

STANDARD FOUR 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.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

- A1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Descriptive Summary:

Hartnell College leaders work to maintain an environment of excellence that encourages all members of the campus community to participate in the continual improvement of the instructional offices and divisions, student services programs, business operations, and shared governance entities of the College.

Board policies 2000, 2005, 2010, and 2015 define the roles and responsibilities of managers, faculty, staff, and students in shared governance. Hartnell College has created a shared governance structure as presented in the Hartnell College Committee Handbook, May 2000. This document defines the functions, outcomes/products, membership, and decision making protocol of each shared governance committee. Additionally, it describes the flow of information and recommendations among committees.

The President/Superintendent is generally accessible to faculty and staff through office appointments and casual contacts on campus and at College events. He communicates regularly with the Governing Board, staff and students. The President distributes a weekly newsletter to the Board and a monthly newsletter to faculty and staff. He meets twice a month with the management team and monthly with Academic Senate leaders, Classified Senate leaders, and the College Council.

The Mission and Vision Statements affirm the high standards of the College and its commitment to serve the needs of its students and community. These statements are widely disseminated through the website, catalog, faculty handbook, and at convocation during the president's address.

Senior managers participate in shared governance committees and often chair or co-chair those committees. Shared governance committees, as documented in the Committee Handbook, include appropriate membership to reflect the employee groups that are impacted by the decisions and actions of each committee.

Self-Evaluation:

In the 2005 Accreditation Employee Survey Final Report, 57% of the responding full-time faculty, 59% of the classified staff, and 90% of the managers, agreed (strongly, mostly, or slightly agree) with the statement “I have a substantive role in college governance and policy-making that relate to my areas of responsibility and expertise.” Regarding the statement, “The administration supports and uses a decision-making process which involves the persons who will be affected,” 36% of the responding full-time faculty, 28% of classified staff, and 67% of the managers agreed (strongly, mostly, or slightly agree).

Less than a third of the total employee responses agreed “strongly “or “mostly” that the, “Administration provides effective and efficient learning and management which supports the College’s mission.” This contrasts with 56% level of agreement with the same statement from 1999 survey. (It is the opinion of Standard Four’s Self-study Committee that the word “learning” should have been “leadership” in the survey question. This applies to both 1999 and 2005 surveys. Regardless, the low level of agreement draws attention to an area that warrants further examination.)

Innovative initiatives developed since the last accreditation include a number of activities, programs and services such as: successful passage of Measure H (the \$131 million bond campaign); Center for Teacher Education; Crisis Counseling; contracts with the Monterey County Department of Social and Employment Services; International/Intercultural Education Program; and increases in phone and online registration.

Planning Agenda:

1. Investigate possible reasons for the level of agreement by faculty and classified employees to the statement that the “The administration supports and uses a decision-making process which involves the persons who will be affected.”
2. Investigate possible reasons for the significantly higher response in 1999 than in 2005 to the statement that the “Administration provides effective and efficient learning and management which supports the College’s mission”.

A2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

A2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary:

The Hartnell College Governance Policies 2005, 2010, and 2015 delineate the participatory role of the faculty, staff, administrators, and students in planning, policy development and governance.

Board Policy 2005, Academic Senate – Shared Governance, defines the role of faculty in matters relating to the following areas (with appropriate governance committees in parenthesis): Curriculum (Curriculum Committee); Degree and certificate requirements (Curriculum Committee); Grading policies (Student Policies Review Committee); Educational program development (Curriculum Committee); Student preparation and success (Matriculation and Student Policy Review Committees); Faculty roles in governance structures (College Council and Board Policy Committee); Faculty roles in accreditation (Accreditation Standard Committees); Faculty professional development (Staff Development and Sabbatical Leave Committees); Program review processes (Program and Services Review Committee); Institutional planning and budget development processes (Institutional Planning, Budget, Facilities Planning and Technology Master Planning Committees); and other academic and professional matters mutually agreed upon (Faculty Hiring, Tenure and Diversity Committees). The Academic Senate appoints faculty to these committees.

Board Policy 2010, Classified Senate – Shared Governance, recognizes the Classified Senate as the representative body for all non-management and non-supervisory classified personnel. Classified staff members are represented on the following committees: Accreditation Steering, Board Policy, Budget, College Council, Diversity, Facilities Planning, Institutional Planning, Program and Services Review, Staff Development and Technology Master Planning. The Classified Senate participates in governance as follows: they are provided opportunities to participate in the formulation and development of policies and procedures that have significant effect on classified staff; except in unforeseen emergency situations, the Governing Board shall not take action on matters significantly affecting staff until it has provided the staff the opportunity to participate; recommendations of the Classified Senate will be given every reasonable consideration; and they will be given the opportunity to select representatives to serve on governance groups that have a significant effect on the classified staff.

The College supports the Academic Senate with office space, 50% release time for the Senate president, 20% release time for the 1st Vice President and 10% release time for the Secretary/Treasurer. Both the Academic and Classified Senates receive an annual budget from the District. The College President/Superintendent meets regularly with the Academic Senate President, and bi-annually with the faculty at large for a mandatory Faculty Forum. The President/Superintendent meets regularly with the Classified Senate President, and bi-annually with the classified staff. In addition, this last semester, the Classified Senators met informally

with the President/Superintendent. The President/Superintendent meets regularly with the President of the Associated Student Body.

Governing Board Policy 2015, Students – Shared Governance, provides students an opportunity to participate in policies and procedures that affect them. Areas in which students participate, in accordance with Title 5 of the California Code of Regulations include: grading policies; code of student conduct; academic disciplinary policies; curriculum development; course or program initiation or discontinuation; processes for planning or budget development; standards and policies regarding student preparation and success; student services planning and development; student fees; and any other matter that the Board determines will have a significant effect on students. Students are informed as to their role in governance through Student Body publications, student orientation and Hartnell College publications. The Student Activities Advisor works with students regularly to develop student participation, student leadership and student awareness. A student, elected by the student body, serves as a member of the Board of Trustees representing student interests.

Administrators participate on every shared governance committee, often serving as chair or co-chair of a College governance group. In addition, Administrators meet regularly with the President/Superintendent, both individually and in groups such as the Management Team and the Vice Presidents'. Administrators also meet regularly with other managers in groups that include Academic Deans, Instructional Administrative Group, and Student Services Managers. Faculty meet together regularly with their Deans or Supervisors in division and departmental meetings. Most departments have regular, weekly, staff meetings with classified staff and their supervisors.

Self-Evaluation:

Board Policy 2005, Academic Senate-Shared Governance, states that the Academic Senate and President or designee, shall “consult collegially” with each other when adopting policies and procedures on academic and professional matters. The policy further states that there shall be faculty representation on committees and taskforces dealing with academic and professional matters. According to the 2005 Accreditation Employee Survey Final Report, 86 percent (32% strongly agree, 34% mostly agree, 20% slightly agree) of faculty respondents agree that they are aware of their role in various governing, planning, budgeting, and policy-making bodies at the College.

While faculty may indicate awareness of how shared governance should operate, there still seems to be some confusion about how to implement actual shared governance procedures. One example is Board Policy 2005 which was developed by a shared governance committee, but enacted without ratification by the Academic Senate. Board Policy 2005 states:

"Consult collegially" means that the District Governing Board shall adopt policies on academic and professional matters through the following method:

Agreeing that the District Governing Board's designee and Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy of the Governing Board effecting such recommendations.

If mutual agreement is not reached between the Academic Senate and the designee, the matter shall not be presented to the Governing Board except as follows from Title 5:

Since the Governing Board has elected to provide for mutual agreement with the academic senate, in instances where agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Governing Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

The Board reserves the right not to accept recommendations.”

On October 5, 2005, the Academic Senate passed Resolution 1.05, pointing out how Board Policy 2005 is not in compliance with Title 5 and requesting the final statement above be removed. To date, the Board of Trustees has not placed this item on their agenda for action, but has agreed in principle to make the change.

Board Policy, Section 2010, Classified Senate-Shared Governance, states the function of the Classified Senate is to accept the opportunity to participate in District and College governance. Participation includes the formulation and development of college policies affecting classified staff.

Under Board Policy 2015, Students-Shared Governance, students are given the opportunity for student participation in grading policies, code of student conduct, academic disciplinary policies, curriculum development, institutional planning and budget development, student preparation and success, student fees, or other related matter that may have a significant impact on students.

Responses from the 2005 Accreditation Employee Survey (Final Report) indicate the following: 57% (17% strongly, 14% mostly, 26% slightly) of full-time faculty; 57% (19% strongly, 14% mostly, 24% slightly) of part-time faculty; 59% (9% strongly agree, 19% mostly agree, 31% slightly agree) of classified staff; and 91% (43% strongly, 29% mostly, 19% slightly) of manager respondents feel that they have a substantive role in College governance and policy-making that relate to their areas of responsibility and expertise.

Planning Agenda:

None

A2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary:

In accordance with Title V, sections 53200-53205, of the California Education Code, the Academic Senate is the representative of the faculty to the administration and Governing Board of the College concerning academic and professional matters. The language of Title V on this point is echoed in both the Academic Senate’s constitution and by-laws, and the board policies of Hartnell College (Policy 2005). “Academic and professional matters” are considered by all parties to be those outlined as eleven points in Title V:

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon between the Governing Board and the Senate.

On these matters, Board Policy 2005 states that the Board, through its designee—the President/Superintendent or designee appointed by the Superintendent/ President—will “consult collegially” in order to reach “mutual agreement.” When mutual agreement is not reached, Board Policy again quotes Title V:

...existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Governing Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

For dealing with curriculum matters, Hartnell College has an established curriculum committee whose primary responsibility is “the development, review, renewal and recommendation of curriculum to be approved by the Board of Trustees. The Curriculum Committee oversees the development of new courses and programs, and modification of existing courses and programs, and approves, for recommendation to the Board, the course outlines of record and new program applications for those courses and programs” (<http://www.hartnell.edu/curriculum>).

Curriculum Committee membership consists of both faculty and administrators, with fifteen faculty members (including the chair), four administrators, and one student. It meets twice monthly, and posts both agendas and minutes (ref. 4A2b). Curriculum procedures are currently being revised, though the basic process remains the same: new curriculum originates with faculty and passes through a discipline-level approval, is signed by the appropriate academic dean, and

then moves to the committee. At this writing, the College is on the verge of purchasing CurricuNet, a web-based curriculum management system to support updating, tracking, and storing course outlines through the revision process.

Other governance committees include the Budget Committee, Diversity Committee, Facilities Planning Committee, Faculty Hiring Committee, Institutional Planning Committee, Matriculation Committee, Program and Services Review Committee, Staff Development Committee, Student Policies Review Committee, Technology Planning Committee, and Tenure Committee. Of these committees, six are currently chaired or co-chaired by faculty. Meeting times are posted on the College web page (http://panther.hartnell.edu/docs/committee_list.htm).

All shared governance committees funnel their input through the College Council—not itself a “shared governance committee” according to college documents. The College Council is chaired by the President/Superintendent, and members include representatives of various constituencies—academic and classified senates, senior administrators, and the representative unions. Recommendations from the College Council go to the Board of Trustees.

Self-Evaluation:

Hartnell College’s Academic Senate has been actively fulfilling its role as a representative governing body, meeting twice monthly and conducting business in accordance with its constitution, by-laws, and board policy. The process by which Senate decisions are accepted by the administration and Governing Board is generally understood by all parties.

The College Council appears to be central to the shared governance process at Hartnell College, but faculty and classified employees seem unclear on its specific role, some perceiving it as an additional, filtering layer of administration coming between the recommendations of shared governance committees and the Governing Board. Membership is weighted heavily toward administration.

The Committee Handbook, produced in May 2000, clarifies the roles of governance committees, including that of the College Council. Although available on the College’s intranet, awareness of—and possession of—this document may not be widespread.

The 2005 Accreditation Employee Survey (Final Report) results reveal differences in perception among employee groups. In response to the statement, “I have a substantive role in college governance and policy-making that relate to my areas of responsibility and expertise,” 72% of managers responded either “strongly agree” or “mostly agree,” while among full-time faculty the greatest responses were “slightly agree” (26%) and “strongly disagree” (19%). Among part-time faculty, the greatest responses were “strongly agree” and “strongly disagree,” both at 24%. In response to the statement “The administration supports and uses a decision-making process which involves the persons who will be affected,” 62% of managers responded with “strongly agree” or “mostly agree,” whereas only 9% of full-time faculty responded in those categories. For full-time faculty, the two greatest percentages were “slightly agree” (27%) and “strongly disagree” (32%). For part-time faculty, the largest response would have been “don’t know/no opinion” (50%), except that this category was not figured into the official percentage calculations

for any group; consequently, the largest responses were “strongly agree” (46%) and “mostly agree (23%).

Planning Agenda:

1. Review current roles and functions pertaining to shared governance committees.
2. Report on recommended changes.
3. Review and report roles of College Council.

A3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary:

The Hartnell College Committee Handbook of 2000 identifies the membership, responsibility, and reporting protocol for all shared governance committees. The organizational chart, based on Board Policy documents administrative assignments and chain of command.

Board Policy 2005 defines the role of faculty in matters relating to the following matters (with appropriate governance committees in parenthesis):

- Curriculum (Curriculum Committee);
- Degree and certificate requirements (Curriculum Committee);
- Grading policies (Academic Standards Committee);
- Educational program development (Curriculum Committee);
- Student preparation and success (Matriculation and Student Policy Review Committees);
- Faculty roles in governance structures (College Council and Board Policy Committee);
- Faculty roles in accreditation (Accreditation Standard Committees);
- Faculty professional development (Staff Development Committee);
- Program review processes (Program and Services Review Committee);
- Institutional planning and budget development processes (Institutional Planning Budget, and Facilities Planning Committees); and
- Other academic and professional matters mutually agreed upon (Faculty Hiring Committees).

Board Policy 2010 recognizes the Classified Senate as the representative body for all non-management and non-supervisory classified personnel. Classified staff is represented on the following committees: Board Policy, Budget, College Council, Facilities Planning, Institutional Planning, Program and Services Review, and Staff Development.

Governing Board Policy 2015 defines policies and procedures that provide students an opportunity to participate in policies and procedures that affect them. Areas in which students participate, in accordance with Title 5 of the California Code of Regulations include: Grading policies; Code of student conduct; Academic disciplinary policies; Curriculum development; Course or program initiation or discontinuation; Processes for planning or budget development;

Standards and policies regarding student preparation and success; Student services planning and development; Student fees; and any other matter that the Board determines will have a significant effect on students

Self-Evaluation:

The College supports the Academic Senate with office space, an operations budget, and 50% release time for the President of that body. The President/Superintendent meets regularly with the Academic Senate President, Classified Senate President and Student Senate President in the past. It is advisable that the President/Superintendent also meets each semester with all members of the classified staff to discuss issues facing them as Classified Employees. In fall 2005, a luncheon was held with the Classified Senate to discuss issues and we will discuss if this was of value to the Classified Senate. The President/Superintendent would like to host this event on a regular basis.

Recommendations from each senate are forwarded to the College Council for consideration and response. The Academic Senate President, Classified Senate President and Student Senate President are members of the College Council. After review of these recommendations, the response is then forwarded back to the appropriate senate for action.

The Academic, Classified and Student Senates appoint members to appropriate shared governance committees. Student Senators are required to sit on at least one shared governance committee (ASHC Student By-Laws).

Student Senate meeting agendas include Classified Senate, Academic Senate and community input. The Classified Senate and Student Senate are included on the Academic Senate agenda. Classified Senate agendas also include the Academic Senate and Student Senate. Academic Senate and Classified Senate meeting minutes are shared with the other senates.

Students are informed of their role in governance through Student Body publications, student orientation and Hartnell College publications. The Student Activities Advisor works with students regularly to develop student participation, student leadership and student awareness. A student, elected by the student body, serves as a member of the Board of Trustees representing student interests.

Planning Agenda:

The College Council has requested a review of the Shared Governance Committee Handbook. The Office of the Vice-President for Instruction sent a copy of the committee handbook to each committee chair to review. This review should be completed and information recommended will be acted upon.

- A4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Descriptive Summary:

In all dealings with the Accreditation Commission, Hartnell College demonstrates honesty, integrity and responsiveness. Hartnell College agrees to comply with the standards, policies, guidelines, public disclosure, and Self Study requirements of the Accrediting Commission. The College participates fully and openly in the entire accreditation process. An example of our quick response is documented in the Accreditation Mid-Term Report of October 2003. This document includes the College's responses to recommendations from the previous Self Study as well as responses to recommendations made by the Commission in response to the Self Study.

Hartnell College understands the importance of honesty and integrity and consciously seeks to practice honesty and integrity with all agencies and other interested community groups with which it works. External Agencies that Hartnell College has relationships/agreements with include:

- Accrediting Commission;
- California Community College Chancellor's Office;
- State and US Departments of Education;
- Hospitals and clinics;
- Commission on Athletics;
- Private companies;
- Local public agencies;
- State and federal agencies;
- CSU campuses, UC campuses, private universities, and other community colleges;
- Elementary and secondary school districts;
- International colleges and organizations;
- Other interested community groups.

Self Evaluation:

Hartnell College conducts its relationships with all groups and associations with honesty and integrity and in a timely manner. These values are expected of all employees. The College seeks strategies to continuously improve its relationships with external partners and recognizes the importance of effective networking with external agencies.

Recently, the College has been criticized by the Salinas Area Chamber of Commerce and the local Builder's Exchange for construction contracting practices the College feels are necessary to ensure timely completion of our bond and state-funded construction projects.

The Leadership Team Statement of Ethics was written several years ago by and for managers, confidential employees, and supervisors. It has been revised periodically, including its most recent revision in spring 2006. The statement lists all members of the above groups who have, through consensus, agreed to uphold and practice the principles of the statement. Each year it is reviewed, and if appropriate edited, before distribution.

The current Self Study is developed according to Commission standards and with the same honesty and integrity of previous Self Studies and Reports.

Planning Agenda:

1. Hartnell College will continue to demonstrate honesty and integrity and to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.
2. Hartnell College will continue to demonstrate honesty, integrity, and open communication with all external agencies.
3. Continue to strengthen relationships with the local Chamber and Builder's Exchange.

A5. The role of leadership and the institution's governance and decision making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary:

The role of leadership and the College's governance and decision-making structures and processes are evaluated regularly to assure their integrity and effectiveness. The College Council meets regularly on the second Monday of each month to discuss and evaluate specific issues. The results of these evaluations are used as the basis for improvement; the recent college administrative restructuring (as described below) is an example. Hartnell College's planning process has also been redesigned to integrate College goal's and accreditation standards. The 2005 Accreditation Employee Survey included a number of items used to evaluate the College's shared governance structure and decision making process.

The formats of the College Council meetings include topics of concern, information sharing, discussions of problems/issues facing the District, and participation in activities to enhance institutional effectiveness and accountability.

The College Council reviews the actions and recommendations that are forwarded from the Management Team, councils, committees and groups. The Council then forwards appropriate recommendations for action by the President/Superintendent and/or transmittal to the Board of Trustees. The College Council ensures that all recommendations have followed the governance policies, and are inline with the College mission with input from all campus constituencies. All actions from the College Council are decided by a consensus vote. Items not approved are returned to the originator with a specific explanation of the Council's position. When necessary, representatives from the various constituent groups are invited to the Council to present their recommendation. If, attempts to reconcile the disagreements fail and/or fails to reach a consensus the item is forwarded to the Board with written statements from the respective constituent positions. The Board has the final discretion in rendering a decision.

Self-Evaluation:

In fall 2005 the format of weekly Executive Team Meetings was changed. The Management Team now includes mid-level managers and supervisors. These members were integrated with the Hartnell College Management Team. This change was made in order to include these managers and supervisors in the decision-making process.

The Hartnell College Executive Team consists of Vice Presidents, Directors, and Deans. It replaces the President's Council. Previously, this group met weekly, except once a month when all supervisors and managers met. This group presently only meets once a month.

Planning Agenda:

The College Council has requested a review of the Committee Handbook. The Office of the Vice-President for Instruction has sent a copy of the Committee Handbook to each committee chair to review and revise. It is expected that the recommended revisions be completed and reviewed by the senates by end of Spring 2007.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

B1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

B1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary:

Governing Board Policy 1005 asserts that, “The state of California and citizens of the Hartnell District vest authority in the Board for the development and management of programs and policies of the College,” The Board of Trustees’ statement of philosophy affirms their “...belief in people – in their worth as individuals and in their capacity to develop their abilities to their fullest potential,” (Governing Board Policy 1000). Hartnell College has a seven member Board of Trustees elected to represent seven geographic areas within the College’s District. Included on the Board is a student trustee elected annually by the student body (Governing Board Policy 1030). Open public meetings are scheduled monthly, with additional meetings as required. Time and place of meetings is defined in Governing Board Policy 1015. Officers are elected at the December organizational meeting (Governing Board Policy 1010). The Board agenda is prepared, posted and distributed in advance of the meeting to: the Trustees; campus shared governance groups which include academic, classified, and student senates; management staff; bargaining organizations; and it is posted on campus for public information (Governing Board Policy 1020). The agenda provides an opportunity for the public to address the Board (Governing Board Policy 1020) (Governing Board Policy 1025). To encourage community input and dissemination of college information, Board meetings are held primarily at the main campus but also at other cities in the College’s District. The Board acts as a whole once a decision has been made and focuses their allegiance toward the College and community (Governing Board Policy 1055). The Board is responsible for adoption, modification, revision or termination of Governing Board policies (Governing Board Policy 1045).

Self-Evaluation:

The Board of Trustees solicits opinions from the community it serves. Joint Board meetings have been held with the three community colleges in the tri-county area which include Monterey Peninsula College, Gavilan College and Cabrillo College (April 28, 2005 Minutes). Board Members serve on committees which include the Western Stage Auxiliary Board, Hartnell Foundation Board and Sunrise House. At the beginning of all Board meetings, local businesses,

community members and organizations may address the Board with an item of interest to the community and college. Representatives of the student, classified, and academic senates sit at the table with the Board and report on shared governance issues to the Trustees. The Board represents a range of public, private, community and business interests. Trustees participate in campus, student, and community activities which include convocation, graduation, student activities, Western Stage performances, faculty and staff awards, and other events and activities. The Board approved placing Measure H, a \$131,000,000 construction bond on the 2002 ballot which passed overwhelmingly. The Board attempts to reach consensus on all issues.

Employees have expressed concern regarding behavior of certain board members. The 2005 Accreditation Employee Survey Final Report showed a drop from 42% in 1999 to 31% in 2005 in agreeing that the Hartnell Board of Trustees makes responsible decisions that support the mission and function of the College. Examples of concerns include one Board member authoring the Rebuttal to Argument in Favor of Measure H (the College's 2002 bond campaign) and signing as "Hartnell College Governing Board Member." Other concerns include statements made in public board meetings and in media interviews that do not represent the (commonly perceived) best interests of the District. It is also perceived that board members have their own agenda.

In the 2005 Accreditation Employee Survey Final Report, 29% of the responding full-time faculty, 35% of the classified staff, and 70% of the managers, agreed (strongly, mostly, or slightly agree) with the statement: "The Hartnell Board of Trustees makes responsible decisions and takes responsible actions that support and promote the missions and functions of the College."

Planning Agenda:

1. Investigate reasons for discrepancy between employee groups' level of agreement regarding the statement "the Hartnell Board of Trustees makes responsible decisions and takes responsible actions that support and promote the missions and functions of the College."
2. Provide additional Board training.

B1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary:

The Governing Board establishes broad policies consistent with the mission statement of the College and directs the administration to develop procedures to implement those policies. For more than 22 years, the Board has developed institutional policies. There are two Governing Board Policy Review Committees: one a sub-committee of the Board and another made up of faculty and staff. The policies are reviewed annually to ensure compliance with educational and civil codes. Over 150 policies now exist and they are available in hard copy form and electronically on the College web page. New policies are developed within the parameters of legislation and college needs.

The policies are divided into five categories. Student learning programs are covered by Series 4000-Instructional and Educational Programs. Student services are covered by Series 3000-Students and Student Services. Resources to support these two areas are covered by policies in the Budget and Finances sub-series of Series 2000-Administration.

Self-Evaluation:

The Board has established policies as required by this section. The Board has a detailed procedure for policy review including an annual review. Following review by legal counsel, policies with recommended changes are forwarded to a sub-committee of the Governing Board and a committee of faculty and staff. Policies with revisions go to the full Board for two readings before approval and inclusion in electronic and printed copies.

Planning Agenda:

None

B1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary:

Governing Board Policy 1000 asserts that “Hartnell College recognizes the value of education... and supports the concept of a diverse approach to education to meet the needs of students.” The Board supports the dignity of the individuals, education programs, opportunities and access of students, and assures a philosophy of education based on belief in people as individuals and their capacity to develop to their fullest (Governing Board Policy 1000). The Governing Board assigns assurance of financial stability to the President/Superintendent (Governing Board Policies 2200; and 2215. All educational and financial board policies are proposed by the President/Superintendent and reviewed and approved by the Board of Trustees. Policies include budget preparation (Governing Board Policy 2200,); periodic financial reports (Governing Board Policy 2215,); curricular offerings, (Governing Board Policy 4000); and academic calendar (Governing Board Policy 4010). The Board reviews District legal issues in closed session prior to public meetings.

Self-Evaluation:

The Board of Trustees reviewed their mission and vision statement at the June 2006 board meeting and the Educational and Facilities Master Plan (Governing Board minutes). The Board reviews and approves curriculum changes as needed (Governing Board minutes).

At the monthly board meetings, the President/Superintendent provides updates on the District’s programs and services (Governing Board minutes). Contributions of faculty and staff in the development of these programs are recognized at Board meetings by the President/Superintendent. These affirmations affect the support and approval of board policies, curriculum programs and the Educational and Facilities Master Plan that determine the direction of the College.

At each Board meeting informational reports are provided as necessary by the campus community, which include enrollment management, agriculture program, construction oversight, national awards, athletic team recognitions, Boronda program, project labor agreements, student service programs and divisional updates (math and science; physical education, fine arts, language arts and social sciences, occupational education; workforce and community development, etc.). The Academic Senate is involved in academic and professional matters which include development and implementation of curriculum, degree and certificates, grading and educational program development (Governing Board Policy 2005).

A review of the annual budget by the full Board is conducted prior to its adoption (Governing Board minutes). At least one board member is concerned with legal costs. The College has only used legal representation to defend itself in law suits.

In the 2005 Accreditation Employee Survey Final Report, 38% of the responding full-time faculty, 48% of the classified staff, and 80% of the managers, agreed (strongly, mostly, or slightly agree) with the statement, “The Board of Trustees has performed responsibly in overseeing the financial soundness of the District.”

Planning Agenda:

Investigate perceptions of staff regarding the statement, “The Board of Trustees has performed responsibly in overseeing the financial soundness of the District.”

B1d. The institution or the governing board publishes the board by laws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary:

The Governing Board establishes and publishes board policies which specify the board’s organization and procedures. These policies are contained in Series 1000-Governing Board Policies. The policies are published in hard copy form and electronically on the College’s web page. The Governing Board’s size, duties, responsibilities, structure and operating procedures are also defined in the following sections of the Education Code: 72101-72104 Membership of the Governing Board, 72121-72129 Meetings of the Governing Board, and 5000-5442 Elections.

Self-Evaluation:

The Governing Board has specific policies (Series 1000, Section A. Organization and Procedures of the Governing Board) which outline its philosophy, authority, annual meeting at which it select officers, time and place of meetings, public agenda, conduct of meetings, minutes of meetings, closed sessions, actions of the board, and ethical conduct. These policies define the size, duties, responsibilities, ethical conduct requirements, structure, and operating procedures of the Board. The Boards acts in accordance with these policies. The board annually sets goals and conducts an annual review of its performance.

Planning Agenda:

None

B1.e. The governing board acts in a manner consistent with its policies and by laws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary:

The Board approves policies and directs the administration to implement those policies. Governing Board Policy 1400 states, “The policies adopted by the Governing Board for this District have been written to be consistent with the provisions of law...” The Board requires policies be reviewed annually and updated to keep the College in compliance with educational and civil codes and as administrative responsibilities and institutional operations change (Governing Board Policy 1455, 1405 and 1410). Policies include: administration; students and student services; instructional and educational programs; and human resources and equal opportunity employment. Approximately 175 policies have been approved and are available to the staff and community in hard copy and on the Hartnell website (<http://www.hartnell.edu>).

The President/Superintendent is responsible for assuring that policies are followed and in compliance with District and state requirements (Governing Board Policy 1050). Procedures are then implemented by appropriate individuals and departments of the College.

Self-Evaluation:

The Board established policies and delegated District responsibility to the President/Superintendent. The Board of Trustees has initiated new Board policies and revisions, as needed, and the trustees and the administration implement these policies. Annually a board policy committee of Trustees is established to review Board Policies and recommend changes (Governing Board minutes, Governing Board Policy Review Process, Jan 2000).

Shared governance policies are initiated and forwarded for approval by the Academic, Classified and Student Senates. Legal counsel is included in the review process if policies need current law and Education Code review. District policies with recommended changes were initiated by the President/Superintendent or the Board of Trustees, reviewed and revised by the Office of Marketing, Grants Development, External Relations and International Education and appropriate departments and forwarded to the Board for approval.

Planning Agenda:

None.

B1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary:

Governing Board Policy 1440 requires an orientation for new Governing Board Members and directs the President/Superintendent to develop this orientation. Orientation includes presentations from the President/Superintendent, Vice-Presidents and other college divisions. New Board members are provided documents such as annual budgets, organizational charts, catalogues, class schedules, Educational Master Plan and Facilities and board policies. New

Board members are encouraged to attend state and national conferences for Trustees and issues important to community colleges.

Hartnell College has a seven member Board of Trustees elected to represent seven geographic areas within the College's District. Included on the Board is a student trustee elected annually by the student body (Governing Board Policy 1030). Board officers are elected at the December organizational meeting (Governing Board Policy 1010). Staggered terms of four years, as well as provisions for filling vacant positions, provide for continuity of Board membership.

Self-Evaluation:

Upon election or appointment to the Board, new Board members are provided opportunities and training sessions to learn their roles and responsibilities, operations and procedures and educate themselves on pertinent issues, legislation, etc. The President/Superintendent and his administrative team provide Trustee orientations and at each Board meeting provide presentations on college instructional and student service programs and services. At each Board meeting representatives of the student, classified, and academic senates report on issues of interest and importance to them. All college divisions are available for additional information through the President/Superintendent's office and Trustees are regularly invited to college events to further their continuing orientation of the College/District. The President/Superintendent has an open-door policy to assist Trustees with any questions or concerns. Regular newsletters (Linking Up, President's Newsletter, Bond Newsletter) are sent to Trustees to keep them updated on college business. Trustees are regularly encouraged to attend state and federal trustee conferences and a new trustee workshop sponsored by the California Community College League.

The Board supports travel for its members to state and federal trustee conferences and out-of-country trips, as appropriate (Board Minutes for Philippines and Japan trips).

Planning Agenda:

There should be a more rigorous training format for board members including the use of former board members. New members should be required to meet with the Superintendent/Board President at least three times in the first year of tenure.

B1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or by laws.

Descriptive Summary:

The Board established several board policies clarifying policy for trustee conduct at board meetings. Board Policy 1025 outlines that "Governing Board meetings are business meetings and will be conducted in an orderly, efficient manner which balances the objectives of ensuring public participation and completing the work before the Board." This policy includes rules for public comments and board member response statements. Actions of the Governing Board in Board Policy 1045, defines a quorum, exclusion of secret ballots and Board Policy adoption, modification, revision or termination rules. "...The activities and deliberations of the Board of Trustees are governed by eight tenets," listed in Board Policy 1055. These include commitment, allegiance, teamwork, confidentiality, power, relationship, conflict of interest, and growth. The

orientation provided new board members (Board Policy 1440) reviews these board performance policies.

Self-Evaluation:

The Board conducted a self-evaluation at a special board retreat on March 12, 2005 to monitor its performance and effectiveness (Oct 28, 2005 Board Minutes). The Governing Board has specific policies (1000 Series, Section A. Organization and Procedures for the Governing Board) outlining its philosophy, authority, annual meeting at which it selects officers, time and place of meetings, public agenda, conduct of meetings, minutes of meetings, closed sessions, actions of the board, and ethical conduct. These policies define the size, duties, responsibilities, ethical conduct requirements, structure, and operating procedures of the Board. The Board acts in accordance with these policies. The Board annually sets goals (Board Minutes) and annually reviews its performance.

Hartnell staff has voiced concern regarding behavior of individual Board members. There is a belief that all tenets of Governing Board Policy 1055 – particularly allegiance, teamwork, confidentiality, and relationship – are not always followed.

Planning Agenda:

Board training and a revision of Governing Board Policy 1055 to include how to deal with violations.

B1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary:

Series 1000-Governing Board Policies, Section A-Organization and Procedures for the Governing Board, delineate the size, duties, ethical conduct requirements, structure, and operating procedures for the Board. Governing Board policy 1055 is titled “Ethical Conduct of the Governing Board.” It contains sub-sections covering such matters as confidentiality and conflict of interest. The Board performs a self-evaluation process to monitor performance and effectiveness every year.

Self-Evaluation:

Governing Board policy 1055, in its current form, does not include a section covering violations of the code of ethics. A revision which does define a policy for dealing with behavior that violates the code has been drafted and is now in the process of being reviewed.

Planning Agenda:

When adopted, implement the newly revised policy covering behavior that violates the Board’s code of ethics.

B1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary:

The Board of Trustees is regularly informed by the President/Superintendent of the progress of accreditation. The accreditation report is written by the College faculty, staff and students. Trustees participate through surveys and interviews and are offered the opportunity for individual involvement

Self-Evaluation:

The Board receives accreditation information regularly from the President/Superintendent through weekly updates and at Board meetings as appropriate. A Trustee met with Standard 4 committee members to discuss sections that relate directly to the Board. A special Board Meeting was held to review the accreditation report prior to submitting to the WASC (Board Minutes)

Planning Agenda:

None.

B1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

Descriptive Summary:

The Governing Board has the responsibility to select the College's President/Superintendent and annually evaluate the performance of the President/Superintendent (Governing Board Policy 1010). The President/Superintendent serves as Secretary of the Board and performs the following duties: prepares agendas and minutes; maintains minutes and documents; attends all board meetings; and signs documents requiring the President/Superintendent's signature. Governing Board Policy 1405 states, "Board policies will be implemented by the President/Superintendent of the College". Administrative procedures shall be developed by the management staff of the College and issued by the President/Superintendent as methods to be used in implementing Governing Board Policy.

Self-Evaluation:

The Board annually reviews the performance, goals and objectives and contract of the President/Superintendent. The Board is clear in its policy-making role and delegates administrative authority to the President/Superintendent to assure its compliance. The President/Superintendent works closely with all Trustees to assure they are regularly updated on the administrative and fiscal operation of the College and ensures the quality, integrity and accessibility of educational programs and services to students and community.

Planning Agenda:

Examine the current structure associated with the Governing Board's activities related to the President's evaluation.

B2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

B2.a. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary:

The College is staffed and organized as referenced in Board Policies 2000, Organizational Chart. Five academic deans and three director level administrators report to the Vice-President for Instruction. Six director level administrators report to the Vice-President for Student Services. The Vice-President of Business Services supervises four managers. The administration strives to maintain an efficient learning and teaching environment. As community size and complexity increase, Hartnell continues to develop satellite sites, instituting new programs in East Salinas (East Campus) and at the King City Education Center in south Monterey County.

Deans and directors provide front-line leadership to faculty and staff, and influence the effectiveness of the teaching and learning environment. College enrollments and the development of new educational and service oriented programs, many of which are grant funded, have driven the hiring process for faculty, staff, and administration.

The revamped management evaluation procedure is now in its fifth year of full implementation, with both formal and informal evaluations taking place. 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.

Self-Evaluation:

The institution's organizational chart reflects the College's strategy for administrative staffing. As the College adds programs, locations, etc., it hires qualified personnel to provide effective leadership and instructional support. Recent changes occurred in the development of the International/Intercultural Education Program; the Center for Teacher Education; Campus Learning Resource Center and Distance/Online Learning; Office of Advancement; Math, Engineering, Science and Achievement (MESA) Program; and the new Student Support Services program. The administration supports a staff development program and a Faculty and Staff Resource Center with state-of-the-art technology.

Hartnell College continues to expand its locations. Currently, class offerings are available at three campus sites, several middle and high schools, hospitals, and other locations. Over the past

few years, class offerings have increased at East Campus and at the King City Education Center. The King City Education Center opened its doors in 2002. Hartnell College occupies 12,000 square feet in an educational facility in the King City Town Square Project. In addition to increased course offerings, admissions and registration, financial aid, and counseling services have substantially increased as well.

Students, on the 2005 Accreditation Opinion Student Survey (Final Report), indicated a satisfaction level of 3.94 out of a possible 5 in response to the statement, “Quality of instruction in your major area of study”. These numbers closely parallel national group survey figures, with a deviation of only .12.

Responses from the 2005 Accreditation Employee Survey (Final Report) indicate the following: 53% (5% strongly, 24% mostly, 22% slightly) of full-time faculty; 83% (33% strongly, 28% mostly, 22% slightly) of part-time faculty; 39% (3% strongly, 15% mostly, 21% slightly) of classified staff; and 76% (19% strongly, 43% mostly, 14% slightly) of managers agree the Administration provides effective and efficient learning and management, which support the College’s mission.

In response to the open-ended survey question, “What could be done to improve Hartnell College?” 153 employee respondents provided specific comments, with some providing multiple responses, summarized and grouped as follows:

- Eleven percent (11%) indicated, “Improve facilities: Classrooms, buildings, athletic, landscaping, child care, break room for staff, furniture, trash cleanup, expand East Campus.”
- Ten percent (10%) stated, “More technology and equipment: Better integration, provide the latest technology, more support, computer access for students and faculty, more online journals, more tech staff, smart classrooms, online classes”.
- Nine percent (9%) stated, “Better pay and more respect: Contract negotiations should be completed, raise faculty pay, reduce work load, listen to faculty, give faculty and staff more respect.”
- Eight percent (8%) indicated, “Improve administration: Poor performance, needs to show respect to employees, hire deans and managers that are qualified, focus on fewer initiatives, administration should be a role model.”
- Seven percent (7%) indicated, “Improve status of adjunct faculty: Hire more full-time faculty, paid office hours, health benefits, recognize accomplishments, and treat with respect.”
- Five percent (5%) stated, “Classes and Programs: Offer more sections, continuity of programs, shorten semester, change to quarter system, more distance learning classes, offer sections when students can take them.”
- Five percent (5%) indicated, “Improve communications: Campus, interdepartmental, in the planning process.”
- Four percent (4%) indicated, “Improve academic standards: Honors club, help poorly prepared students, more advanced classes, Hartnell’s image turns away qualified students.”
- Three percent (3%) stated, “Better community relations: More funding from community, more outreach, and support from local businesses.”

- Three percent (3%) indicated, “Improve student services: At night, counseling, financial aid, registration.”
- Other suggestions covered a variety of issues such as: security, diversity, student evaluations, library, timesheets, department procedures, and training.

Planning Agenda:

1. Complete contract negotiations with all groups.
2. Establish opportunities for campus leadership (faculty, administrators and board) to meet to discuss issues raised in the survey.
3. Review existing policies to facilitate needed change.

B2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities.**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary:

The President/Superintendent actively communicates institutional values, goals and priorities. He chairs key campus committees, including the Management Team, the Vice Presidents' and the College Council. The President communicates regularly with the Governing Board in addition to attending monthly Board meetings. He prepares a weekly newsletter to the Board, a monthly newsletter to the campus community (*President's Newsletter*), and a bi-annual newsletter to the local community (Linking Up).

The President/Superintendent meets twice a month with the Management Team (the previous Executive Team has recently expanded to encompass the entire Management Team, including supervisors), and monthly with the College Council. The President/Superintendent also communicates with the campus community at various venues throughout the academic year. Convocation Day in the fall semester and January Flex Days in the spring semester are both occasions for him to address the State of the College. In addition, the President/Superintendent meets bi-annually with the faculty at-large and the classified staff. The President meets weekly with the Academic Senate and Classified Senate. He is available and meets with the Student Senate. Traditionally, he has weekly meetings with the President of the Hartnell College Faculty Association (HCFA) and the California Schools Employee Association (CSEA).

The President/Superintendent is familiar with data and analyses of institutional performances. The Director of Institutional Research and Planning reports regularly at Management Team and College Council meetings concerning ongoing research projects. In addition, data collected from various programs, for example, Student Services and the Enrollment Management Team, is

presented to the President/Superintendent individually and at a variety of different venues. Managers submit weekly reports to the President/Superintendent (and other managers) that include information regarding area projects.

Self-Evaluation:

The President/Superintendent communicates the importance of a culture of evidence and a focus on student learning. He actively supports the Hartnell College Institutional Research Agenda, a document that is updated regularly and that establishes the projects and timelines to meet college-wide institutional research needs. The President/Superintendent encourages others to become familiar with the types of institutional research projects that are currently being conducted or are planned for future implementation. He supports faculty and staff who obtain and use institutional research results pertinent to disciplines and areas in order to make informed decisions regarding program planning and student needs.

The Institutional Research and Planning Office plays a vital role in linking institutional research to student learning, institutional planning, and resource allocation. Along with a faculty member, the Director of Institutional Research and Planning serves as co-chair of the Student Learning Outcomes Assessment Workgroup, as well as co-chair of the Institutional Planning Committee. All planning and budget priorities are then routed from the Institutional Planning Committee directly to the Budget Committee.

Planning Agenda:

None

B2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

Governing Board Policy 1050-Executive Officer of the Governing Board, designates the President/Superintendent of the District as the Executive Officer of the Board. In this policy the President/Superintendent is given the executive responsibility for administering the policies adopted by the Board. The President/Superintendent may delegate any powers or duties entrusted to the office by the Board but, he/she is specifically responsible to the Board for the execution of such delegated powers and duties. This policy also requires the President/Superintendent to perform all duties required by statute.

Self-Evaluation:

The Mission Statement of the College is part of Governing Board Policy 1000-Statement of Philosophy. Therefore, as a part of administering all of the Governing Board Policies, the President/Superintendent is required to assure that institutional practices are consistent with the institutional mission. The Board Policies are evaluated annually by staff with support from legal counsel. Changes are then submitted to the Faculty and Staff Policy Review Committee and Board of Trustees Policy Review Committee. Upon final review, the revised policies are submitted to the Board as a two-reading item.

Planning Agenda:

None

B2.d. The president effectively controls budget and expenditures.

Descriptive Summary:

The President/Superintendent efficiently manages fiscal resources under his supervision. During the past few years, Hartnell College has:

- Passed Measure H – providing \$131,000,000 for campus construction projects;
- Generated more than \$30 million in categorical grants;
- Maintained the mandated level of faculty staffing;
- Maintained a satisfactory technology level in both management and educational computer systems;
- Completed construction of a new parking garage (Measure H funding);
- Completed a new state-of-the-art library (state funding);
- Completed a new building in King City;
- Maintained an appropriate level of contingency funds;
- Conducted yearly audits and responded to recommendations;
- Distributed information regarding statutes and regulations to appropriate administrators and appropriate governance committees, and Executive Team.

Budget priorities are established through a process based on institutional priorities and unit planning. Each budgetary unit and leadership group is asked to rank the three top college-wide planning and budgeting priorities. Internal procedures within the business office ensure control of expenditures. The President is closely involved in the budgeting process. Each year a budget is presented through the President to the Board for approval.

All of these achievements were accomplished in a timely manner within the confines of applicable statutes, regulations and board policies, in accordance with a shared vision of students, staff, faculty, governing board, and the community.

Self-Evaluation:

The State of California recommends college districts maintain a balance of not less than 3% and preferably 5% in contingency funds. Hartnell College has historically exceeded these standards. Hartnell has experienced a two-year decline in enrollment. This decline not only affects the 2004-05 year, but the resultant decline in funded base workload measures (such as FTES and headcount) and base revenue. These revenue measures have a multiplied affect on the current year. Therefore, for the second year in a row, it was necessary to utilize a portion of the fund balance for the 2005-06 budget. In 2004-05, expenses exceeded revenue by \$1.5 million and the 2005-06 budget is projected to lose an additional \$1.9 million. These losses will reduce College reserves from a high of 18% to a projected 7% at the close of this fiscal year. An ad hoc committee formed in 2004-05, calling itself the Enrollment Management Team. This group has focused on numerous strategies to increase enrollments and efficiency of our offerings.

Each year Hartnell College hires an accounting firm to conduct fiscal year-end audits. The audits are conducted in accordance with generally accepted accounting principles, auditing standards, and Governmental Auditing Standards. The College maintains sufficient staff to perform the necessary accounting duties that keeps the College in compliance with federal, state, and institutional policies and procedures. The College implements any/all recommendations the following year. Over the last five years the audit reports continuously improved with fewer recommendations each year.

The College budget represents its philosophy and value system expressed in dollars. It represents staff's best estimates of balances, revenues, and expenditures. Each year, the Business Office coordinates the development of the budget for the College, through collaborative efforts of each unit and division with final approval given by the Board.

In the 2005 Accreditation Employee Survey Final Report, 47% of the responding full-time faculty, 44% of the classified staff, and 76% of the managers, agreed (strongly, mostly, or slightly agree) with the statement "The administration provides effective leadership to define goals, develop plans, and establish priorities for the institution."

In April 2006 the President/Superintendent hired the Fiscal Crisis Management Team (FCMAT), an outside agency sanctioned by the Chancellor's Office that provides financial consultation to community colleges. Preliminary findings were reported in a letter dated April 25, 2006. The complete report was released May 24, 2006. (Hartnell College Fiscal Review)

Planning Agenda:

1. Investigate reasons for the low level of agreement by full-time faculty to the statement "The administration provides effective leadership to define goals, develop plans, and establish priorities for the institution."
2. Continue efforts to recruit and retain students to increase enrollments and efficiency.

B2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary:

The President/Superintendent works and communicates with communities served by the College using several methods. A monthly "President's Newsletter" is published on the Hartnell web page and distributed to faculty, staff, students and the community. An annual report titled "Linking Up" is issued to the same groups. A "Bond Newsletter" is distributed annually to inform community members of the progress of projects funded by bonds approved as "Measure H." An annual "Foundation Newsletter" is mailed to donors to the Hartnell College Foundation and to prospective donors. Regular memos are issued announcing important events.

The President/Superintendent regularly informs the community by means of press releases of important developments at the College. Approximately three to four press releases are issued each week. The President/Superintendent also makes public appearances, delivers speeches, and is an active participant in community meetings and events.

President/Superintendent communicates with communities within the College by meeting regularly with the leadership of the Academic Senate, the Classified Senate, the Associated Students and the management staff. He also schedules regular institutional convocations and retreats.

Self-Evaluation:

The effective communication of college needs which led to the passage of the \$131,000,000 bond authorization (Measure H) in 2002 is a good example of the President/Superintendent working and communicating with the community. This bond measure was drafted after seeking extensive community input. A broad-based organization of community leaders worked with the President/Superintendent for the successful passage of the measure.

Hartnell College's Educational and Facilities Master Plan is another example to the President/Superintendent working with the communities which the College serves. The document was developed with input from all campus constituencies as well as Advisory Committees and other community groups. It is updated regularly.

The President/Superintendent communicates with the national community of community colleges by chairing several national committees. Locally he is a member and/or board member of several community organizations including the National Steinbeck Center and the Community Foundation for Monterey County.

Planning Agenda:

1. Hartnell College will demonstrate honesty and integrity and to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.
2. Hartnell College will continue to demonstrate honesty, integrity, and open communication with all external agencies.
3. The College Council has requested a review of the Shared Governance Committee Handbook.
4. Board training.
5. The newly revised policy will be reviewed during the current academic year.