Enrollment by Gender



Student performance information. Since the last self study in 2000, student success at Hartnell College, as measured by grades, has fluctuated somewhat. The proportion of students achieving a successful outcome from their classes (Grades of A, B, C, or Credit) ranged from 68% in 2000 and 2004 to 65% in 2005. Conversely, 32-35% of the students were not successful (Grades of D, F, No-Credit, Incomplete, or Withdrawal) during this time. Specifically, in Fall 2005, 22% of the grades were A's, 16% were B's, 11% were C's, and 23% were withdrawals. The course retention rate for Fall 2005 was 77% (retention rate is equal to 100% minus the withdrawal rate). The chart below provides a breakdown of grades awarded in the Fall 2005 semester.

Chart 8
(Source: Hartnell College Fact Book, 2005)



Other data regarding student outcomes include:

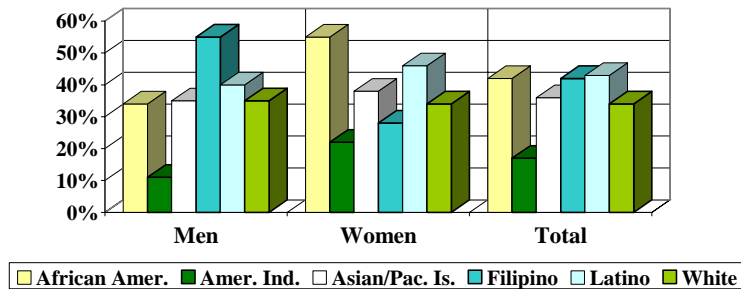
- Degree and certificates awarded – In 2004-05, the largest number of degrees and certificates were awarded in liberal/transfer studies (56%), followed by administration of justice (8%), behavioral sciences (7%), business management (5%), visual and performing arts (5%), and nursing (3%);
- Composition of graduates -- The ethnic minority composition of the 2004-05 graduates (74%) was higher than the Hartnell College student population in general (70%). The majority of graduates were Latino/a (59%), followed by whites (26%), and Asian/Pacific Islanders (10%). In addition, a larger proportion of the graduates were women (63%) than were found in the overall student body (50%).

The graphic below shows the one year **persistence rates** for all students who enrolled as first time freshmen in fall 2004, broken down by ethnicity. Overall, 41% of these students reenrolled in fall 2005, and 42% of ethnic minority students persisted after one year. The highest persistence rate was among Latinos (43%), while the persistence rate for American Indians (17%) was the lowest. The persistence rate for women (43%) was slightly higher than that for men (39%).

Chart 9

(Source: Hartnell College Fact Book, 2005)

**Fall 2004 to Fall 2005
Persistence Rates for First-Time Freshmen by
Ethnicity and Gender for All Educational Goals**



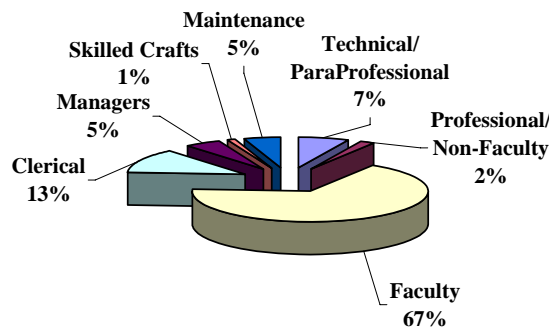
Finally, in terms of **transfer success**, the College has tracked the number of students who transferred to the California State University (CSU) or the University of California (UC). In 2004-05, 325 students transferred to a CSU and 42 Transferred to a UC. The number of students transferring to a CSU decreased by 3%, and the number transferring to a UC decreased by 2%, compared with 2003-04. The CSU campuses most attended by Hartnell transfer students in 2004-05 included San Jose (22%), Monterey Bay (20%), Fresno (14%), and Sacramento (13%). The most popular UC campuses included Santa Cruz (43%), Davis (24%), and Santa Barbara (12%). In 2004-05, 77% of the transfers to CSU and UC were ethnic minority students and 23% were White. The proportion of students transferring to a CSU or UC who were ethnic minorities has generally increased over time.

Employee demographics. In fall 2005, Hartnell College employed 587 women and men as faculty, administrators/managers, in clerical positions, and in maintenance, technical/paraprofessional, and professional/non-faculty permanent positions. The chart below depicts the proportion of Hartnell employees by occupational group.

Chart 10

(Source: Hartnell College Fact Book, 2005)

Percent of Fall 2005 Employees by Occupational Group



As discussed in the text, under Standard IIIA, Human Resources, Hartnell continues to make progress in developing an employee base that reflects the students and community served by the College. However, Chart 11, below, indicates that Hartnell has yet to achieve a totally representative balance in the composition of its personnel.

Chart 11

(Source: Hartnell College Fact Book, 2005)

Percent of Fall 2005 Employees by Ethnicity

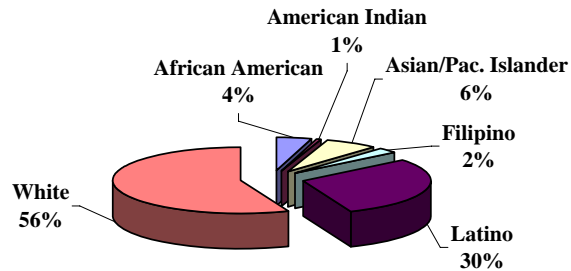
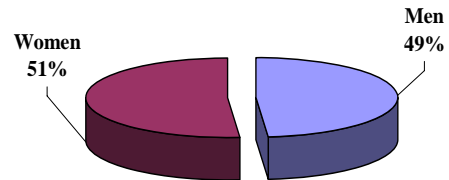


Chart 12 shows employees by gender. Since the last Self Study, the proportion of women employees has decreased from 52% to 51% overall.

Chart 12

(Source: Hartnell College Fact Book, 2005)

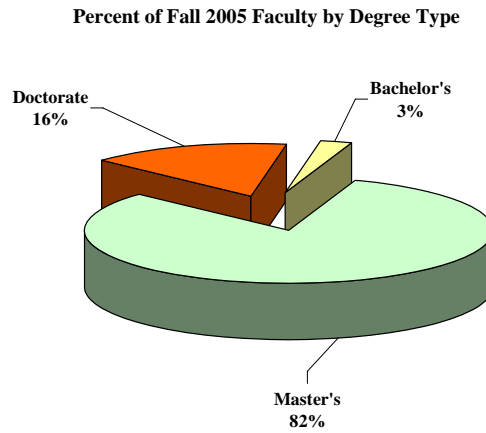
Percent of Fall 2005 Employees by Gender



The Hartnell College faculty holds degrees appropriate to their fields of study and meet the requirements as stipulated by the California Community Colleges. Chart 13, below, shows the breakdown of faculty by highest degree achieved. Please refer to Standard Seven for additional information. Since 2000, the number of faculty with Master's and Doctorate degrees has increased by 1%.

Chart 13

(Source: Hartnell Fact Book, 2005)



Organization for the Self Study

Hartnell College began organizing for the 2006 Accreditation Self Study in February, 2005 with the appointment of the Accreditation Steering Committee and teams to support the self study for each Standard. Members include the Steering Committee Liaison Officer and the representatives and team members of each of the four standard committees. Early committee meetings included participation by many faculty members. Stalled contract negotiations led to a “work to contract” action starting in January 2006. Since that time, faculty other than the faculty liaison and Student Learning Outcomes chair, have not participated in the development of this document. The following lists are current as of May 5, 2005.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Oversight Team for Standard 1

- Administration: Chris Myers; Jose Luis Fernandez; Denise Moss
- Faculty: Melissa Reeve; David Beymer
- Classified: Langston Johnson; Antonia Jaime

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Oversight Team for Standard 2:

- Administration: Celia Barberena
- Faculty: Cathy Noble; Lourdes Villarreal
- Classified: Roberta Camacho; Sabrina Coffelt
- Student: John Jackson

Instructional Programs

- Administration: Kathleen Rose/Charlene Frontiera; Jose Luis Fernandez
- Faculty: Jerri Nemiro, Fine Arts; Maria Tabor, Fine Arts
- Classified: Wini Chambliss; Karen Denning
- Student: Kristi Escoto

Student Support Services

- Administration: Ruth McMullen
- Faculty: Daniel Perez; Aron Szamos; Bob Spier
- Classified: Frank Henderson; Joanne Trevino
- Student: Charles McDougal

Library and Learning Support Services

- Administration: Gary Hughes
- Faculty: Peggy Mayfield; Jennifer Lagier Fellguth; Bill Rawson
- Classified: Tessie Lydon; Betty Rivera

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Oversight Team for Standard 3

- Administration: Larry Carrier
- Faculty: Peter Calvert; Stan Crane
- Classified: Diana Bergado; Eric Price
- Student: Jemika Markham

Human Resources

- Administration: Tamberly Petrovich
- Classified: Al Grainger

Physical Resources

- Administration: Brian Adair; Henry Yoneyama
- Faculty: Larry Souza; Wayne Davis
- Classified: Laura Cannon

Technology Resources

- Administration: Gary Hughes
- Faculty: Ignacio Pando; Cheryl O'Donnell
- Classified: Jennifer Donegan; Sabrina Coffelt

Financial Resources

- Administration: Terry Buttle
- Classified: Karen Martinez; Lolinda Velasquez
- Student: Jocelyn Tobia

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Oversight Team for Standard 4

- Administration: Mike Foudy/Cicely McCreight; Paulette Bumbalough
- Faculty: Carl Christensen; Dan Petersen
- Classified: Margie Wiebusch; Patty McEfee
- Student: Dennis Beasley

Accreditation Steering Committee

- Dr. Allan M. Hoffman, Accreditation Liaison Officer
- Dr. Jennifer Lagier Fellguth, Faculty Accreditation Liaison Officer
- Dr. Celia Barberena, Vice President, Student Services
- Ms. Liz Estrella, Academic Senate
- Dr. Chris Myers, Director, Institutional Planning and Research
- Ms. Margie Wiebusch, Classified Senate
- Mr. Mike Foudy, Administration
- Mr. James Fitch, Classified
- Mr. John Jackson, President, 2005-06 Associated Students Hartnell College

Timeline for the Self-Study

Spring 2005

February 2 _____ Publish the organization of all teams
February 4 - March 1 _____ Conduct training of all team members
March 1 _____ Publish all action plans
March 1 _____ Submit requests to constituencies to assign team members
March 11 _____ Names of proposed team members submitted to Accreditation Liaison Officer
March 15 _____ Convene organization and planning meeting for Accreditation Steering Committee
April 1 _____ Convene organization and planning meeting for all Standard teams
April 1 _____ Accreditation web site established
April 1 _____ Administer surveys and reports findings to all teams
April 1 _____ Establish self study format
May 1 _____ Teams begin writing self study

Fall 2005

November 1 _____ Reference file created
December 1 _____ First drafts reviewed; comments shared

Spring 2006

March 1 _____ Second draft posted to web site
March 1 _____ Second drafts reviewed; comments shared

Summer 2006

June 30 _____ Final drafts written

Fall 2006

November 15 _____ Final drafts reviewed and comments shared
November 30 _____ Final drafts posted to web site
November 30 _____ Classified Senate Reviews
December 12 _____ Student Senate Reviews
December 15 _____ Academic Senate Reviews
January, 2007 _____ Final approval from Board of Trustees

Spring 2007

March 19-22 _____ WASC Site Team visit

Evidence of Compliance with Accreditation Eligibility Requirements

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

Eligibility Requirements for Accreditation

(Adopted June 1995; Revised January 1996; Revised January 2004)

In order to apply for eligibility, the institution must completely meet all Eligibility Requirements. Compliance with the criteria is expected to be continuous and will be validated periodically, normally as part of every institutional self study and comprehensive evaluation. Institutions that have achieved accreditation are expected to include in their self study reports information demonstrating that they continue to meet the eligibility requirements.

1. Authority

Hartnell College is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

2. Mission

Hartnell College's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution.

4. Chief Executive Officer

Hartnell College has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

6. Operational Status

Hartnell College is operational, with students actively pursuing its degree programs.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees. The college assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. At least one degree program must be of two academic years in length.

9. Academic Credit

Hartnell College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, the college demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

11. General Education

Hartnell College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to support the college's educational programs. The faculty CTA contract clearly denotes the responsibilities of faculty members. Faculty are responsible for conducting curriculum development and assessment of learning outcomes.

14. Student Services

Hartnell College provides a comprehensive range of student services that support student development and learning within the context of the College's mission. Student support services are regularly assessed and improved to meet the needs of all students.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the College catalog and specify the qualifications appropriate for the College's institutional programs.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. Financial Accountability

Hartnell College annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. Any recommended changes are shared with the entire college community through the Academic Senate, Classified Senate, and Associated Students Organization. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and

systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. Public Information

Hartnell College provides a printed and online catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- Official Name, Address, Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

21. Relations with Accrediting Commission

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation

Abstract of the Self Study Report: Shaping the Thematic Dialogue and Assessment of the College

Institutional Commitment

The Hartnell Community College District is committed by principle and practice to providing comprehensive high quality educational services and programs to meet the educational and social needs of students.

This commitment is clearly and specifically addressed in the College Mission Statement, and is communicated to both internal and external stakeholders. This commitment focuses on student learning, which is the core value that drives much of the decision-making on campus. This focus on student learning is a guidepost in both the planning and budget process at the College. The institutional commitment and value placed on student learning is demonstrated via several key principles and concepts:

- Institutional Mission;
- Strategic Planning Process;
- Budget Process, where planning and fiscal management are viewed as Mission driven;
- Faculty Evaluation process, which includes peer review that incorporates observations of the teaching/ learning process in an instructional setting;
- Program Review processes where objective analysis occurs and that includes meeting student and community needs;
- Curriculum process that is designed and focused on methods and systems that help students learn;
- Student Learning Outcomes Assessment Work.

As a college, the commitment to quality educational programs and services is demonstrated by the creation of the Student Learning Outcomes Assessment Work Group that has broad representation of campus groups, i.e., academic, vocational, and student services representatives.

This committee, under the leadership of a faculty coordinator, a release time position, and an administrator has created a plan and process. However, just prior to the winter break December 2005 the Coordinator of Student Learning Outcomes resigned, thereby requiring the search and selection of a new person to assume this leadership role.

The focuses on outcomes will be fully and comprehensively integrated throughout the college community within the next few years. Much progress has been made at this point in time. A plan and model for implementation has been developed and detailed. This student outcomes model was created by a group of interested faculty and administrators and is being integrated as part of the college culture.

Institutional Commitment to Mission Effectiveness

The institutional commitment to mission effectiveness is a theme that is consistent through all policies and practices of the College. The Mission Statement indicates, "...all students have access to a quality education and the opportunity to pursue their goals..." The Mission Statement emphasizes the importance of serving diverse student populations and is widely disseminated in policy, publications and correspondence. The Mission Statement is included in the college catalogue and is available on the College's website. In addition, there are numerous policies and processes that support the College's core value of meeting the social and educational needs of students.

Dialogue

Dialogue is a core value at Hartnell College and is an important component of governing the College. This report utilizes both quantitative and qualitative data as key sources for gathering evidence to support statements made in the report. Institutional effectiveness measures included traditional and customary employee, community, and student surveys. The surveys were administered under the auspices of Institutional Research and Planning.

A significant challenge, however, for the subcommittees in preparing and writing this report was the need to identify data that were meaningful to meet the spirit and merit of each Standard. As data were prepared and synthesized, several environmental factors were taking shape that negatively impacted the preparation of the Self Study. The college, as noted in the introduction sections of this report, faced significant challenges as a result of severely shrinking enrollments. The shrinking enrollments caused budget reductions, and the freezing of several key cost centers. These budget constraints combined and coupled with faculty activism associated with the collective bargaining contract, resulted in diminished participation of faculty as the study moved through the data collection and writing phases. The faculty voted (December 2005) to implement a work-to-contract framework and many shared governance committees and ongoing work diminished. Although the negotiation process was ongoing, the Hartnell Faculty Association (HCFA) voted to strike (Fall 2006) if an agreement could not be reached. As the negotiations process progressed, the HCFA voted no confidence in the College President and Vice President of Administrative Services. After extensive negotiations the faculty ultimately went on strike; the first in a California Community College in over thirty years. The strike, which started October 20, 2006 lasted four instructional days and included picketing, student boycott of classes, local union support and selected community based support. Committees, as of the submission of this document, are now in the process of beginning to move forward. The aftermath of the strike, however, has resulted in difficult working relationships among faculty, staff, and management. However, timelines as originally formulated were established and met and copies of draft documents were widely circulated and available for comment. The Faculty Liaison Coordinator worked closely with campus Teams and completed work on the draft document by the end of November 2006.

As such, this document represents the collective work of many groups on campus and should be considered a self-portrait and analysis of the College, our culture and our commitment to student access and success.

Responses to Recommendations from 2003 Mid Term Accreditation Report

***Recommendation 1.** Course Outlines not in compliance with state requirements must be updated immediately to ensure transferability and accuracy of course content. (Standard 4.D.4)*

Response to Visiting Team Recommendations for Standard 4D.4:

After a long period of inactivity in the Curriculum Committee, it was agreed that the first order of business needed in the Academic Year of 2001-2002 was the overhauling of the curriculum revision process. In order to facilitate this and create new institutional intelligence about curricular practice, the Vice President for Instruction took two teams of faculty and administrators to the State Academic Senate Curriculum Institute during the summers 2001-2002. In all, eighteen people participated and used the information they received to bring the College's curricular processes in line with "best practice." Most of those who attended currently serve on the Curriculum Committee. Because of the time it took to educate faculty and administrators, initial progress on course revisions was slow following the 2000 site visit. However, during the 2002-03 academic year, substantial progress was made towards implementing this recommendation. Approximately 20% of the courses in need of immediate update have been revised since the Accreditation Team visit and another 25% were rendered either inactive or deleted. In addition, approximately 10% of the current course inventory consists of new courses approved subsequent to the 2000 site visit. It is the goal of the Curriculum Committee to complete the revision of all existing outlines during the next two academic years.

***Recommendation 2.** Conduct a systematic review and evaluation of information and learning resources, with linkage to the budget planning process. (Standards 6.5, 6.7)*

Response to Visiting Team Recommendations for Standard 6.5, 6.7:

A review of the needs of information and learning resources has been conducted through several means: library needs for technological applications are well established in the Technology Master Plan; all faculty are contacted annually asking for collection recommendations in their discipline areas; the library's web site is regularly updated with information about how to recommend materials, and subscriptions to online resources and permanent collections of e-books are routinely evaluated to determine usability and user satisfaction. Through Administrative Program Review processes, the Associate Vice-President for Information Technology and Library Services sets yearly goals pertaining to information and learning resources needed. While the needs have been documented and presented through budget allocation processes, the sources of funding have been scarce due to the current budget crisis. However, various sources of funding have provided for library needs. An example of this was the obtaining of partial funding for collection development achieved through a new Department of Education Title V grant. This funding will continue for five years. The funding for the new Library Resource Center has a built-in budget for electronic equipment and software needs. The block grants received by the College have also supported library acquisitions of books, periodicals and materials.

***Recommendation 3.** Develop procedures to systematically ensure the evaluation of part-time faculty (Standard 7)*

Response to Visiting Team Recommendations for Standard 7:

In fall 2002 the District and Faculty Association agreed to require regular faculty members conduct observations for all academic employees including adjunct faculty. Since then adjunct faculty members are evaluated using a process that includes faculty and student input.

***Recommendation 4.** Implement the management evaluation procedure (Standard 10)*

Response to Visiting Team Recommendations for Standard 10:

The management evaluation procedure is now in its third year of full implementation, with both formal and informal evaluations taking place. Since the 2000-01 academic year, all of the instructional administrators (Deans and Academic Directors) other than those currently in their first twelve months of service, have been evaluated under the formal process at least once. Among the senior administrators, the Vice President for Administrative Services, the Vice President for Student Services, and the Director of Human Resources have all been evaluated formally. The Vice President for Instruction has been evaluated informally twice in that period and is currently in the middle of a formal evaluation. The Associate Vice President of Educational Technology & Library Services was promoted to that position in fall 2002 and has not yet been evaluated in that capacity. However, he was formally evaluated in his previous position as the Director of Library Services and Academic Computing. Most managers have received either a formal or informal evaluation under the new procedure. Exceptions typically are individuals who are recent hires into their current management position. The President/Superintendent is evaluated annually by the Board of Trustees.

***Recommendation 5.** The board, administration, faculty, staff and students need to reach a common understanding of the roles and responsibilities of all constituencies in institutional governances. To ensure the integrity of educational programs and services, the College must implement process for curriculum approval, instruction, student services, information and learning resources, budgeting, and administrative, faculty, staff and students. (October 2001 Visit)*

The college should clearly determine the appropriate role of the College Council in institutional governance. (November 2002 Visit)

The board, administration, faculty and staff and students need to reach a common understanding of the roles and responsibilities of all constituencies in institutional governance. To ensure the integrity of educational programs and services, the College must implement process for curriculum approval, instruction, student services, information and learning resources budgeting and administrative, faculty, staff and students.

Response to Visiting Team Recommendations:

Common understanding of the roles and responsibilities of all constituencies in institutional governance.

The establishment of shared governance processes at Hartnell College was developed as a joint collaboration of the Academic Senate, The Classified and Student Senates, the Administration and the Board of Trustees. In order to define how the different constituencies would have input into operational decisions, as well as, global decision of major importance to the College, a shared governance paradigm was developed initially by the Academic Senate in collaboration with the administration. This paradigm communicated the different committees that were needed to serve as a platform from which voices would be heard.

After the paradigm was agreed upon, the Academic Senate, in collaboration with the administration, developed a Committee Handbook that defines each committee, its functions and membership. The Academic, Classified and Student Senate ratified the handbook and nominated members to each committee. Meetings were called and chairs were selected.

The Committee Handbook serves as a guide for shared governance processes at Hartnell College, illustrating how share governance should function at Hartnell College. As the handbook indicates, it was created to facilitate the collaboration, cooperation and communication between the shared governance committees, the administration and the Board of Trustees. As the handbook also indicates, “to make shared governance work, faculty and staff must put their faith in the system and diligently work on established shared governance committees.” Per another quote from the handbook: “It is important to remember that faculty and staff that serve on a specific committee represent their constituent groups. Committee members should not only present their personal views as they vote on committee recommendations even though doing so often seems more expeditious than obtaining the collective view of the constituent group.”

In addition to shared governance committees, participatory decision-making operates at the College through the initiatives of the Academic Senate, the Classified Senate and the Student Senate.

These senates are the bodies that represent these constituencies in shared governance processes. The purpose of each senate, representing the academic, classified and student ranks, is to provide a forum for group consensus on shared governance issues before recommendations are made through the committee processes. According to Board Policy 2005, “the Board of Trustees’ designee – the Superintendent/President or designee appointed by the Superintendent/president – will consult collegially with the Academic Senate when adopting those policies and procedures on academic and professional matters...” Following this policy, the Hartnell College Academic Senate appoints faculty to committees in consultation with the Superintendent/President. Once confirmed, each faculty member acts as a representative of the Academic Senate.

The Classified Senate and the Student Senate have continued to participate on shared governance committees, however, since Spring 06, faculty has not. This is due to contract negotiations which have been stalled for over two years, resulting in a "work to contract" action on the part of

faculty. The structure is in place, however, as detailed below for faculty participation to resume upon settling the collective bargaining negotiations. Also written below are the accomplishments of various shared governance committees in the past two years.

As stated in the Committee Handbook, the Hartnell College Academic Senate appoints faculty to committees in consultation with the Superintendent/President. Once confirmed, each faculty member acts as a representative of the Academic Senate, however, new or revised policies and procedures on academic and professional matters must be voted upon by the full Academic Senate.

During each Academic Senate meeting, each shared governance committee representative has the opportunity to report its activities to and receive guidance from the Senate. The Hartnell College Board of Trustees ultimately approves recommendations made through the shared governance process and approved by the Academic, Classified and Student Senates.

The Academic Senate Shared Governance Activities and Accomplishments - the work of the Academic Senate and the administration is collaborative in spirit and in outcomes. The leadership of the Academic Senate meets frequently with the Superintendent/President and the Vice President for Instruction. The Academic Senate has accomplished the following:

Appointed faculty to committees;

- Sponsored curriculum workshops, all led by faculty. The topics of these workshops were: Introduction to our course outline forms, Writing objectives for course outlines, Prerequisites/Co-requisites/Advisories, and Distance Education curriculum;
- Approved revisions/improvements to the Program and Services Review process;
- Appointed faculty to several selection committees for the hire of new faculty;
- Proposed changes to the drop slip and the requirement for an instructor signature;
- Helped to recruit faculty members to attend various Student Learning Outcomes workshops;
- Approved the Hartnell College Distance Education Policies and Best Practices Document.

In an effort to strengthen working relationships between groups, the Superintendent/President meets on a regular basis with representatives from the Academic Senate, the Classified Senate and the Student Senate. To provide faculty recognition for the development of new programs and program improvements, the Office of the Superintendent/President now publishes frequent newsletters, in which the accomplishments of faculty members in specific academic divisions or programs are featured.

Implementing processes in place

The processes, “for curriculum approval, instruction, student services, information and learning resources, budgeting, and administrative services” are implemented through actions of various shared governance committees, As detailed below.

Curriculum Committee – the Curriculum Committee continues to address the daunting task of revising and updating course outlines in a collegial and collaborative fashion. The Curriculum Committee reconvened during Fall 2005. A new faculty chair assumed leadership of the committee with the full support and assistance of the Office of Instruction. As usual, new

committee members received training on procedures. This served to re-educate those who had served in the past. Accordingly, the Academic Senate sponsored a series of training sessions for all faculty members on writing course outlines, behavioral objectives, prerequisites, co-requisites, and advisories, and distance education. The Student Learning Outcomes Assessment Workgroup has continued to meet making progress in the delineations of student learning outcomes at the course level.

Student Policy Review Committee - faculty, staff, administration and students are well represented on this committee. In the recent past this committee has revised the Policies and Procedures Relating to Student Rights, Responsibilities and Grievance Process and policies pertaining to attendance, auditing of classes, course repetition and incomplete grades. New policies also were written regarding the 30 unit basic skills limitation and dress guidelines.

Technology Master Planning Committee –this committee has planned and coordinated much of the technological infrastructure and delivery of technology to users of the new Learning Resource Center, smart classrooms, technology centers, and faculty offices. This committee is one of the best examples of shared governance at work by getting continued faculty, staff and administrative input into all of their deliberations.

The committee developed the Technology Master Plan. Once the plan was developed, each of its parts is owned by the persons most affected by that technology, whether he/she is staff, faculty or administrator. This committee, largely comprised of faculty members, has unanimously approved this plan. Actions delineated in this plan are actively and aggressively being accomplished.

The committee is responsible for: recommending all technology standards; establishing the implementation and timing of new technologies and software; prioritizing where technology will focus; proposing infrastructure needs; recommending what new smart classrooms will be constructed; and proposing technology for all the classrooms according to the needs of individual disciplines. In summation, this committee develops and recommends the technology information and learning initiatives for the College.

Program and Services Review Committee – this Committee identified several inherent weaknesses in the mutually agreed to processes and determined a need to rewrite the processes for (a) instructional program review; (b) student services review; and (c) administrative services review. As such, the committee rewrote the processes governing program and services review for each area. The revised process was mutually agreed to and approved by the three senates before being presented to the College Council and ultimately to the Board of Trustees. The revised processes are being implemented in an ongoing basis. In consultation with faculty, each administrative unit has implemented the new administrative services review model and reported on the results of their yearly activities.

In an effort to support the program review process and for various planning efforts, the College has developed the Executive Information System (EIS) that is compatible with Datatel. This system enables administrators, faculty and staff to access appropriate data to support the program

review process. The availability of adequate data resources serves as a necessary aid in conducting meaningful program review.

Matriculation Committee – representatives from the faculty, staff and administrative ranks have regularly attended matriculation committee meetings. In 2005 the Committee ratified the Matriculation Plan submitted to the State Chancellor’s office. Committee discussions are in play to revalidate the ESL writing assessment instrument.

Institutional Planning Committee (IPC) –the Director of Institutional Research and Planning co-chairs this committee with a faculty representative. On a yearly basis, Institutional Planning and Budgeting priorities are discussed and proposed by the whole college community. The Co-Chairs of IPC collect this information and the committee proposes the yearly priorities to the President after receiving input from the college community. Under the leadership of the committee co-chairs, The Educational and Facilities Master Plan is revised every 2 years. Through this document, units outline the goals and objectives that have been achieved during the previous year and propose new or revised goals and objectives for the future. Since the last accreditation, the Institutional Effectiveness Assessment Subcommittee (IEAS), a subcommittee of the IPC with active participation by faculty, classified staff, and managers, developed an Institutional Effectiveness Assessment Plan draft. The plan outlines how Hartnell College will assess the degree to which it fulfills its mission, vision statements, and institutional goals. The mission, vision statement and institutional goals are periodically reviewed by the campus community.

Budget Committee – the Budget Committee reviews all budget augmentation requests for the utilization of the block grants and other sources of unrestricted funds and makes funding recommendations to the President/Superintendent for requests submitted which support the goals and objectives required. This committee has started discussions to review its functions and goals. Budget requests for utilization of the 2006-07 block grants are currently being reviewed and approved.

The Full-Time Faculty Hiring Committee – this committee is a shared governance committee instituted for the purpose of evaluating future faculty resource needs by discipline. The Hiring Committee assesses the requests for new and replacement positions. The determinations on what recommendations to the President/Superintendent receives for approval are based on an assessment of the data provided by each department including student growth, Fulltime Equivalent Students (FTES), availability of part time faculty, population shifts, and job market changes. The committee weighs current and projected needs of the student population and the educational and student services programs. Committee recommendations are forwarded to President/Superintendent presents them to the Board of Trustees for approval depending on the availability of funds. Currently this committee is evaluating faculty hiring needs for Spring 2007 and the 2007-08 fiscal year.

Diversity Committee – the Diversity Committee supports various activities that further the objective of valuing the diversity of faculty, staff and students. For example, this committee has supported the Diversity Conference, the international film festival, for several years, and the first Hartnell College Jazz Festival. The Chair will be attending training on the new procedures

established by the California Community College Chancellor's Office to develop an equal employment opportunity plan for Hartnell College which is required by the state.

Staff Development Committee – when funding for staff development was received by the College, the Staff Development Committee recommended allocations to: improve faculty and staff knowledge of hardware and software available for efficiencies and effectiveness in their jobs; the appreciation of diversity; curriculum development; and travel allowance for faculty and staff to attend discipline specific workshops and conferences. The annual plan for staff development was recommended by the Committee, shared with the campus community, and executed as written.

Even though State funding was suspended for staff development, the College offers and/or facilitates access to staff development workshops for faculty, administrators and staff on various topics, e.g. curriculum development; technological applications effective in the classroom; library resources; evaluation, supervisory and organizational management; and other issues of importance to the effective running of this college. Human Resources publicize a calendar of these workshops by email, memoranda, and reminder notices right before any workshops.

Technology intensive workshops have been offered on-site in the Faculty and Staff Resource Center (FRC). Human Resources also sends messages regarding workshops that are available through @ONE, video teleconferences and online.

Staff development opportunities regarding library resources are offered by the Learning Resource Center. Curriculum Development workshops have been offered by the chair of the Curriculum Committee. The International Programs offers workshops on issues of global concern. The Director of the Campus Learning Resource and Online/Distance Education has offered workshops on electronic course management system.

College Council – the College Council serves as the committee through which major decisions from the various shared governance committees funnel to the President/Superintendent and the Board of Trustees. The committee includes representation from all constituencies, including the Presidents of the various Senates, senior administrators and the representative unions. College Council meets regularly. Processes are in place so that prior to going to the College Council, proposals must receive the endorsement of the three Senates.

The Classified Senate Accomplishments – the work of the Classified Senate and the administration is also collaborative in spirit and in outcomes. The leadership of the Classified Senate meets regularly with the President/Superintendent and attends Board meetings regularly. The Hartnell College Classified Senate (HCCS) promotes leadership and member involvement in the success of the College. The constituents involved with shared governance believe they have a voice that is valued within the institution. The participation in shared governance committees has served to educate the senate membership with the intricate facets of the institution.

In the process, the HCCS membership has created broader understanding of our College. Shared Governance is designed to foster improved communications between Administration, faculty, and staff.

The HCCS promotes leadership via all sponsored activities. The annual leadership Summit cultivates and encourages involvement with leadership and staff development issues. Dynamic speakers presented at these activities. The HCCS board keeps current on state issues for their membership by attending the annual State Classified Senate Leadership Institute. The senate has been able to sponsor scholarships since its inception.

The Student Senate Accomplishments – representatives of Associated Students Hartnell College (ASHC) are placed yearly on every shared governance committee. Additionally, there have been student representatives appointed to several faculty search committees.

As reported by the Coordinator of Student Activities, students believe that they are treated with respect, that their views are valued, and that they are made to feel welcome by committee chairs. They also feel that the committee membership is willing to spend extra time with them explaining the functions of the committees as well as the issues being discussed.

Conclusion

As a result of faculty activism and a vote for a “work to contract,” faculty participation in shared governance committees was limited until recently. The major accomplishment is that the constituencies have reached a common understanding of institutional governance. The Committee Handbook provides a mutually accepted blueprint for us to build our governance structure. As we have demonstrated in the detailed reports of past committee activities and processes, a team of administration, faculty, staff, and students have built a system that we hope will return to function in the near future.

Planning Agenda:

1. To strengthen working relationships among constituent groups and to fortify trust between faculty and the administration. Discussions are in progress to establish a committee focused on improving campus climate. .
2. It is the hope and expectation of all college groups that a productive year will ensue upon settlement of negotiations now that collective bargaining agreements have been settled.

STATEMENT FROM ACADEMIC SENATE

As of Feb. 1, 2007, the Academic Senate as a whole has not had an opportunity as a body to consider a vote authorizing the Academic Senate President to sign the Hartnell College Accreditation Self Study Report. A subcommittee of the Senate is currently reviewing the final version of the self study report and preparing a short, independent document combined with evidence to address differences of opinion and interpretation.