

# HARTNELL COLLEGE

Accreditation  
Progress Report with Visit

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

**March 1, 2009**

---

Patricia Donohue  
President, Governing Board of Trustees

---

Phoebe K. Helm  
Superintendent/President

## **Statement of Report Preparation**

Hartnell College received a letter from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges on June 29, 2007, in response to the 2006-2007 self study and evaluation of the visiting team from March 12 – March 15, 2007. The Commission acted to place Hartnell College on probation effective immediately and required that the college submit two progress reports on October 15, 2007 and March 15, 2008. Each report would be followed by a visit of commission representatives, with the first visit the end of October.

On October 30 – 31, 2007, a two person team visited the college and reviewed the October 15<sup>th</sup> Progress Report, interviewed key individuals and groups, and reviewed the evidence and electronic information provided in the Office of Academic Affairs. The college demonstrated that during a short period of time significant work had been achieved in the areas of concern cited in the June 29, 2007 letter, and was well on its way to resolving the seven recommendations and two commission concerns.

ACCJC, at its meeting on January 9-11, 2008, reviewed the October 15<sup>th</sup> Progress Report submitted by the college and the report of the evaluation team that visited on Tuesday and Wednesday, October 30-31. The Commission took action to accept the report, remove Hartnell College from probation and place the college on warning.

On April 29-30, 2008, a two person team again visited the college and reviewed the March 4, 2008 Progress Report, interviewed key individuals and groups, and reviewed the evidence and electronic information provided in the Office of Academic Affairs. The college demonstrated focus and direction in the development of comprehensive planning documents and the significant curriculum restructuring that was completed prior to the visit.

ACCJC, at its meeting on June 4-6, 2008, reviewed the Progress Report submitted by the college and the report of the evaluation team that visited on Tuesday, April 29 – Wednesday 30, 2008. The Commission took action to accept the report, remove the College from warning, reaffirm accreditation, and require that the college complete a follow-up report by March, 2009.

One year and one day from the initial letter that placed the college on probation, accreditation was reaffirmed. This represents a tremendous effort on behalf of faculty and staff to commit to a sustained model of continuous instructional improvement.

## Table of Contents

Statement of Report Preparation .....	
Table of Contents .....	
Executive Summary .....	
Report on Resolution of Recommendations 1-6 and Commission Concern 2 .....	
Resolution on Recommendation 2	
Resolution on Recommendation 3	
Resolution on Recommendation 4	
Resolution on Commission Concern 2	
Appendices	
Appendix	

## Executive Summary

### Introduction

As a result of the March 15, 2008 report and visit, the Commission removed Hartnell College from warning, reaffirmed accreditation, and required a March 1, 2009 report and visit. This third progress report, together with the October 2007 and March 2008 reports, provides evidence of the resolution of Recommendations 2, 3, and 4 and Commission Concern 2 as specified in the Commission's letter dated June 30, 2008.

In addition to addressing specific recommendations required, the college is eager to demonstrate that it is building on the progress that began eighteen months ago. Our belief in the college's ability to sustain these changes is based in the level of engagement, volunteerism, ownership, and communication demonstrated, as well as having developed the systems and tools to support this renewed commitment to shared governance as shared responsibility.

Since the team visit in April, 2008 at least six major activities provide evidence of this shift. Evidence includes the number: 1) participating in the shared governance fair; 2) participating in the hiring of administrators; 3) willing to invest in changing the culture; 4) examining the effectiveness of student services processes; 5) supporting resource development; and, 6) engaging in learning and capacity building. These major activities are briefly described below.

In May, 2008 the architects of the new shared governance processes conducted a college wide fair to acquaint faculty and staff with the duties and functions of each committee and to solicit membership. As a result, more than sixty faculty and staff volunteered to serve on the various committees. Also in May, 2008 more than sixty employees were trained to serve on the screening and hiring committees to select seven administrators. They developed screening criteria and interview questions and voluntarily spent two days on a holiday weekend screening applications. They interviewed candidates and made recommendations to the president who invited one or more of the committee members to sit in the final interviews with her as a way of demystifying the process and increasing trust. It is believed that this level of engagement grew out of the fact that a broad based group of faculty and staff had redesigned the administration of the college, wrote job descriptions and elicited college wide input through blogs, emails, and town hall type meetings. Their input was evident in the final documents.

A growing understanding of the effort and expertise needed to sustain and grow the desired organizational and cultural change is

evidenced by the faculty and staff recommending that the Board contract with the Monterey Institute of Social Architecture (MISA) to guide this process and build the capacity of the college to sustain it. Much of the past six months has been devoted to examining the processes in student services with the expectation that many of the processes will be redesigned over the next eighteen months to improve their efficiency and effectiveness.

Not only were the leadership areas of the college involved in the decision to allocate resources as described above, they have taken specific steps to generate additional resources. These efforts are most evident in the number of grants attained by faculty and staff and by the decision to offer, for the first time, an intersession in January, 2009. The intersession decision grew out of a discussion with the Resource Allocation Committee, which is the umbrella committee in the shared governance structure. This committee, upon learning that this was the last term in which the college could acquire full restoration of the \$1.8 million lost in 2005-2006 as a result of enrollment decline, took the lead in turning this around. A town hall discussion focused on the relationship between revenues and enrollments led to an increased understanding of the budget and embracement of enrollment goals.

Significant involvement aimed at building shared understandings, capacity building and improvement has been underway throughout the organization. These activities include a two and a half day retreat involving more than 160 faculty and staff, along with the Board chair; and training for trustees, administrators, faculty and staff. The large retreat focused on honoring history and creating a shared vision for the college and the community. The training for the board is ongoing and has focused almost exclusively on improving member's ability to hear each other and communicate effectively. In addition to providing tools and practice simulations, this training includes monitoring and feedback sessions at each Board meeting. Two training sessions have been held for administrators; one was conducted by MISA and one by the state Chancellors Office. Additionally, almost forty faculty and staff have completed the Faculty Experiential Learning Institute (FELI) hosted by Cabrillo College. This program prepares employees to support student success through the Digital Bridge Academy (DBA); a program, designed by Diego Navarro that has proven to be highly effective with at risk students. It is notable that, while the college paid for the training, the employees participated without additional pay (stipends travel, etc). In spring 2009 the college will launch the DBA Foundation Semester for two cohorts of students. Thirty more employees are expected to complete the FELI in June. It is hoped that the DBA will become the primary pathway to college for most

18 to 20 year olds at Hartnell. This commitment to our own learning and to new models of improving student success is key to continuous improvement.

We believe that the activities since the March, 2008 report and visit give evidence to the college *anchoring new approaches in the culture*, which is the eighth step in initiating comprehensive cultural transformation as described by Kotter in his book, *Leading Changes*. We believe our newly adopted processes are sustainable and hold individuals as well as the collective college accountable.

DRAFT

## **Accomplishments and Timelines**

To provide the reader with a greater sense of continuity, the Accomplishments and Timelines are inclusive July 2007 to March 2009.

The accomplishments over the past year begin on page\_\_\_\_\_

### **July 2007**

- Held two Board workshops: 1) Goals for FY '08, and 2) Policy Development: Ethics and Sanctions.
- Appointment of Dr. Kathleen Rose to interim associate vice president of academic affairs to provide leadership for accreditation and establish an office to facilitate and house the documentation of that work.
- Faculty and administrative leadership established timelines for compliance.
- Faculty continued the evaluation of the existing shared governance structures.

### **August 2007**

- Board reviewed as a first reading on August 7, 2007, its newly developed ethics policy and disciplinary/sanction processes.
- Board approved \$150,000 for stipends and reassigned time for faculty – as a one-time, non-precedent setting payment – to complete the review and revision of all course outlines and programs, including student learning outcomes.
- Board authorized the hiring of Dr. Esteban Soriano to conduct an assessment of the education and training needs of the businesses and residents of the District. And, in concert with the business and government leaders of the District, to create a vision for the valley. The resulting document – Salinas Valley 2020 Vision – will be used by the college to update its Educational and Facilities Master Plans. The data from this study are critical to the college's processes for determining priorities and updating its courses and programs.
- Convocation focused entirely on the accreditation requirements and resulted in 100% of the faculty participating in course and program review training sessions.
- Selected faculty and administrators met on August 23, 2007, to discuss the guaranteed course schedule for spring 2008.
- A representative group of faculty, staff, and administrators met on August 24, 2007, to begin to formulate the progress report.
- Faculty curriculum workshops began on August 25, 2007.

### **September 2007**

- The college offered a three-hour ethics certification training on the 6th and again on the 12th. All members of the Board and 150 other members of the Hartnell College community completed the training.
- The Board, at its second reading on September 13, 2007, adopted the Ethics Policy and disciplinary/sanction processes.
  
- In a town hall meeting on the 14th, faculty and staff reviewed and discussed initial drafts and processes involved in Recommendations 1 – 6. This meeting included faculty and staff breaking into five groups focused on each of these areas:
  - shared governance, curriculum and student learning outcomes,
  - program review, planning and budgeting, and Hartnell’s image.
  - Feedback given to the progress report team and posted on the
  - Hartnell College website indicated this activity had successfully
  - engaged the faculty in these issues.
  
- Shared governance workshops were conducted September 19 – 21, 2007, by Dr. Leon Baradat, retired professor from Mira Costa College, for the Board of Trustees, members of the faculty, classified, and student senates, and leaders of the unions and administration.
- The Board engaged an external consultant to complete a “forensics analysis” of the college’s finances and develop a sustainability plan.

### **October 2007**

- Report draft made available on September 28, 2007, to members of the college and the community via postings on the website. Members of the Board and the college were notified via email of the availability of the report and were provided a link to the website. Feedback was obtained via a blog and email
- The student, classified, and faculty senates and the Board adopted resolutions embracing shared governance.
- Board approved the October Accreditation Report.
- Faculty and students were trained on assessment and student learning outcomes by Marcy Alan Craig from Cabrillo College.
- Town hall meetings of all employees and student representatives reviewed the final progress report and prepared for the team visit.
- President conducted focus groups with 50 students, replicating Raymond Padilla’s research on student success.

- Western Association for Schools and Colleges Team Visit with Board, college, students, faculty, and staff occurred on the 30<sup>th</sup> and 31<sup>st</sup>.

### **November 2007**

- Guaranteed Course Schedule was launched.
- Four Board members elected, including three new members.
- Three faculty hired – English, Physics, and PE/Soccer

### **December 2007**

- Six town hall meetings held to discuss results of the district-wide needs assessment – Salinas Valley 2020 Vision.
- Instructional Planning Day held to begin the development of an Educational Master Plan based on the themes derived from the 2020 Vision Study.
- The 2016 Financial Realignment Plan – which resulted from the financial trend analysis conducted by Steve Mangelsen – was presented to the Academic Senate.
- Board workshop on Salinas Valley 2020 Vision findings, budget and financial analysis – 2016 Financial Realignment Plan.
- Board passed Resolution noticing all administrators and directing the reorganization of the college.
- Holiday social introducing Board members to the college and recognizing the retirement of the Vice President of Administrative Services.
- Presentation to King City Chamber of Commerce updating them on the college and work on accreditation.
- Presentation to Alisal Community regarding outreach programs, services, and partnerships with public schools and community and family services.
- Presentation to Foundation Board regarding new programs in agriculture and commercial construction and progress with accreditation.
- Small Business Development Assessment and expansion options with California Community Colleges Chancellors Office.

### **January 2008**

- Ad hoc Audit Committee of Board, controller, and president interview and recommend new auditors, Vicenti, Lloyd, and Stutzman.
- First meeting of Trustees, including new Board members called by New Chairperson Kari Lee Valdés.
- Registration rally – registering 2,600 units in 30 hours and ultimately, with other efforts, resulting in an increase of 1,700 students (23%) and 8,500 units (14%).

- Faculty completed Certificate and Degree Program outcomes and began the course mapping of core competencies at Flex Day.
- Five Board members, assistant to the Board, and the college president participated in California League of Community College's Effective Trusteeship Workshop. Two trustees stayed for the Legislature workshops.
- Ad hoc Audit Committee of the Board reviewed quarterly report and adopted the 15 check points as guide for future reviews of the college's finances in relation to budget projections.
- College president gave an update on the college to the Salinas Union High School District Board. Five trustees, including the student trustee, attended.
- President addressed the Steinbeck Rotary and the Hartnell College Retiree Club on the Board/college's goals and accomplishments, including accreditation.
- Professional Code of Ethics for all college employees available on the web. The basic promise underlying this document is that we agree to examine our performance – individually and collectively as a college – in a systematic way and with integrity and transparency.
- Presidential search launched.

#### **February 2008**

- Salinas Valley 2020 Vision Study presented to the Statewide Agriculture Advisory Committee.
- Town hall meeting on Accreditation Progress Report, Educational Master Plan, and Facility Master Plan. College-wide Professional Code of Ethics completed.
- Draft of March Progress Report posted on the website for community – internal and external review and comment.
- Draft of Reorganization/Transformation of the college posted to website for review and comment.
- Campus-wide hearing on reorganization.  
Statewide Presidents (CEOs) Meeting on 08-09 Governors Budget.

#### **March 2008**

- Town hall meeting on accreditation report, King City Educational and Facilities Master Plans, and Transformation (reorganization) Plan for the college.
- Hartnell College blog: <http://panther.hartnell.edu/blog/> posted draft documents and encouraged input.
- Cesar Chavez Day – a historical educational training and celebration planned and conducted by faculty and staff

### **April 2008**

- Board of Trustees adopted King City Educational and Facilities Master Plans after participating in a workshop on the plans.
- Flex Day Ag. Tour – virtually 100% of the full time faculty and numerous staff members participated in a historical, industry supported, day long tour of the agricultural industries in the Valley and the King City Center.
- Accreditation Team visit.

### **May 2008**

- Approximately sixty faculty and staff were trained to serve on screening and hiring committees for administrative positions.
- Committee members spent two days on a holiday weekend screening applications.
- Alisal campus groundbreaking celebration with business and industry and the college community

### **June 2008**

- Seven faculty (five in nursing), the Assistant Dean of Nursing and Health Sciences, and the Interim Superintendent/President completed the eight day Faculty Experiential Learning Institute (FELI) designed to increase student success and hosted by Cabrillo College.
- Nursing faculty, full and part time completed a week of development aimed at improving curriculum, clinical experience, assessment of student learning and NCLEX performance led by Sylvia Rayfield and Associates.
- Board of Trustees appointed Dr. Phoebe K. Helm, Superintendent/President following a national search.
- Transformation: The Way Ahead, was presented to Classified staff by faculty leader, Joe Welch.
- Contract with the Monterey Institute of Social Architecture (MISA) launched study and redesign of Student Services.
- New commercial and residential construction program roll out with national, regional, and local industry leaders.

### **July 2008**

- Board approves Superintendent/President contract.
- Board approved five administrative appointments: Associate Vice President (AVP) of Student Services and Athletics, Dr. Greg Peterson; AVP of Academic Affairs and Accreditation, Dr. Kathleen Rose; AVP of Support Operations, Barbara Yesnosky; Vice President for Advancement, Beverly Grova; and, Dean of Distance Learning, Evening and Weekend

- Programs and Adjunct Faculty Support, Dr. Jennifer Fellguth.
- Accreditation Commission informed Hartnell College that it had been removed from Warning Status and had its Accreditation fully reaffirmed with a report due March 1, 2009 and follow up visit.
  - College leadership group recommends contract for MISA group to guide the cultural transformation of the college.
  - Screening committee and college president agree to postpone hiring of the Executive Vice President Position.

### **August 2008**

- Board approved administrative appointment of Liz Estrella, as Interim Dean of Developmental Education.
- Board member, Kari Valdes, resignation, due to a change in residence, was effective subsequent to the monthly meeting.
- Board interviewed all four applicants and appointed Celia Perez Martinez to the vacant position, representing sub-district 5.
- Registration Rallies conducted on the main campus and in King City.
- Town hall meeting on the State of the College, Summer University Mathematics and Science (SUMS) bridge program, FELI, Shared Governance Processes, and Assessment of SLO's was conducted.

### **September 2008**

- DBA rollout planning meeting with college leaders and Diego Navaro at Cabrillo.
- First ever, faculty and staff sponsored, Community BBQ to introduce the new Superintendent/President. The event was attended by 1200 – 1400 community members.
- South County Business and Industry reception to introduce Superintendent/President to the community.
- Board of Trustee, Effective Communication Workshop, conducted with MISA
- MISA conducted an all employee two and a half day retreat with 163 participants designed to “Heal the pains of the past and create the vision of the future”.
- Board of Trustees ratified appointment of two temporary full time faculty, one in speech and one in nursing.

### **October 2008**

- Board of Trustees adopted the 2008-2009 budget.
- Development of the School and College Partnership Council – District High School Superintendents and College President, along with designated staff, agreed to meet quarterly to guide articulation and develop bridges to college

designed to increase the college going rate and improve student success.

- Superintendent/President speaks at the Gonzales School District Board of Education meeting.

#### **November 2008**

- First School and College Partnership meeting held.
- Town hall meeting on the budget and attendant enrollment goals, as well as the decision to offer the first ever, Intersession in January, 2009.
- Business office reorganization completed, controller and senior accountant positions authorized, providing a career path for employee advancement.

#### **December 2008**

- Cabinet level administrators training conducted by the Chancellors Office in Sacramento.
- MISA conducted a two day retreat for Cabinet level administrators to build relationships and a shared vision.
- Board of Trustees approved appointment of Controller, Alfred Munoz, and privately funded Development Officer, Jackie Ortiz.
- Board of Trustees approved recommendation to close the campus for two weeks for winter break.

#### **January 2009**

- MISA conducted Effective Communication Workshop for Board of Trustees
- Registration Rallies for main campus and King City result in free press with significant television, radio, and print coverage.
- Decision to design task centered project management training. Two tasks (pilots) were chosen: 1) design a sustainable Math and Science Institute, and 2) redesign the processes for hiring adjunct faculty. The purpose for task centered project management training is to both solve a real problem and build the capacity of the college to more effectively manage projects. The college has received accolades from NASA and NSF for training students in project management and will use this experience to guide the training of faculty and staff.
- Approximately 30 faculty and staff completed eight days of FELI training at Cabrillo College.
- Two at student cohorts launch the first DBA Foundation semester.

## **Report On Resolution Of Recommendation 1-6 and Commission Concern 2**

### **INTRODUCTION**

The evaluation team that visited Hartnell College on April 28-29, 2008 exited with the declaration that the progress that had been achieved at the college over the past year had been “miraculous”. The team noted that there have been many administrative staffing changes since the spring 2007 comprehensive visit and the October 2007 progress visit. At the time of the April 2008 progress visit, an interim president had been in place for ten months, and a presidential search was underway. In December 2007, in preparation for an administrative reorganization aimed at increasing efficiency and reducing expenses, all management employees were given notice of potential termination of their positions as of July 1, 2008 nine of those employees left the college, either to pursue new positions or as a result of resignations. Due to the efforts of collaborative screening and interview teams, new administrators and President/Superintendent were named July 1, 2008 which implemented the work of the Transformation Committee.

Also during this time, extensive changes in governance, staffing, budgeting, curriculum and other key areas of campus life were underway at Hartnell. Each activity was tied to the Commission recommendations and included the development of two key planning documents: the 2020 vision study and the Educational and Facilities Master Plan. Through the continuous review of these documents, and the incorporation of the planning elements into Town Halls and Flex Day activities, the college has continued to demonstrate an authentic sense of shared purpose and optimism about the potential for renewal and stability at Hartnell College.

After the Commission’s decision to remove the college from warning and affirm accreditation, the college has continued to commit to the intention of the continuous improvement model first described in the October 2007 report. Although this report will focus on the resolution of Recommendation 2, 3, 4 and Commission Concern 2, continuous work is being done in the area of curriculum revision, budget reform and implementation, and providing opportunities for dialogue about our shared professional ethics code. As the college faces budget cuts and other daily challenges, we will continue to work together to make decisions that enable us to face those challenges while holding true to the Vision we have created. We as a college community know this will be a demanding but rewarding process, successful only by including each member of the Hartnell community.

## **Recommendation 2**

*The team recommends that College constituencies agree upon and implement an ongoing, systematic, integrated process for program review, planning, budgeting and hiring, and that a means be developed to communicate decisions made in those arenas back to the campus at large. (Standards I.B.3; I.B5; III.A.6; III.B.2.b; III.C.2; III.D.1.a; III.D.2; III.D.2.b)*

## **Resolution of Recommendation 2**

In their concluding comments, the ACCJC team noted that “The overall institutional assessment, planning and resource allocation process as described in the March 15, 2008 Progress Report, should result in an ongoing, systematic, integrated process for program review, planning, budgeting and hiring, that is effectively communicated to the entire college. However, the successful implementation of the overall process is dependent upon appropriate committee review and allocation processes and continued collaboration by all constituent groups. Until the college’s new governance structure and administrative re-organization is in place and operating as intended, it is too soon to see how well the college will be able to meet this recommendation.”

As described in our March 2008 report, the college has implemented a three-tiered system: 1) the district wide assessment and planning process, to be repeated every five years; 2) the annual college-wide study – Focus on Results - conducted in conjunction with the Chancellor’s Office; and 3) the Program Review Electronic Screening model. This model includes five data elements: enrollments, course completion, revenue/cost ratios, efficiency/WSCH, and number of degrees and certificates earned. These factors were compared for the past two years, between disciplines, programs and throughout the college. The following paragraphs will describe each tier in detail.

### **Tier 1 - Student Services**

In 2007-2008, the college administered a district-wide assessment and created the “Salinas Valley Vision 2020 Report” that addressed both community business needs as well as student perceptions of instructional and student services at the college. In reviewing these responses, it was determined that the student perceptions of the quality of student services offered at the Salinas main campus was much lower than that of other community colleges they had attended. Whereas respondents had given these other community college student services a grade of “A-“ (3.67), comparable services offered on the Salinas main campus received a “B-” (2.73). When compared to student perceptions of instruction at the college, the perceived quality of student services was also lower than its instructional counterpart. Thus, in accordance with the Educational Master Plan development process, “creating a more accessible, student-centered experience by refocusing student administrative support

services” was identified as an overarching theme in the 2008 EMP Update.

Building upon the results from the district-wide assessment, the college hired the Monterey Institute for Social Architecture (MISA) to conduct an in-depth review of outreach and enrollment processes to identify strengths and weaknesses that result in barriers to student engagement, retention, and success. A total of 47 faculty, staff, and administrators in student services programs were interviewed about their perceptions of and experiences in providing outreach, marketing, inreach, admissions, financial aid, cashiering, assessment, counseling, registration, and orientation services. Key findings and recommendations were compiled and presented to members of the Enrollment Management shared governance committee as well as to all student services staff in a two-day retreat. These staff members were asked to review and discuss the information presented and then vote for the recommendations they felt most important. At the same time, this information was also shared with members of the Student Senate, and a survey was developed to gain additional insight from students around the recommendations.

As a result of this process, the Student Affairs division has determined to create a “one-stop” integrated student services model to be implemented in AY 2009-2010. As participant involvement is a critical component of institutional assessment process, a series of workshops and team meetings has been developed for the rest of AY2008-2009 to facilitate direct staff and student participation in the creation of the new student services model. This series includes two two-day professional development workshops, a process simulation session, and multiple design sessions engaging all faculty, staff, and administrators in the division in some capacity. The purpose of these activities is to further underscore the role of interactive discussions, collaboration, review and refinement in the assessment process. Participants in this process are also integrating the student learning outcomes core competencies of communication skills, information skills, critical thinking, and personal growth and responsibility and are developing measurements for these efforts.

### **ESL and Developmental Education**

The 2020 Report indicated a need for a well developed English as a Second Language program. Last Spring the district reorganized its' entire program for the 2008-2009 academic year. Course outlines have been revised and a language lab component has been added to students taking six units or more of ESL. This lab has been attached to the grammar class of every level and supports all courses at each level. The total number of courses in the past year has decreased. The section numbers have decreased from last Fall but increased from last spring. The total number at census has increased from

635 to 644 to 779 for Fall 2008. The average class size was 12.4 and is currently 20.2. The efficiency increased which reflected the efforts of the Basic Skills Initiative and the discipline-levels planning that was completed in Spring 2008. Data will continue to be collected as future improvement ideas are identified.

Additionally, the 2020 report provided statistics that indicated a need of support for English Language Learners below the current credit program. During this past summer a new Non-Credit ESL program was developed with 11 courses and three certificates. All courses have been approved through the Chancellor's Office and a pilot course will be offered Spring 2009 in Basic Pronunciation. We begin to develop an Advisory group in Non-Credit Basic Skills with the community and the K-12 school districts.

To further support ESL learners and developmental education program a new Dean of Developmental Education was hired in August, 2008. Basic English 253 has increased from 18 sections offered to 21 sections in Fall 2008. The total number at census has been raised from 556, 401, to 645 over the past three semesters. Persistence indicators show that we have retained more students in these basic English courses. The English department has sought to improve success by developing Directed Learning Activities in conjunction with the Academic Learning Center. Early analysis of the DLA's indicate that this additional support has improved success and retention of students at this critical step in the language arts sequence leading to the transfer level English 1A.

A review of the basic developmental math courses offered at Hartnell concludes that there is currently a minimal decrease in sections and a large increase in enrollment. At census numbers indicate 536, 567, and 774 for the past three semesters. The average class size a year ago was 18.8 and currently stands at 44.6, including lab enrollments. There has been a change in the cut scores for the Accuplacer assessment; however, the numbers continue to climb for Spring 2009.

## Distance Learning, Weekend and Evening Programs

Key findings within The Hartnell College Salinas Valley Vision 2020 Project indicated a need to expand Internet-based courses to meet community needs. Accordingly, Hartnell College has increased its online course offerings as illustrated in the following table:

	FA07	SP08	FA08	SP09
<b>Course sections</b>	35	36	46	57
<b>Enrollment</b>	961	1084	1420	1552*
*Partial enrollment data as of 1/23/09				

As the data demonstrates, the College has expanded its online course offerings by over 61% and its enrollment of online students by over 64%. The following table provides data describing the number of sections and enrollment trends of weekend and evening courses:

	FA07	SP08	FA08	SP09
<b>Course sections</b>	283	314	268	342
<b>Enrollment</b>	5671	6810	6220	7340*

With the exception of Fall 2008, the number of courses offered on weekends and evenings has steadily increased, as has enrollment. Following the assessment and planning model, the College will continue to monitor data to ensure the number and type of online, weekend and evening courses offered continue to meet community needs and to provide students flexible access to general education classes.

## Adjunct Faculty

To better assist adjunct faculty, the College now offers the support of a Dean and administrative assistant, Monday-Saturday. In Fall 2008, adjunct faculty were invited to attend an in-person orientation which included discussion groups organized by full-time, tenured faculty. This semester, an online adjunct orientation (<http://www.hartnell.edu/faculty/orientation/>) provides faculty with the information needed to effectively function within the Hartnell community and perform their instructional duties. An

additional web page (<http://www.hartnell.edu/faculty/>) offers 24/7 access to resources needed by both tenured and adjunct faculty. Interactive web page links allow faculty to retrieve electronic documents with useful information about required administrative paperwork, professional responsibilities, class management, student paperwork, student services, campus programs, as well as faculty teaching resources. A mailing list has been created to keep adjunct faculty informed of campus news and staff development opportunities while encouraging them to network with other faculty members.

## **Tier 2**

Each year the Chancellor's Office distributes the accountability report – Focus On Success – for each district to use to as comparative information. This year's report was discussed with the Board of Trustees, was placed on the college's website and distributed to the public as a part of the Board agenda. In addition, the report was discussed at the Academic Senate and Cabinet meetings.

Between 2004-05 and 2005-06, Hartnell College experienced a decrease in annual head count enrollment (-4%) and full-time equivalent students (FTES) (-8%). However, this trend was reversed in 2006-07 as the probable result of decreased enrollment fees and increased enrollments in some programs, such as nursing, and South Bay Regional Public Safety Training Consortium (JPA) courses.

The proportion of students age 24 and younger and over age 49 increased slightly while the proportion of 25-49 year olds decreased by 3% between 2004-05 and 2006-07. In addition, the proportion of Latino students increased by 3% while the proportion of White students decreased by 3%, which reflect changes in community demographics. The performance of Hartnell students varied on the seven college specific measures of performance across time and compared to peer group colleges. The basic skills improvement rate increased to 61% for the cohort of students entering Hartnell in 2003-04 but the 2004-05 cohort rate of 55% reversed this gain. However, Hartnell's rate is approximately 9% higher than its peer group average, which may have been partially due to support provided for basic skills students through a Title V grant and MESA program. Eighty-one percent of ESL students in the 2004-05 cohort completed higher level ESL courses within three years. This rate is significantly higher than both previous cohorts and the peer group average. Hartnell's persistence rate varied slightly over time, but the 2005 to 2006 rate (68%) was much higher than the peer group average (57%).

The successful course completion rate for basic skills courses increased to 58% in 2005-06 before falling to 49% in 2006-07, which is 9% below Hartnell's peer group average. Reasons for these differences may relate to the reduction in courses coded as basic skills and the increase in the percentage of students who withdrew from basic skills courses.

Hartnell's successful vocational course completion rate decreased slightly in 2005-06, as a result of more students earning "F" grades, before stabilizing at 79% in 2006-07. Although Hartnell's rate is comparable to its peer group, it is boosted by the high success rate among JPA students. The percent of students who earned 30 or more units within six years of entry was relatively stable over time and was comparable to the peer group average (67%) in the most recent comparison. The percentage of students earning a degree or certificate, transferring to a four-year institution, completing transfer-level math and English courses, or earning 60 transferable units within six years decreased steadily from the 1999-2000 cohort (48%) to those entering in 2001-02 (43%). This latter rate is 6% lower than the peer group average. Reasons for this decline may include the increased number of JPA students who may not be counted as Hartnell successes, and the decreased number of students transferring.

Hartnell College will continue to monitor the progress of its students and make adjustments to its programs and services that maximize student access and success.

More will be added here based on the ARCC 2009 College Level Indicators

### **Tier 3**

In addition to the annual screening model, the college purchased a Program Review Module from Governet, the company which supplies CurricUNET. The module will allow Hartnell to electronically create and maintain a Program Planning and Review process. The process is designed to accommodate input from instruction, student services, and administrative services, for both instructional and non instructional areas. Additionally, the goal is to have cross functionality of the CurricUNET module with the Program Review module and student learning outcomes would be linked to the Learning Assessment portion of the Program Review module.

The implementation process for the Program Review Module is as follows:

- Provide an overview for the development of the program planning and review process and instrument, and the subsequent validation of the process at Hartnell
- Interview stakeholders to determine what information is wanted /needed, their concerns, and a description of how the program planning and review data would be used
- Create a flow document showing the sequence of program planning

and review activities and the role of individuals/departments in the process and the review process

- Gain/secure approval of shared governance process
- Test and subsequently modify the process and instruments
- Implement the program planning and review system college-wide
- Evaluate the program planning and review process, and review and modify documents
- Initiate discussions of potential problems, challenges, and benefits.

There are five basic components of the process: (1) self-study, (2) new activities, (3) resources required to implement and execute the new activities; (4) review of the inputs by appropriate staff; and (5) shared governance review by the five shared governance committees. In the following year, each discipline can review and annotate the results of the activities as to whether they were fully completed, partially completed or not completed and why.

In Step 1, each discipline or area will conduct a self-study, which will include an overview and narrative about the program or area. The areas will utilize the planning documents listed in **Appendix B** to provide background, definition and support how they respond to the technological, demographic and economic changes in the Hartnell service area. The Self study narrative will contain the following:

- how students and employees are served
- demonstrated strengths of the program or services
- how the program or service relate to other programs or services
- how the program relates to community needs
- areas that need to be strengthened
- any significant impacts, an any changes that are planned as a result of the self study.

Instructional programs have an additional section, Learning Outcomes Assessment that will detail the following:

- how the program is engaged in assessing student learning outcomes and program level outcomes
- summary of the results of program and SLO assessments
- summarize trends and anomalies indicated by: program level outcomes, student learning outcomes and performance data
- what was learned from the assessment results that will enable the program to improve teaching and or learning.

Step 2 will detail the new activities that the program or area proposes to improve their areas. **Appendix C** contains a sample list of activities that will be modified as experience dictates. The flowing information is required for completion:

- Describe the activity

- Expected activity outcome
  - Define Indicators of success
  - Challenges to achieving this outcome
- When will the results of this activity be assessed?
- List the data sources used to support and define activity

After the activities are defined, resources required to support these activities are entered. The resources could include: faculty, staff, technology, capital equipment, general, outside services, including travel, and library materials. Each program assigns a priority for each resources from 1 to 3. The scale denotes when the resources is needed 1-1<sup>st</sup> year, 2-2<sup>nd</sup> year, and 3-3<sup>rd</sup> year.

The next phase, Step 4 is the review phase. The review phase is primarily a review for completeness and impacts rather than approval. For instance, the Dean of Development Education and Dean, Weekend, Distance Education and Evening would review the curriculum activities. The Grants manager would review section 3.2 dealing with new grants. The Curriculum Committee would review the curriculum section.

The final phase of the process, Step 5, is the review and action by the shared governance process. This phase is evolving as the shared governance process evolves. Additionally, as Hartnell needs and requirements are defined, the software will be modified to accommodate the new requirements. The plan is designed for each of the committees to review the new activities in light of the mission of the committee. Each committee will develop a rubric for evaluating the activities. These activities will then be overlaid onto a master plan based upon time, how the activity affects the mission of the college and budget resources. For instance, the Enrollment Management committee would view the sections relating to increasing enrollments and incorporate them into an Outreach Plan or Marketing Action Plan. After the committees, predominately, the Enrollment management Technology, Human resources and Facilities, Financial Information Committee which would then submit the recommendations (approval/disapproval) to the Institutional Action and Resources Allocation Committee for final disposition. Each committee will be to respond or comment on each new activity as to disposition.

This program review process is maintained electronically. There is transparency as each area can view all other data. One of the drawbacks of the previous systems was that each area would conduct its review, print it and then put the report on the shelf. With the electronic process, each program can learn from other programs which will improve learning and services.

**Recommendation 3**

*The team recommends that a planning process be completed that will address the needs for staffing and maintenance in new buildings and for technology support in both new and existing buildings. (Standards I.B.3; I.B.4; I.B.6; III.A.2; III.A.6; III.B.1.a; III.B.1.b; III.B.2; III.2.a; III.B.2.b; III.C.1.c; III.C.2)*

**Resolution of Recommendation 3**

After the April 2007 visit, the ACCJC team reflected that “The college has addressed immediate needs in the technology and maintenance areas, they have updated their Construction and Facilities Plans, they have established a model that ties custodial staffing to campus square footage, and they have developed a process for analyzing needs as part of their reorganization efforts.”

The college has significantly modified its processes for assessment, planning, and resource allocation utilizing a continuous improvement model. This model relies heavily on the college’s broad-based shared governance processes to openly examine its decision-making process, evaluate the results and make refinements. Consistent opportunities for college wide information sharing and input are keys to sustaining a transparent and effective decision making process. The college relies primarily on two vehicles for college wide input and dialogue: the web: <http://panther.hartnell.edu/blog/>, and, town hall meetings. E mail alerts inform employees of the postings, timelines for input and scheduled meetings. Revisions are made and final documents are posted. These processes were used extensively and successfully in Spring 2008. Furthermore, the college believes these processes will continue to be successful and sustainable vehicles for obtaining broad-based information sharing and input. These processes are critical in creating the desired “culture of evidence”, ownership, and dialogue necessary to sustain and improve institutional effectiveness.

Since the team’s visit in April, 2008, the Educational Master Plans and the Facilities Master Plans for King City Center and for the main campus have been completed, approved by the Board of Trustees and submitted to the Chancellors Office. These plans were developed, using the above processes, in response to the Salinas Valley 2020 Vision study. The redesign of the administrative organization of the college was completed in alignment with the findings of the 2020 study as well as the realities set forth in the 2016 Financial Plan. In May of 2008, a Shared Governance Faire was conducted to acquaint the entire college with the committee structures and responsibilities. This faculty and staff led effort resulted in more than sixty employees volunteering to serve on various committees. The Shared Governance Committee Handbook was distributed to the college and presented to the Board of Trustees. In Fall 2008, the committees were staffed and began to meet. One of these committees is the Technology, Human Resources and Facilities Planning Committee. This

committee has primary responsibility for planning, including the staffing needs required to maintain the new buildings and support technology in both new and existing buildings. The recommendations of this committee will be reviewed by the Financial Committee and/or the Resource Allocation Committee.

### **Maintenance**

Maintenance staffing recommendations to support new buildings, one on the main campus that is due to open in Fall 2009, and one that is expected to open on the Alisal campus in Fall 2010, will be made by the Technology, Human Resources and Facilities Planning Committee and, when necessary, negotiated with L 39. In completing the educational and facilities master planning processes, L 39 members acknowledged the financial constraints facing the college and the growth of the evening and weekend programs by indicating a willingness to consider changing and/or staggering their shifts to have greater access to the facilities when students and staff were not present. In addition, it is believed that new buildings and recently remodeled and refreshed facilities will be easier maintained than some of the old and worn areas of the college. The college is committed to providing the appropriate equipment, supplies and training to enable the staff to be effective and efficient. In addition, the facilities and human resource subcommittees will work with the employees to ensure that the square footage guidelines used to assess staffing needs are applied in ways that are understood, and are fair and equitable.

### **Technology Support**

Technology support falls into three basic areas: 1) infrastructure; 2) instructional support; and, 3) web services. The types of support are personnel, hardware, software and infrastructure or backbone. The college uses Datatel for its student data system as well as its business and human resource processes. The college has identified a consistent funding stream of \$800,000 annually for technology infrastructure. This dedicated revenue source should be more than adequate to provide for the upgrades to Datatel and the system's backbone. The new buildings include group two funds to support the purchase and installation of infrastructure, equipment, and software in the new buildings. Grant funds continue to support the acquisition of equipment, software and staff in certain programs. The college has added two new positions: Senior programmer and Technology Supervisor. This brings the number of technology positions to 21. The Technology, Human Resources and Facilities Planning Committee shall continue to have primary responsibility for gathering and analyzing data to determine the technology needs of the college.

In an effort to improve the effectiveness and efficiency of its student services, the college has spent six months examining its processes from initial outreach to enrollment, support services, retention, graduation and job placement or transfer. It is anticipated that the results of this study will inform the need for greater and different use of technology, especially web based technology, to support student services.

Finally, it should be noted that the college's finances, as well as its assessment, planning and resource allocation processes, play a key role in determining the sustainability of its facilities, technology and human resources. The 2016 Financial Plan includes a systematic method of redirecting resources to support infrastructure and program growth. This plan includes certain assumptions that must be monitored at least quarterly and adjusted as needed to stay on track. For example, this plan assumes a growth in revenue from FTES of 3% and containment of expenses from wages and benefits at no more than 3% per year. In 2007-2008 the college completed the restoration of FTES borrowed in prior years and ended the year with a growth of 77 FTES (1%). However, the college has grown 8% in summer and again in fall 2008 and appears to be poised to grow at least 8% in spring 2009. Doing so is especially critical to Hartnell because this is the last year in which the college can fully restore the \$1.8 million reduced in 2005-2006 as a result of enrollment decline. The State disburses the restoration funds first, before it distributes regular FTES reimbursement or growth. To ensure that the college had a clear awareness of the need for this growth and a commitment to reaching this goal, a chart describing the relationship between enrollment and finance was developed and discussed first with the Resource Allocation Committee and then with the entire college in a town hall meeting. As a result, the college launched its first ever, Intersession in January 2009. The academic senate, with the assistance of the Dean for Evening, Weekend, Distance Learning Programs and Adjunct Faculty support, will assess the effectiveness of the Intersession and the potential for improvement and expansion.

Additionally, the registration rally and the guaranteed course schedule continue to be refined to support enrollment growth, student retention, and efficiency in class size. The registration rally in January received an unusual amount of free press including radio and television as well as print media. Given that the advertising budget had been greatly reduced, this was a significant boost to image and morale.

In an unprecedented effort to improve retention and student success, approximately 30 faculty, staff and administrators attended eight days of training in the Faculty Experiential Learning Institute hosted by Cabrillo College. It is important to note that while the college paid the training fees, these employees participated without pay or stipends and even paid their own transportation costs. This level of commitment to improving student success through implementation of the Digital Bridge Program (a program

that resulted in 85% graduation rate for high risk students at Cabrillo's Watsonville campus) demonstrates a renewed level of engagement of the college. The nursing faculty, two other faculty, the Assistant Dean of Nursing and the college President were trained in June, 2008 and another 30 faculty and staff are expected to be trained in June, 2009. It is the college's intention to have the majority of its faculty and staff trained over the next three years with the expectation that the DBA experience will be the primary pathway to college for the majority of the incoming 18 to 20 year old students. Eighty percent of the k-8 students enrolled in the public schools in the Salinas Valley is Mexican American. In addition to the Foundation Semester that makes up the DBA, the college is adding numerous after school and summer bridge programs. Thus, Hartnell College is actively planning and preparing to provide highly effective programs for these students. Most of these programs are supported by federal and state grants as well as private foundations.

### **Conclusion**

In conclusion, the college believes that it has the data sharing and shared governance structures in place to sustain planning and systematically improve its processes which will document improved institutional effectiveness and student learning. In particular, the college believes the growth in enrollment and retention will exceed the projected 3% revenue growth and that costs can be contained. This projection will enable the addition of up to \$100k in maintenance costs in 2009-2010 as indicated in the 2016 Financial Plan. This in addition to the set aside of \$800k annually to support technology infrastructure needs should stabilize the college's ability to meet these needs on a continuing basis. Of course, the current financial climate in the state and nation impact Hartnell. However, the college believes that the renewed engagement of the employees and the community in the college will sustain its future. The college is committed to meeting the needs of the district whose unemployment rates are typically three times greater than the state and national average. This commitment will require consistent planning, monitoring, and refinement of our program improvement processes.

**Recommendation 4**

*The team recommends that the College engages in a broad-based dialogue that leads to:*

- The identification of Student Learning Outcomes at the course and program levels; and*
- Regular assessment of student progress toward achievement of these outcomes. (Standards II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e, II.A.2.f; II.A.2.g; II.A.2.h; II.A.2.i; II.A.3)*

**Resolution of Recommendation 4**

In April, the ACCJC team recognized the efforts of the SLO committee in the creation of the six institutional core competencies as well as the development of an assessment model to determine how well students enrolled in core competency courses are actually meeting the competency requirements. In addition, the team observed that the college had engaged in a broad-based, informed, faculty-led dialogue to identify SLOs and create SLO assessment strategies. The college is actively piloting SLO assessment strategies, which are designed to result in regular, ongoing SLO assessment. The ACCJC team noted that the college had demonstrated serious commitment to engaging in the necessary dialogue and work required to fully address this recommendation. Using the ACCJC/WASC rubric, the college was in the development stage of the Commission's SLO rubric.

In Fall 2007, Hartnell College committed to a new phase of our faculty-led journey to take ownership of the SLO process on campus and identify a process that would enable the College to demonstrate continuous course and program level assessment. As with other districts throughout the state, Hartnell struggled to determine a "next step" in their process or connect their work to a broader institutional direction. Faculty attended regional and national conferences to help reframe local efforts and stipends were identified to renew revision and assessment efforts. As a deeper understanding of student learning outcomes and assessment took hold, faculty in key leadership roles began to work together to achieve increased awareness among their colleagues and to ensure that the left hand would know what the right hand was doing. The faculty chairs of the SLOA committee, the Curriculum committee and the Program Planning and Assessment committee began to coordinate their efforts to ensure that there was integration of these key processes at every level. These efforts and related activities are as follows:

## Course Level Outcomes and Assessment

Course level outcomes and assessment have been integrated into the curriculum process. Any new or revised course, which comes to the curriculum committee, must have course level outcomes identified.

In

addition, faculty must also indicate what core competencies (Institutional Outcomes) are addressed as part of the course content.

This process will

allow for easy identification of courses which are suitable to participate in the institutional assessment of those competencies. As the college moved to an electronic means of processing curriculum, measures were taken to ensure that SLOs were included in that process. Review and approval of course level outcomes and assessment procedures have been built into the approval flow process for a course. [INSERT COPY OF Curricunet Approval flow] SLOA leaders are notified electronically as a course moves through the curriculum process and they review and approve the outcomes as part of the course.

As faculty became more comfortable with writing outcomes statements and identifying assessment tools, it was time to move to the assessment of course level outcomes. The course level assessment pilot program was launched in the Fall of 2008. To kick off the program, a well-known consultant in the field of assessment, Jeffrey Seybert, came to the college and conducted a training session with faculty, staff and management. Approximately 50 people attended the voluntary training session. Faculty for all disciplines were directed to identify 2 courses to be assessed per discipline for the Fall 2008 semester. Workshops were conducted by the SLO committee to assist faculty in the preparation for assessing those courses. Once again, workshops were well attended with strong representation by a variety of disciplines. This completed phase one of the pilot program.

Phase two of the program consists of the opportunity for faculty to have time to discuss, analyze and define interventions in order to close the assessment loop. The two flex days held in January, prior to the beginning of the new semester, were dedicated to SLOA activities. Breakout sessions were designated in order to allow faculty to meet by discipline to discuss and review their first round of course level assessment. Computer-based workshops were scheduled. Assistance from both curriculum committee and SLOA committee members was available in order to assist faculty in entering their course level assessment results into the new Curricunet program. In addition to closing the loop for the first

round of assessment, faculty were also given time to discuss the 2<sup>nd</sup> round of assessment, during which two more courses per discipline will be assessed during Spring 2009. The following grid illustrates the course level assessment work that was completed during the January 22-23<sup>rd</sup> Flex Days.

### **Program Level Outcomes and Assessment**

As part of the effort to integrate student learning outcomes and assessment with program planning and assessment, a flex day, held on October 17, was dedicated to these efforts. Part of the day's activities included identification of program level outcomes for certificate and degree programs. These program level outcomes will be an integral piece of the PPA (Program Planning and Assessment) cycle as each year disciplines review the courses which define their degrees and certificates and evaluate the assessment results of those courses. [Example of Program level outcome]

In an effort to bring consistency to the campus with various processes such as curriculum, SLOs and PPA, the SLOA committee used their block grant money to purchase the Program Review module which accompanies the Curricunet module. (see **Recommendation 2**) The program review module will be used as part of the PPA cycle and will allow program level outcomes and assessment results to be stored and tracked.

### **Institutional Level Outcomes and Assessment**

As mentioned earlier, institutional outcomes, referred to on campus as the Core Competencies, were defined by faculty in the Fall of 2007. Assessment of the Communication competency took place early in the Spring 2008 semester. Artifacts (samples of student work) were collected at the end of the Fall 2007 semester. These samples were taken from a broad base of disciplines which included both general education and vocational courses, offered in both face-to-face and online modalities. A total of 50 samples of written student work was scored by the SLO committee using the model that was earlier approved by the SLOA committee and the Academic Senate. [appendix can contain the outline of the model and the assessment results] This first round of institutional assessment was a very positive activity for those involved. Important insight was gained by committee members in terms of the process and discussion occurred as to how to improve the next round of assessment, which was to be the assessment of Information Competency skills. Some changes that were brought about from the discussion include 1) providing faculty with a more specific

description of the requirements of the assignment 2) increasing the number of sample artifacts to be collected, 3) collecting work from students who have 30+ units and 4) re-designing the rubric to bring consistency to each rubric to be used for core competency assessments.

The next round of institutional assessment began in the Fall 2008 semester. An invitation to participate was sent out to all faculty. Instructors who had assignments which addressed the requirements for the Information Competency skills assessment responded and sample work was gathered. Once again, student work was collected across the disciplines with both general education and vocational courses represented. The courses which provided sample work also included daytime, evening and online sections.

In order to increase faculty awareness and familiarity with the process, a new approach to scoring was used for the second round. The entire faculty participated in this round of scoring, which took place during the January flex days. Faculty were divided into X number of groups, with a “content expert” assigned to each group. A total of 100 samples of student work was reviewed with each group reviewing X number of papers. The artifacts were scored using the agreed upon rubric. In addition to scoring for the Information Competency skills, it was also decided that a second round of assessment for the Communication Competency would be completed. The new rubric, which was a result of changes made from the initial assessment of this competency, was used.

Results from the scoring of both competencies are as follows:

Information Competency Assessment – Fall 2008		
Beginner	54	59%
Proficient	31	34%
Advanced	7	7%
Total Papers Scored:	92	100%

Communication Competency Assessment – Fall 2008		
Beginner	46	50%
Proficient	37	40%
Advanced	9	10%
Total Papers Scored:	92	100%

In preparation for future institutional assessments of the core competencies, a breakout session was offered during flex days. The intent of the session was to allow faculty to meet with their discipline colleagues in order to further discuss assignments which currently exist that might be conducive to meeting the criteria for the various core competencies. A template was given to each discipline so they could report out assignments which are given in various classes including a description of the assignment and how it addresses the characteristics of the core competency. These templates will be used to guide the selection of participating courses for the next institutional assessment, which will occur during the Spring 2009 semester and will focus on the Critical Thinking competency.

### **Sustainability**

It is recognized that the assessment of student learning outcomes, at all levels, must be a continuous and sustained process. In order to ensure this, the following has been completed:

- Disciplines have mapped courses to be assessed through the Spring 2010 semester.
- Core Competencies have been mapped for assessment for the first two-year cycle. The model that was agreed upon determined that each year the College would assess 3 Core Competencies, completing all six competencies during a two-year cycle. After a competency has been assessed, potential interventions will be identified and implemented in the follow-up year, allowing for analysis during the next cycle of assessment.
- Program Planning and Assessment cycles will allow for faculty to review both course level assessment results and institutional level assessment results in order to identify and implement interventions. While it is important to recognize that the discipline itself is responsible for their core courses which make up the bulk of the degree or certificate, it is also necessary to recognize that faculty, as a collective whole, are responsible for the institutional level outcomes and have a responsibility of addressing and implementing interventions that will improve student learning at the core competency level.

### Student Learning Outcomes & Assessment Activities Timeline

- 3/10/08 Scoring of student artifacts gathered for Communication Competency
- Mar - May Continued review of course-level SLOs being processed through curriculum as part of accreditation mandate
- 4/11/08 SLO Coordinator and a committee member attended regional SLO meeting
- May 08 Newsletter released to faculty explaining the launching of course level assessment pilot program to begin in fall 08
- 5/2 Training by Jeff Seybert from Johnson County Community College. Training focused on GE/Core Competency SLOs and assessment. Approximately 50 attended with a follow-up rubric activity.
- Sep – Oct 6 SLO workshops offered to assist faculty in course level assessment process
- 10/6 Rubric selected to be used for next I-SLO assessment, which will be the Information Competency assessment
- 10/17 October Flex day. SLO related activities included mapping of course level assessment for the next 4 years. Program level outcomes written by each discipline.
- 10/20 Define requirements for student artifacts to be collected for Information Competency Core assessment
- 11/4 Invitation sent out to faculty to participate in Information Competency Assessment
- 11/17 Planning for SLO related activities for Flex days on 1/22 and 1/23

Discipline	Assessment	Analysis	Intervention	CurricUNET
	Fall 2008	Fall 2008	Fall 2008	Fall 2008
Career Development	12	10	9	10
Counseling	2	2	2	2
Fine Arts	2	7	7	7
Language Arts	6	6	4	6
Learning Skills	3			
Library	3	3	3	3
Math	2	2		1
PE	2	2	2	7
Sciences	9	9	7	1
Social Sciences	2	2		2
	43	43	34	39

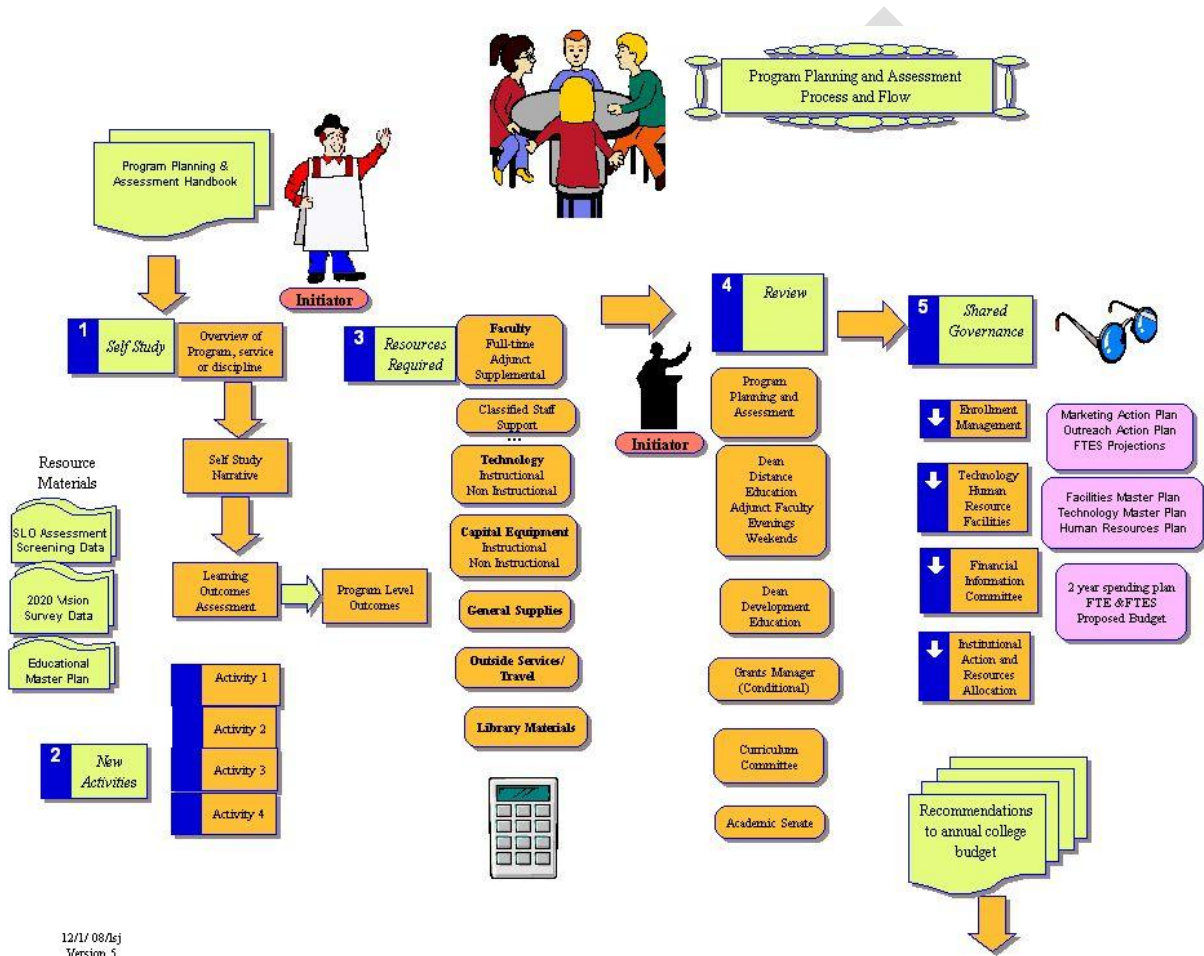
**Commission  
Concern 2**

*The Commission asks Hartnell College to demonstrate that it meets Eligibility Requirement 10 which requires that the institution “defines and publishes for each program, the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.*

**Resolution of  
Commission  
Concern 2**

On the October 17, 2008 flex day, disciplines met to define their certificate and program level outcomes. These outcomes will be published on the College’s website and will appear in the 2009 - 2010 catalog. Course level assessment, along with Core Competency assessment results will be used during the Program Planning and Assessment cycle to verify that students are indeed achieving the outcomes for their program. The program planning and assessment plan was described in recommendation 2 .  
Currently, the College does not offer any complete degree and certificate programs in any location other than the main campus. Continuous assessment will continue with courses that are offered in various modalities, including traditional, distance education and hybrid.

# Appendix A Program Review Module Flowchart



Appendix B

List of Program Planning Documents

DRAFT

## Program Planning Documents

### Hartnell Documents

1. **Hartnell College Mission and Vision Statements:**  
<http://www.hartnell.edu/academics/policies/mission.html>
2. **Educational Master Plan:**  
[http://www.hartnell.edu/accreditation/documents/HC\\_EFMP\\_Draft\\_v3.pdf](http://www.hartnell.edu/accreditation/documents/HC_EFMP_Draft_v3.pdf)
3. **Shared Governance Handbook:**  
[http://www.hartnell.edu/academic\\_senate/governance/Committee\\_Handbook\\_April\\_2008.pdf](http://www.hartnell.edu/academic_senate/governance/Committee_Handbook_April_2008.pdf)
4. **The Hartnell College Salinas Valley Vision Project: Ensuring a Valley That Matters Survey:**  
[http://www.hartnell.edu/accreditation/documents/Ensuring\\_A\\_Valley\\_that\\_Matters.pdf](http://www.hartnell.edu/accreditation/documents/Ensuring_A_Valley_that_Matters.pdf)
5. **The Hartnell College Salinas Valley Vision 2020 Project: Ensuring a College That Matters:**  
[http://www.hartnell.edu/accreditation/documents/2020\\_report.pdf](http://www.hartnell.edu/accreditation/documents/2020_report.pdf)
6. **Facilities Master Plan:**  
[http://www.hartnell.edu/accreditation/Facilities\\_Master\\_Plan/Hartnell\\_College\\_EFMP\\_Final\\_June\\_2008.pdf](http://www.hartnell.edu/accreditation/Facilities_Master_Plan/Hartnell_College_EFMP_Final_June_2008.pdf)
7. **Capital Outlay Projects**  
[http://www.hartnell.edu/accreditation/Facilities\\_Master\\_Plan/CAPITAL\\_OUTLAY\\_PROJECTS.ppt](http://www.hartnell.edu/accreditation/Facilities_Master_Plan/CAPITAL_OUTLAY_PROJECTS.ppt)
8. **King City Educational and Facilities Master Plan 2008-2011 Update:**  
[http://www.hartnell.edu/accreditation/Facilities\\_Master\\_Plan/King\\_City\\_EFMP\\_Final\\_April\\_2008.pdf](http://www.hartnell.edu/accreditation/Facilities_Master_Plan/King_City_EFMP_Final_April_2008.pdf)
9. **Student Learning Outcomes:** <http://www.hartnell.edu/slo/>

### Chancellor's Office

10. **Accountability Reporting for California Community Colleges: AB1417 R:\Academic Affairs\ARCC Report**
11. **Non Credit (Adult and Community Education)**  
<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/Noncredit/tabid/531/Default.aspx>
12. **Basic Skills and English as a Second Language**  
<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguageESL/tabid/461/Default.aspx>

**13. Chancellor's Office Data Mart**

<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

**14. Minimum Qualifications for Faculty and Administrators**

<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx>

**Accreditation Commission**

**15. Accreditation Evaluation Team Report:**

[http://www.hartnell.edu/accreditation/documents/Evaluation\\_Team\\_Report.pdf](http://www.hartnell.edu/accreditation/documents/Evaluation_Team_Report.pdf)

**16. Rubric for Evaluating Institutional Effectiveness Part I: Program Review; Part II Planning; Part III Student Learning Outcomes**

[http://www.hartnell.edu/accreditation/documents/Rubric\\_Table.pdf](http://www.hartnell.edu/accreditation/documents/Rubric_Table.pdf)

**17. Hartnell Accreditation Progress Report:**

[http://www.hartnell.edu/accreditation/documents/March\\_Progress\\_Report\\_.pdf](http://www.hartnell.edu/accreditation/documents/March_Progress_Report_.pdf)

DRAFT

Appendix C  
Program Review Module  
New Activities

**New Activities**

1. Curriculum
  - 1.1.1. New Course Credit
  - 1.1.2. New Course Non Credit
  - 1.1.3. New Course Distance Education
  - 1.1.4. Revise Current Course Credit
  - 1.1.5. Revise Course Distance Education
  - 1.1.6. Revise Course Non Credit
2. Programs - Degrees and Certificates
  - 2.1. Revise/update/expand current degree or certificate
  - 2.2. Create new degree or certificate
3. Development of Program and Services
  - 3.1. Collaborations/partnerships
    - 3.1.1. External
    - 3.1.2. Internal
  - 3.2. Grants
  - 3.3. Modalities, scheduling, location
4. Faculty Hiring
  - 4.1. Fulltime
  - 4.2. Adjunct
5. Training and Faculty and Staff Development
  - 5.1. Training
  - 5.2. Faculty Development
  - 5.3. Staff Development
6. Technology
  - 6.1. Software
  - 6.2. Hardware
7. Marketing/Outreach
  - 7.1. Internal
  - 7.2. External
    - 7.2.1. K-12
    - 7.2.2. Business Community
    - 7.2.3. Community/Service Area
  - 7.3. Collaborations/partnerships
8. Student Success
  - 8.1. Persistence and Retention
  - 8.2. Student Learning
9. Student Access, placement, and evaluation
10. Student Services
11. Administrative Services
  - 11.1. Evaluate, research, and assess strategies, techniques
  - 11.2. Staffing
  - 11.3. Collaborations/partnerships
  - 11.4. Recruit fulltime and adjunct faculty
12. Support Operations
13. Facilities