

HARTNELL COLLEGE

Accreditation
Special Report: Progress Report with Visit

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

March 1, 2008

Hartnell College
411 Central Avenue
Salinas, California 93901

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Kari Lee Valdés
President, Governing Board of Trustees

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Interim 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 will 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 1/15 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 that significant work had been achieved in the areas of concern cited in the June 29, 2007 letter and were well underway to resolution of the seven recommendations and two Commission concerns.

ACCJC, at its meeting on January 9-11, 2008, reviewed the October 15th Progress Report submitted by the college and the report of the evaluation team which visited on Tuesday, October 30 – 31. The Commission took action to accept the report, remove Hartnell College from Probation and place the college on Warning.

The College continues to recognize the enormity of the tasks ahead, both in initial planning and the need to sustain the level of work achieved in the years ahead, regardless of the campus leadership. When the Accreditation Writing Committee convened to begin the March 15, 2008 Progress Report, the group began with a reflective discussion of the progression made thus far, the work that must be achieved by March 1 when the report goes to the Trustees, and the variables needed to sustain the work beyond the minimal activity needed to satisfy the Commission's requirements. Clearly, the level of activity needed to continue at an exceptional pace, with continued collaboration and dialogue at each step. More importantly, the college is becoming comfortable with a focused problem solving effort that begins with a shared governance model and thorough dialogue. The campus community is committed to continuing this activity beyond the life of this report.

This second Progress Report is our response to that mandate. The report is faculty driven and administratively supported and has been reviewed through our accreditation web process at the inception of each draft. The Office of Academic Affairs continues to be a hub of accreditation and faculty activity, and continues its mission to resolve the recommendations and implement long-term, sustainable academic processes district-wide.

The following is a list of the individuals and groups that provided information for submitting this second required Progress Report to the Accrediting Commission on March 15, 2008.

Primary Writing Group

Dr. Jennifer Lagier Fellguth, President, Academic Senate
Dr. Kelly Locke, Program Assessment and Planning Chair
Kathy Mendelsohn, Chair, Curriculum Committee
Cheryl O'Donnell, Chair, Student Learning Outcomes
Dr. Ignacio Pando, Chair, Shared Governance Focus Group
Melissa Stave, Physical Education Faculty
Dr. Ann Wright, President, Hartnell College Faculty Association
Dr. Kathleen Rose, Interim Associate Vice President/Academic Affairs

Resource Group

Lourdes Sanchez, President, Classified Senate
Langston Johnson, Research Analyst, Academic Affairs
Lorena Moreno, President, Associated Students/Hartnell College
Dr. Christopher Myers, Director, Institutional Research and Planning
Margie Wiebusch, President, CSEA

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Executive Summary

Introduction

This second progress report of March 15, 2008 is in response to the mandate contained in the Commission's letter dated June 29, 2007 and will provide evidence of Hartnell College's clear resolution of recommendations 1-6 and Commission Concern 2. In addition this report will address the Commission's concerns regarding Recommendation 7, specifically addressing the Trustee development plan.

Hartnell College has initiated significant changes since July 1, 2007 that have touched every aspect of college operations. With each Town Hall, small group dialogue, planning session, and assessment strategy, we further understand the intent of the Commission's letter and recommendations. At the forefront for the March 15, 2008 progress report is evidence of significant dialogue that has resulted in a number of academic paradigm shifts that will be sustained through a continuous improvement model. Planning models have been developed and implemented with a focus on the continuous planning model, outcomes, and analysis. Throughout this effort, our level of comfort with transparency in our internal and external communications has increased, resulting in an even deeper dialogue about the mission and vision of the District overall. Town Hall meetings and small group dialogues will continue to be regularly scheduled by all campus groups throughout the year. Notably, attendance is strong and participative, even though the "forced sign-in" requirement has been removed. Beyond opportunities for face to face dialogue, continuous communication will be shared through the internal accreditation blog and the external college website.

Issues of accreditation have been the priority for each faculty meeting during the fall 07 semester. The first flex day of the New Year scheduled on January 25, 2008 focused on assessment strategies at the course and program level, as well as defining program level outcomes and course mapping of core competencies. Curriculum Committee meetings continue to be held each week with remarkable progress not only in course revisions and deletions, but with program and certificate updates.

During the month of February, a number of efforts culminated in the completion and implementation of projects that will continue to impact all aspects of Hartnell College's educational environment, organizational climate, and campus culture. These projects include:

- Continued discussion and analysis of the Salinas Valley Vision 2020 Project: Ensuring a College That Matters.
- Development and assessment of Student Learning Outcomes, Core Competencies and Program Planning.
- Development of the Hartnell College Professional Code of Ethics.
- Facilities training with the Chancellor's Office to provide a broader level of participation of employees in bond projects as

well as the 5 year capital outlay plan.

- Steady movement toward the completion of the Educational Master Plan, completion scheduled for June 2008.
- Completion of the Facilities Master Plan.
- Implementation of the new Shared Governance model.
- Completion of the curriculum recovery project.
- Data collection for Program Planning and Assessment.
- Reorganization of the College's management structure.
- Data analysis of two key enrollment efforts: the Guaranteed Class Schedule and the Registration Rally.

Accomplishments and Timelines

September 2007

- **September 28** Rough draft of first Progress Report available on 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 provided a link to the website. Feedback was obtained via a blog and email.

October 2007

- **October 9** Progress Report #1 was accepted by the Board and mailed to the Commission the next day.
- **-October 18** Academic Senate and Student Learning Outcomes Workgroup receive training on assessment and SLO competencies by Marcy Allan-Craig from Cabrillo College.
- **October 19** Town Hall Meeting focused on a review of the final report and preparation for the WASC/ACCJC team visit.
- **October 30 – 31** Team Visit, interviews and review of evidence.

November 2007

(date) - Three new Board members are elected.

December 2007

- **December 6-7** A series of Town Hall meetings are held focusing on the results of the Salinas Valley Vision 2020 Project.
- **December 14** Instructional Planning Day is held to begin the Educational Master Plan process based on the themes derived from the Salinas Valley 2020 report.

January 2008

- **January 3-4** Chancellor's Office Fusion Training is held with a group of five campus representatives to assist with the final Facilities Master Plan and 5 year Capital Outlay Plan.
- **January 11-12** Faculty, staff and students participate with the Registration Rally, an extended festival of one-stop registration options for students in the Salinas Valley and King City.

- **January 25** Faculty Flex Day focuses on defining program level outcomes and course mapping of core competencies.
- **January 30** Ethics Code Task Force meets with representatives from all groups to finalize the College's Code of Ethics with sanctions using a similar process to that completed by the Board of Trustees.

February 2008

- **February 8** – First Town Hall of the new semester focusing on the second Progress Report, the Educational Master Plan, and the Facilities Master Plan.
- **February 14-** Second progress report is posted on the web for review and comment, as well as the College's reorganization plan draft.
- **February 20** – Upload Reorganization Report on Web for review and comments
- **February 25** – Campus wide hearing on Reorganization for clarification

March 2008

- **March 4** – Hartnell College Board of Trustees accepts the second Progress Report.

We have drafted our response in two main sections. The first section completes our resolution of Recommendation 7 focusing on the Board Development Plan. The second is the resolution of Recommendations 1 through 6 and Commission Concern 2.

**REPORT ON RESOLUTION OF RECOMMENDATION 7
BOARD DEVELOPMENT PLAN**

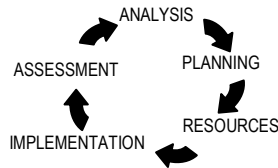
Recommendation 7 *The team recommends that the Board of Trustees completed their Ethics Policy by developing procedures for sanctioning those who commit ethical violations, and that they develop a comprehensive trustee development plan that provides training focused upon appropriate Board behavior, roles and responsibilities (Standard IV.B.1.a: IV.B.1.f: IV.B.1.g.; IV.B.1.h)*

(Phoebe and Lucy will provide the Board Development Plan)

REPORT ON RESOLUTION FOR RECOMMENDATIONS 1 – 6

Introduction

Hartnell College continues to believe in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. In each opportunity for dialogue, the College community understands more fully the ACCJC standards and how to fully implement them in the daily practice of educational service. Within each action, the continuous assessment and planning model described in the October 15, 2007 progress report is utilized.



The College and community is proud of the achievements to date and is committed to not only completing the initial work, but taking the necessary steps to insure the College is never in this position again. Through the process of responding to the Commission's concerns, the campus has become unified in a historic way and has undergone an extensive transformation from the inside out. This report will demonstrate the College's commitment to the systematic implementation and refinement of the planning model as will be evidenced in the College's Midterm Report on March 15, 2010, and its Comprehensive Evaluation in 2013.

Recommendation 1 *The team recommends that the college develop a professional ethics code for all personnel and use it as a foundation for conducting an ongoing, collegial self reflective dialogue about the continuous improvement of student learning and institutional process, including the governance process. (Standards I.B.1; III.A.1.d.; IV A.1)*

Resolution of Recommendation 1 Much of the background work has been completed that enables the institution to develop a professional ethics code for all personnel. The code embraces ongoing self-examination and relies on data to guide improvement of student learning and institutional and governance processes and procedures. To sustain the implemented code of ethics work, there are two levels of process. Level One focuses on maintaining the renewed sense of partnership, shared responsibilities, and accountability of the leadership of the college. The second level focuses on tasks that have been accomplished and the implementation of processes and procedures that resolve Recommendation 1 before March 15, 2008.

To date, 150 college employees and the Board of Trustees have completed Ethics in Public Service Certification under Assembly Bill 1234. The Board completed its ethics statements, including processes for sanctions, at a workshop that included campus leaders. Our campus culture of problem solving continues to be “Who will be impacted?”, and “Who has expertise?” using a collaborative framework grounded in our renewed belief and core value of shared governance. Building on the work completed during the Fall 2007 semester, focused activity at the start of the Spring 2008 semester resulted in the development of a comprehensive Hartnell College Ethics Code. The work continued on two levels with a focus on sustainability and dialogue.

The first level, as stated above, continued as the College community deepened the sense of partnership, responsibility, and accountability of the leadership of the college in the development of the Ethical Conduct of the Governing Board. The second level included a range of activity that included reconstructed processes and procedures in place to resolve the core intent of Recommendation 1.

At the foundation of this reconstructed process are discussions that integrate data gathering and planning which have culminated in a profound new direction of the college’s culture. The Educational Master Plan, scheduled to be completed in June, 2008, demonstrates the college’s ability to analyze findings and utilize the results to set priorities and allocate resources. These discussions have taken on a new tenor grounded in respectful exchange of diverse ideas, critical argumentation to reach a common ground, and consensus. From this level of activity the planning process for the college-wide professional ethics code was easily developed. When the request went out to all campus constituencies for participation in a core focus group to draft and communicate the code, volunteers responded within the first two days.

The objective of the college-wide Code of Ethics was to use our *institutional* and collective values, *professional* assumptions, and beliefs as a foundation for conducting an on-going, collegial, self-reflective dialogue, not just now but as a matter of practice throughout the year.

The following considerations were made at the outset of this process:

- we would continue our honest, transparent dialogue throughout the College;
- add elements of continuous and regular evaluations of outcomes, process and governance and the ability to periodically scan the community for pertinent factors that impact the college's mission and the delivery of programs, in similar design of the Hartnell College Salinas Valley Vision 2020 Project
- develop and pilot processes to keep courses and college catalogue current;
- develop a systematic way for the college to identify and meet the communities /business training opportunities while also preparing our students for a global environment;
- continue to encourage, facilitate and support dialogue that supports, develops, and sustains a vibrant faculty and staff.
-

Faculty, Union and Senate leadership were asked to identify 1-2 representatives from their group to form a focus group to achieve the task of the development of a professional ethics code. The members of this group were charged with the following:

- Be prepared to dialogue about professional ethics codes
- Review related materials including the ACCJC standards and examples of other college ethics codes
- Draft Hartnell's professional ethics code and distribute it for comment and critique.
- Edit and finalize the ethics code for approval and campus distribution.

The group met twice before the February 8, 2008 Town Hall Meeting to review examples, develop a template, and draft the preamble and body of the ethics code.

During the February 8th meeting, faculty, staff and students were asked to comment on the draft and provide edits. (evidence)

The draft was edited through the group process, available on the web site for campus discussion, and finalized on February 20, 2008. A copy of the final Professional Ethics Code is in Appendix X. This code will continue to be reviewed and discussed within each representative group to ensure the intent of the code is applied and self-accountability continues to improve the overall campus climate.

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.B.5; III.B.2.b; III.C.2; III.D.2; III.D.2.b)*

Resolution of

Recommendation 2 Assessment and Planning Model

The college adopted of the assessment and planning model described on page 9, which provides the college with the elements required to comply with Recommendation 2.

Salinas Valley 2020

The Salinas Valley Vision 2020 project, a community needs assessment, was completed. The respondents to the survey included residents, business owners/managers, and city and county officials. The findings of the survey were presented to the college community in six town hall meetings on December 6th and 7th, 2007. The results from the survey are being assessed by faculty, Student Services and Administrative Services to determine how and when to incorporate the findings into the Master plan. (EVIDENCE)

(See http://www.hartnell.edu/accreditation/documents/2020_report.pdf)

Appendix X summarizes the responses from residents, employers and valley visionaries.

(SEGUE needed?)

Shared Governance Model

In the spring of 2007, under the leadership and auspices of the Academic Senate, the college established the Shared Governance Task Force. The purpose of the task force is to assess the college's shared governance process, committee structure and effectiveness and through collaborations and consultations, develop and implement a new shared governance process. The shared governance task force consists of members of the academic senate, faculty union, student senate, classified senate, CSEA, Local 39, and administration.

The task force's tasks are to: 1) develop a survey that will collect data and information from the members of 16 shared governance committees, 2) develop a matrix that will summarize the survey findings, 3) develop a plan of action to develop and implement a new shared governance model, 4) develop a new shared governance structure that is ongoing and sustainable, systematic, and integrates institutional planning and resource allocation, 5) formulate and establish new shared governance committees, 6) implement a new shared governance model and 7) create and maintain methods and processes to send out and receive communications concerning the shared governance process.

Through the combined efforts of the new shared governance committees; a collaborative process that integrates program review, institutional planning, budgeting, and hiring will be implemented by June 2008. These processes will be communicated to the college community by electronic mail, discussions within the senates, and continued discussions in Town

Hall meetings. A web site will also be developed that will contain all pertinent forms, schedules, contacts, etc. Currently the shared governance process is contained on the Academic Senate web Site.

http://www.hartnell.edu/academic_senate/shared_governance.html.

The expected outcome of implementing the new shared governance structure is that instructional, student services and administrative support plans, contained in the revised Educational Master Plan, that are supported by assessment data and continuous improvement processes, will facilitate the establishment of annual college wide priorities supported by attendant resource allocations.

The task force and the college have completed have completed the following:

1. Established of a Shared Governance Task Force (meets twice a month)
2. Developed a survey for data & information gathering
3. Held a town hall meeting where faculty & staff provided input on shared governance concerns and recommendations
4. Developed of "Findings Matrix"
5. Developed a Plan of Action
6. Developed of a new Shared Governance Paradigm & Structure
7. Formulated new Shared Governance Committees
8. Developed a timeline for implementation of new shared governance process
9. Revision and adoption of board policy # 2005 Academic Senate-Shared Governance
10. Developed a joint Senate (academic, student & classified) Resolution on Shared Governance
11. Established new Standing Committees in the Academic Senate
12. Creation of an electronic web site for all materials on Shared Governance

In order to comply and resolve recommendation 2, the task force will begin the implementation of the new paradigm and shared governance in spring 2008 by completing the following: 1) present the new shared governance model/structure; 2) adoption of model structure by college community; 3) implement the model/structure to include orientations, training, committee appointments, allocating support resources, etc.; and 5) develop macro system that integrates the shared.

Program Planning and Assessment (formerly know as Program and Services Review)

In order to clearly focus on the need for program review to be integrated with assessment and planning, what was formerly called Program and Services Review is now known as Program Planning and Assessment (PPA). The PPA committee, as newly reconstituted, convened for its first meeting on October 1, 2007. The first task of the group was to research and redefine the process that the college would use to analyze program data and plan for continuous improvement of programs.

The group developed a working philosophy that led to the following Philosophy Statement:

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each instructional program, student services department or administrative unit receives assessment data and uses it to plan for improvement. Program Planning and Assessment is a formative and cyclical process, by which faculty and staff analyze data, prepare annual plans, implement the plans, and reassess. The results of this cycle will feed into a periodic (every five years) self-study showing evidence of improvement and outlining long range goals. The self-assessment process will also be the foundation upon which programs advocate for their needs in achieving educational excellence. It will result in recommendations that will be addressed in the college plans and budgets. Program Planning and Assessment will provide fundamental information for college-wide decision making and resource allocation. Finally, the Program Planning and Assessment process will improve the flow of information about student learning at Hartnell College. It will provide communication to the governance process and to decision makers. The end result will be to improve institutional effectiveness and student success. (Evidence Folder)

During October 2007, committee members reviewed models used at other colleges, discussed the assessment data that would lead to continuous improvement of the colleges programs, and defined the term “program” within the context of program planning (instructional programs, student services programs and administrative units). Chief among the goals that surfaced from both the campus dialogue and the initial work of the committee was the need for the PPA process to be useful for improving our programs and services. In order for the process to be useful it must be a self-study process that includes data assessment that faculty and staff find relevant to their functions, careful analysis of the data, and a clear link to other planning efforts (including technology, facilities and human resource planning), budget development, and other campus decision-making processes.

In the October 2007 report, the co-chairs reported that self-study review would begin in Fall 2008 according to a discipline rotation grid. (Evidence Folder). However, further dialogue in the PPA committee and with the Shared Governance Task Force led to the determination that an annual process is the best way to effectively link instructional planning into the annual budget process. In addition, the planning activities being used to develop the Educational Master Plan (EMP) overlap with much of what needed to be done for PPA. Therefore, in order to further enhance the integration of the multiple planning activities on campus, the decision was made to complete a pilot PPA cycle for all instructional programs (including the instructional component of counseling) in Spring

2008, using the instructional plans developed for the EMP as the primary document. They will include short- and medium-term goals and objectives, as well as resource needs and measures of success. The instructional plans will be based on the following data:

- The external data scan and analysis provided by the Salinas Valley 2020 report (evidence)
- the Annual Screening Report for all degree and certificate programs (evidence)
- review of all degree and certificate programs by department faculty (evidence) See Recommendation 5
- mapping of Core Competencies for all courses (evidence) See Recommendation 4
- assessment data for Core Competency #1: Communication (evidence) (See Recommendation 4)

This is a small subset of the data that have been identified by the PPA committee as important for instructional planning (evidence—draft PPA proposal). Additional data will be phased in each semester for the next two years. This initial data set, although limited, is a blend of curricular data, external market demand data and internal demand data.

PPA committee members will review and adopt these plans during Spring 2008 for PPA purposes, as well as to assist in the development of the final draft of the EMP. With this Pilot PPA process, the college is demonstrating integration of the PPA process with the larger institutional planning efforts of the Educational Master Plan and its companion, the Facilities Plan. In addition, the PPA process is being developed with links to Student Learning Outcomes activities.

A timeline has been developed for 2007-2008 showing the integration of the Pilot PPA process, the development of the EMP, and the assessment of SLOs (evidence). In addition, a five year schedule has been drafted showing the integration of planning processes. The schedule will be reassessed each year and modifications made when needed to more effectively align activities. The schedule includes activities of PPA, SLOs, budget development, EMP development and updating, and accreditation. The timeline shows how all of the above listed activities are integrated and linked. It also shows the way that the activities are phased from initial implementation to full impact.

For example, 2007-2008 is the Pilot Year. In Year 2 ('08-'09) the schedule shows the full impact of planning on budget development and hiring for '09-'10. Year 3 ('09-'10) shows the full impact of a complete cycle of Core Competency assessment and the biennial EMP update. Year 4 ('10-'11) shows the reassessment of half of the Core Competencies and is the first year in which the impact of the interventions planned in the EMP and Pilot PPA will be known. For the first three Core Competencies, this will close the loop of the model on page 9 of October report].

The second three Core Competencies will be reassessed in Year 5 ('11-12), the year in which the college develops its Self Study for Reaffirmation of Accreditation. (INSERT DIAGRAM)

PPA will also include planning for student services programs and administrative services units. However, the PPA committee has determined that in order for the process to be initiated smoothly and be sustainable, the PPA process will focus primarily on instructional programs in the Pilot Year. Student Services programs and administrative units will complete an iterative planning process as part of the development of the EMP.

Once instructional plans have been completed, student services programs will work on their plans based on the results of instructional planning. Similarly, once the student services program plans have been completed for the EMP, the administrative services units will develop their plans based on both the instructional and student services plans. In the Pilot Year, the PPA committee will review the student services program plans and the administrative unit plans as they are being reviewed for inclusion in the EMP draft. The data that they will use for their planning will be the 2020 document and the previously drafted plans for instructional programs. However, no further data analysis or reporting will be required of the student services or administrative services units for PPA. Further PPA components will be required of these two sectors of the college using a phased approach over the next two years, with something new being required of each group each year.

This review is conducted annually and provides baseline comparisons by college, division, and academic discipline on eight factors. Those factors are: enrollment, course retention rate, successful course completion rate, cost per unit, revenue per unit, revenue to cost ration, efficiency and degrees and certificates.

These data enable the college to examine all of its programs annually to determine priorities and goals and for measuring progress from year to year. While these data provide only a "macro" view, they are sufficient to stimulate faculty and staff dialogue and inspire greater examination as to how the college can improve its performance on these baseline factors. Additionally, it is possible that reviewing these factors (especially course completion rates, revenue to cost ratios, efficiency and certificates/degrees earned) across the college on an annual basis will provide faculty and staff with a greater sense of the college's overall "health" and performance.

The table below provides comparisons by college and division on five of the baseline factors for 2006-2007.

	Enrollments (duplicated)	Course Completion Rate	Revenue/Cost Ratios	Efficiency	Degrees & Certificates
Area					
College	60,959	70%	2:3:1	477	567
Fine Arts	22,666	66%	2:5:1	455	58
PE, Health	7,558	76%	2:2:1	816	0
Math, Science Nursing	11,681	61%	2:0:1	450	47
Occ Ed	15,078	76%	2:3:1	466	134
Std Svs	4,230	82%	1:7:1	417	326
English	5,915	54%	2:2:1	431	1
ESL	1,558	71%	2:0:1	376	0
Math	5,822	52%	2:2:1	514	5

Examination of the above data should provoke questions regarding the teaching and learning process and research as to models for improving student success. For example, could it be that the low completion rates in English and Math are responsible for the relatively low rate of attainment of degrees and certificates? What actions can or should the college take to improve success in these areas? Ideally, these data will provoke more questions initially than they answer and thus, inspire further study as well as significant improvement plans.

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 (Standard I.B.3; I.B.4; I.B.6; III.A.6; III.B.1.a.; III.B.2; III.2.a; III.B.2.b; III.C.1.c; III.C.2)

Resolution of Recommendation 3

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 processes, evaluate the results and make refinements. The most significant and transparent use of this assessment and planning system, to date, is conducting a district wide needs assessment – Salinas Valley 2020 Vision Study – and the Mangelsen assessment of the college's finances and alignment of resources. As a result of these two comprehensive studies, the college is engaged the following activities:

1. Reorganization of the management of the college to:
 - a. Respond to the 2020 Vision Study
 - b. Reduce redundancy and improve efficiency, and
 - c. Control costs and redirect savings into new programs and infrastructure.
2. Develop an Educational Master Plan that responds to the findings in the 2020 Vision study and is in alignment with the realities made clear in the eight year financial analysis and projections in the Mangelsen study.
3. Develop a Facilities Master Plan that responds to the above mentioned studies and the Educational Master Plan. Technology infrastructure, equipment, and staffing needs will emerge and be prioritized as part of the overall planning processes required to support the Educational Master Plan.

For the purpose of documenting the broad based involvement of the college in these processes, consider the following example. The Salinas Valley 2020 Vision Study identified the need of a significant increase in evening, weekend and distance education classes as well as a greatly expanded basic skills, ESL, and GED program. The Board gave notice to all managers and directed the Superintendent to work through the shared governance process to develop an organization that was responsive to the needs identified in the Vision Study and aligned with the financial projections and shifts in the Mangelsen study.

One such area is the area of technology. The reorganization committee sees a need to consider technology in two or maybe three categories: 1) infrastructure – the backbone and Datatel services, 2) instructional support; and, 3) WEB services for marketing, student activities, and instruction. Other areas identified as needing significant improvement were student services, human resources and facilities management. Examination and revision of these processes will happen in 2008–2009. The eight year financial projection resulting from the Mangelsen study assumes a 3% growth in both revenue and wages and benefits (see

Appendix ___) and identifies a consistent funding stream of approximately \$450,000 annually for technology infrastructure. The largest shift identified in this plan is the reduction in management and increase in efficiency estimated at \$1.2 million in 2008 – 2009. These funds are expected to be invested in new programs and infrastructure needs. Additionally, efficiencies are anticipated in the reorganization of Western Stage (theater program) and the establishment of a negotiated indirect cost rate is expected to generate an additional \$500,000 in revenue annually. The financial plan, which is designed to invest in new programs, balance the budget, and restore the reserves in eight years, will require constant monitoring and refinement by the comptroller/business manager, the budget committee, the ad hoc audit committee of the Board, and the Superintendent.

The Facilities Master Plan includes opening two new buildings – one on the main campus in 2009 – 2010, and one on the Alisal (East) Campus in 2011 – 2012. The opening of these buildings will require additional staffing for maintenance and technology support as well as probable increases in insurance and utilities. These increases are anticipated in the financial projections as “other operating expenses” and “investments” (see Appendix ___). The number of maintenance and technology staff needed will be determined by an analysis of the square footage and technology demands. Hiring new personnel and/or retraining and redeployment of existing personnel to meet those demands will emerge through the shared governance planning processes.

In addition to new buildings, the Facilities Master Plan will include remodeling of the Student Center and certain classroom buildings and significant “refreshing” of instructional spaces using Measure H bond funds. The college has made a huge shift in philosophy by investing in capacity building internally rather than reliance on external consultants to provide these critical services on an ongoing basis. For example, Aan Tan, a retired facilities director from Riverside Community College District, was retained to advise and train staff in the technical aspects of facility planning and development. Five staff persons, including the newly appointed Director of Facility Planning and the Associate Vice President of Academic Affairs were trained on FUSION – the software package used by the Chancellors Office to classify and maintain facility usage data. So, for what appears to be the first time, the college community is developing a better understanding of the processes and connections between enrollment, facility usage, and the flow of funds.

As indicated earlier, the reorganization committee has indicated that the technology staffing needs should be analyzed in relation to: 1) infrastructure; 2) instructional support; and, 3) WEB support. This recommendation appears to differ with the plan identified in the self study and on page three of the October 15, 2007 Progress Report which relied primarily on a report provided by the Gartner Group to the Chancellors Office in 2000. The college has 21 technology positions;

including three vacancies (see appendix ___). The standards set in the 2000 study indicate the need for eight to eleven more positions in 2010. However, a deeper analysis is needed to determine the required skill sets and positions needed at Hartnell given the major changes in technology since 2000.

In summary, it is important to recognize that the data collection, analysis, planning and evaluation processes, as well as the shared governance processes put in place subsequent to July 1, 2007 are “great new beginnings”. They are comprehensive and they are designed to promote ownership and continuous improvement; but, they are still new. Careful stewardship will be required for these systems to reach their full capacity and for the new culture to take hold. However, it is clear from the level of involvement that the college has achieved a new level of transparency in its planning and decision making processes. This, in turn, has inspired a new level of trust. As one faculty commented, “I am happier and more involved than I have been in years” and another said, “I know more about the college now (since July) than I had known in all of my years here”. These comments and the renewed community support provide evidence of a new morale level.

Facilities

Hartnell staff has identified and summarized all of the District’s utility, maintenance and operation, campus security, and labor and overhead costs based on actual expenditures of 2006-07 and the existing assignable square footage at that time. These cost figures have been applied to future buildings on the District’s Five-Year Construction Plan to identify needed resources to staff and maintain increases in space.

Cost per assignable square foot per year (2006-07):

Utilities	\$3.62
Maintenance and Operations	\$1.65
Labor and Overhead	\$6.25
Campus Security	\$1.16
Total	\$12.68

A logical next step will be to compare our costs with those of other districts to determine relative efficiency of our buildings and operations and to track costs annually for comparison purposes. These will likely be among the tasks undertaken by a new Technology and Facilities Planning Committee. The College is moving towards a new model of shared governance that will include stakeholders in decision making not previously available to them. Technology and facilities planning will be part of this new plan.

Over the past several months facilities consultants assisted Hartnell personnel in correcting our Five-Year Construction Plan and drafting a template for a new Facilities Master Plan. These documents will be

reviewed, expanded, and edited by the new shared governance committee members. One consultant assisted staff in long-range planning for construction projects another worked with Hartnell staff on the Chancellor's Office Facilities Utilization and Space Inventory Options Net (FUSION) to correct the Five-Year Construction Plan and the third, a retired Hartnell dean, drafted a template of a new Facilities Master Plan. Hartnell staff members have also met with the Chancellor's Office Facilities Specialist to review potential projects for the future.

On February 5, 2008 the Board of Trustees approved a new Facilities Planning Manager position and the appointment of an interim Manager. This individual will assume "the primary role in ensuring that the District plans, designs and builds capital projects that are functional, well designed, sustainable, and cost effective".

In September 2007, the college engaged a consultant to conduct an analysis of the college's finances and make recommendations and projections that would enable the college to realign its resources, reduce redundancy, and increase efficiency especially as it adds new buildings and programs. The priorities relating to facilities and technology resulting from this work are:

- Identify consistent funding streams for technology -- the college is committed to the delivery of high quality educational programs and services and to the technology required to keep those programs current.
- Make recommendations as to how public and private grants might be better utilized to support the mission of the college and reduce redundancies.

The build-out of the East Campus (now called the Alisal Campus) is designed to breathe new life into vocational and career programs and provide a more convenient setting for English as a Second Language and general education programs for the rapidly growing Hispanic populations that reside in the East Salinas area.

The College Foundation has created two dynamic task forces of industry leaders: The President's Advisory Committee on Agricultural Technology and the President's Construction Technology Task Force. These programs provide significant opportunity for growth in both the credit and non-credit areas of the college. Industry leaders have generously provided guidance in curriculum development, funding for program development, and equipment donations. Both programs will be located on the Alisal Campus.

The Financial Realignment Plan and the Foundation's leadership in identifying start-up funding for new programs in the build-out of Alisal Campus will give the college the opportunity to grow.

New enrollments, increased retention, and grants from public and private sources are expected to enable the college to balance its budget. Planning processes regarding all resource allocations continue to improve.

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.e; 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 The SLOA Committee has been and is working on several activities which include: a SLOA Committee/Senate Retreat, drafting of an Assessment Philosophy statement(Appendix X) , development of an assessment model for General Education/Institutional Outcomes (defined at the college as the Core Competencies), linking of SLOA and Program Planning and Assessment, defining and publishing program level outcomes (later addressed under Commission Concern 2) and development and assessment of course level SLOs. Multiple discussions have taken place within the SLOA Committee, the Academic Senate, and the Curriculum Committee in terms of the recommendations, approval and processes of these various activities.

SLOA/Senate Retreat

SLOA committee, the Academic Senate and management attended a retreat on October 18, 2007. The training was conducted by Marcy Alanraig, the SLO coordinator from Cabrillo College and covered basics for assessing courses, programs, and institutional outcomes for both instructional, student services and administrative units on campus. (Evidence) As a result of the retreat, a sub-group of SLOA committee members and Senate members met to define “Assessment Categories” for Hartnell College. These categories were then presented to the entire campus for review/feedback. (Evidence) Dec. 10 memo) Feedback was incorporated and the categories will be presented to the Academic Senate on February 12, 2008.

Assessment Model for Core Competencies

The SLO committee reviewed models of assessment for the College’s Core Competencies (Appendix X/Evidence). The model that was agreed upon adheres to the following principles:

- General education is the responsibility of the collective faculty and not individual departments
- The assessment method will be minimally intrusive for both faculty and students using course embedded assessment as agreed upon by the SLO committee and approved by the Academic Senate
- Assessment will utilize “artifacts” or examples of existing student work
- Scoring teams will be used, one team per competency. Each scoring team will have 2 content experts and 3 interdisciplinary faculty
- Holistic scoring criteria (rubrics) will be used

The steps in the assessment model are as follows:

- Core competencies to be assessed for a given semester are selected. The selection will be based on the Program Planning and Assessment cycle for a given year (See Recommendation 2)
- Sections of courses which will participate in the assessment are identified. Sections will be spread across the curriculum
- 50 artifacts will be collected each semester for assessment of specified competency
- After scoring is complete, the data will be reported to the Office of Institutional Research to be compiled and analyzed.
- Results will be reported to the appropriate committees and/or academic divisions and management levels.
- Faculty will use assessment results as part of their Program Planning and Assessment cycle.
- Disciplines will examine the data to determine if an intervention will be chosen to address a particular competency. If yes, then intervention will be implemented in the following year of assessment
- Three competencies will be assessed in a given year, thus creating an assessment cycle of six core competencies every two years. Alternating years in the cycle will allow for application of intervention and reassessment in the following cycle, thus closing the loop.
- Opportunities for discussions with faculty across the curriculum will be via town hall meetings, flex day activities, etc.
-

Assessment Pilot Spring 2008

The College's first Core Competency assessment has been launched. In implanting the assessment it was agreed that a single competency would be assessed for the Pilot phase of this process. The core competency to be assessed is the Communication competency. Eventually in a given year, three competencies will be assessed. The timeline for the Pilot Assessment is as follows:

- December 2007 Collection of writing samples
- March 2008 Scoring of samples
- March 2008 Results given to Institutional Research Office
- April 2008 Data disseminated to campus for use in Program Planning and Assessment activities
- April 2008 SLOA committee discusses development of scoring rubrics for remaining competencies and the scoring teams to be used for those competencies.

Assessment Fall 2008

Assessment Spring 2009

Link between SLOA and Program Planning and Assessment

Numerous meetings have occurred between the chairs of the Program Planning and Assessment committee and the Student Learning Outcomes and Assessment committee to ensure that there is a direct link between student learning assessment and program planning. A result of these meetings was the creation of timelines for assessment of core competencies, analysis of data, identification and implementation of possible interventions and reassessment of the competencies to close the loop. (Appendix XX Kelly's table) The chairs of each committee, Kelly Locke and Cheryl O'Donnell are participating in the other's committee meetings to promote and ensure effective communication and linking of activities and strategies as they pertain to the assessment component.

Development and assessment of course level SLOs

To-date XX courses have had SLOs developed. Student Learning Outcomes and Assessment summary forms are being reviewed by SLO area leaders in terms of syntax and assessment tools, and the SLOA committee is working with various disciplines to revise, as needed, SLOA summary forms. In addition to course level SLOs being developed as part of the curriculum revision process, courses which are current in terms of their course outlines also need SLOAs to be identified.

Recommendation 5 *The team recommends that the College complete the review and revision of all course outlines and ensure that the catalog information regarding currently offered courses and programs is accurate. (Standard II.A.2.c; II.A.6.c)*

Resolution of Recommendation 5 The college initiated an analysis of the credit courses to ascertain program requirements and general education specific requirements, as well as general education and program electives. The emphasis has been on revising course outline and programs to accurately reflect what is taking place in the classroom and to provide all faculty with an outline that truly represents expected student outcomes and the tools by which they are measured. In addition, the result of this analysis will enable the institution to set priorities in developing course schedules, faculty hires, and resource allocations. The college believes that these concerted efforts will lead to increased enrollment, efficiency, and contribute to a stable financial future.

Review of Course Outlines

Since August 30, 2007 the Curriculum Committee met once a week to review courses. As of February 29, 2008, XX courses have been revised, XX courses deleted, XX courses inactivated, and there are XX new courses. The Curriculum Committee processes an average of 20 course or program revisions per meeting. Both the Curriculum Committee and faculty have demonstrated increased competency and proficiency in creating and reviewing outlines for completeness and correctness, which enables the approval process to flow efficiently and effectively to ensure quality is not compromised.

The Office of Academic Affairs will continue to maintain the Master Course List until CURRICUNET is implemented. The Master Course List is now posted by division/program for review.

(http://www.hartnell.edu/accreditation/master_course_list.html)

(EVIDENCE folder)

Review of Degrees and Certificates

As part of the Spring 08 flex day activity, faculty reviewed each degree and certificate by discipline. Faculty checked their existing programs to guarantee correctness based on course changes (titles, units, status) made through the curriculum process. Those disciplines completing the review and revisions brought their updated degrees and certificates to the Curriculum Committee meeting that same day, during which 20 degrees and certificates were either approved or passed through their first reading.

In addition to updating the programs, the Curriculum Committee approved a new certificate and degree format that underwent scrutiny by students, the Counseling Discipline, and the Curriculum Committee. This new format is designed as a planning tool and to be more user friendly to both students and counselors.

Hartnell College, as many other community colleges, had two non-compliant degrees: General Studies and Transfer Studies. When the College became aware of this issue, the Counseling Discipline immediately began meeting and planning the revision of these existing degrees so that they would comply with the Chancellor's Office mandate to include an area of emphasis. Although the College's Liberal Studies degree was believed to be compliant, the Counseling Discipline included it in its revisions. On December 20, the following three degree revisions were brought to the Curriculum Committee for their first reading: Elementary Teacher Preparation, Transfer Preparation with a Major Emphasis, and General Education with an Area of Emphasis.

Changes were suggested by the Committee and advice was sought from Stephanie Low, Chancellor's Office, Specialist, And Academic Planning & Development. On January 25, the revised degrees reflected the changes recommended by both the Committee and Ms. Low and were approved. By completing this degree-revision process and submitting the required documentation to the Chancellor's Office by their February 12, 2008, deadline, the College will be protected against a finding of noncompliance by the Chancellor's Office.

In March 2008, the Curriculum Committee will resume its bi-monthly meeting schedule. The Committee is expected to retain its efficiency in processing curriculum at both the course and program level.

CurricUNET

Additionally, in March, representatives from Governet (parent company of CurricUNET) will conduct four day training at Hartnell. There will be a minimum of seven different training sessions for faculty and staff along with separate training for the CurricUNET steering group and the Curriculum Committee. Implementation of CurricUNET will begin immediately after training is completed in March; however, faculty will have the choice to submit course and program materials either via the electronic system currently in use or CurricUNET. (*When will they be required to use CurricUNET exclusively*)

To maintain its currency in offerings, the scheduling of course outlines (new and revised) and programs through the Curriculum Committee is necessary. Once all of the blatantly outdated courses have been revised, courses last updated in 2002 will be scheduled for review. A plan will be developed to schedule disciplines that will enable them to review a reasonable number of their courses on a yearly basis. Eventually, once all of the courses are uploaded into CurricUNET, it will be an essential tool in developing this schedule. The Master Course List will be continued to be maintained until all courses are uploaded.

The steering group's efforts and attention has been centered on course and program revisions, while meeting regularly with our CurricUNET representative via CCCConfer (an interactive meeting environment), resulting in implementation of CurricUNET in March.

It was clear that our method of operation had to change from processing curriculum in a paper-based manner to a more-efficient electronic method. The new process will allow course changes to be made in real-time, which expedites processing without sacrificing quality.

It became apparent that the home-grown electronic process, which includes Curriculum Committee agendas and minutes, courses and programs, and a Master Course List, was, in fact, excellent preparation for our transition to CurricUNET.

As a result of faculty working with the home-grown electronic process, faculty look forward to the implementation of a database curriculum processing program to which they will have access any time/any where.

{Appendix X lists the program degrees and certificates that have been updated as of February 29th. (EVIDENCE folder)}

Update and publishing of College Catalog

The intent of the Curriculum Committee is to either revise or inactivate all existing degrees and certificates to ensure the accuracy of the College catalog. Those programs that are not current and cannot be supported or revised will be made inactive and reviewed to determine their final status. In addition, the catalog will reflect the 500 plus outlines revised since its last publication.

The next college catalog 08-09 will be published in parallel with the fall 2008 schedule of classes. The fall 08 schedule of classes will be available on PAWS in April; subsequently, the catalogue will be finalized, printed and available at the end of May, 2008.

Recommendation 6 *The team recommends the creation of an enhanced long range fiscal stability/enrollment management effort, which utilizes the services of the Offices of Business and Finance, Instruction, Admissions and Records, Student Services, Outreach Services and other appropriate College resources. (Standards III.D.1.a; III.D.1.b.; III.D.1.c; III.D.2.c)*

**Resolution of
Recommendation 6**

March 2008

District-wide Needs Assessment

The district-wide needs assessment and vision study – Salinas Valley Vision 2020 was completed. More than 1,300 heads of households, business and leader participated. In addition, relevant data from other national and local organizations such as U. S. Census Bureau, Monterey Business Counsel and AMBAG, were integrated into the study. The results were compiled into three basic stakeholder documents: 1) Envisioning a College that Matters; 2) Envisioning a Valley that Matters; 3) Ten Action Volumes that detail the education and training of business and industry. Findings were presented to management, faculty and staff and the Board of Trustees. Copies were made available via the web and hard copies were provided to sponsoring business and government partners. Copies are available in the Resource Room.

The College faculty and staff and spend a day reviewing the data and developing responses and priorities. Some of the critical findings were:

- (1) Fifty-eight percent of those surveyed want more evening and weekend offerings. Twenty-five percent want classes on Sundays.
- (2) Almost 70% wanted more distance learning options and 98% indicated they had access to high speed internet services.
- (3) The demand for ESL, GED, and basic skills training was verified with more than 32% of the population needing these services.
- (4) Credit and non-credit training courses are needed by local businesses and industry for both entry level workers and for promotional opportunities of incumbent workers. Eighty-two percent of the companies surveyed requested these services.
- (5) As compared to area colleges, the student services area of Hartnell College was rated quite low while its instructional programs were rated as above average.
- (6) The average age of the population of the Valley is 24.5 years – half the age of the surrounding communities with the greatest growth anticipated along Highway 101 in the communities of Greenfield, Soledad and Gonzales. Clearly Hartnell has both an opportunity and responsibility to provide the Valley's future education and workforce needs.

These data support a stable growth trend if the district responds with the appropriate programs. These findings will drive the district's Educational and Facilities Master Planning Processes. In fact, the impact of these findings is already evident in the reorganization and program development processes currently underway.

March 2008

Financial Analysis and Planning Processes

In September 2008, the Board secured the services of Steve Manglesen to complete an objective analysis of the College's finances and develop a plan that would: 1) reduce costs; 2) respond to community needs by investing in new programs and supporting growth; 3) improve efficiency, and 4) restore the reserves.

The results of this study and the 2020 Vision Study were presented to the Board of Trustees and the College leadership groups December 4, 2007. A summary of the study – the Financial Projected – unrestricted funds can be found in Appendix _____. The materials used in the workshop are available in the Resource Room. This plan projects 1) growth at 3%, 2) add revenue from the application of an indirect cost rate from applicable grants, 3) holds wages and benefits to no more than 3% per year increase 4) reduces the cost of Western Stage; and 5) invests an additional \$1.2 to 2.3 million annually in new programs and infrastructure over an eight year period.

As a result of the workshop on these studies, the Board of Trustees passed a resolution giving notice to all managers that their employment contracts could end June 30, 2008 and further directed the Superintendent/President and the Shared Governance Committee to complete its reorganization recommendations (designed to respond to these two studies) before March 15, 2008. A copy of this resolution can be found in Appendix_____.

March 2008

Enrollment

The development of the College's first guaranteed course schedule involved managers from academic and student services, technical and support staff, faculty leadership and ultimately most of the faculty and counselors and many of the students in the planning, revision and implementation processes. Appendix_____ contains a flowchart and timelines for the development of the guaranteed course schedule for Spring 2008.

An analysis of historical data (two years of enrollment patterns) led to the initial offering of 851 sections and a total of 36,112 seats in Spring 2008. This represents 111 fewer sections and 5300 fewer seats that were offered in Spring 2007. In Spring 2007 a total of 21,214 seats were filled and on the average class size was 23.2

By opening day of Spring 2008, the College had a total of 918 sections – 67 more than the 851 initially scheduled but 45 fewer than the previous year. On opening day 26,075 of the 32,767 seats were filled. The overall average class size was 28.4; an average increase of five seats per section. In addition, during the first of the Spring 2008 term, drop/add week –

approximately 2000 seats were dropped and 4000 seats were added resulting in a net gain of 2000 seats.

Spring 2008 enrollment increased 23% (1700) in the number of students and 15% (8,500) in the number of units. This increase will enable the College to restore the base (FTES borrowed in prior years) and slightly exceed the growth cap. The College's initial analysis indicate that these results were due to a number of factors 1) the guaranteed course schedule and getting students and faculty involved in the planning; 2) a greater involvement of the counselors, faculty and staff throughout the implementation process; 3) the registration rallies held at the main campus and the King City Center; 4) an exercise in community outreach and positive press; and 5) a renewed energy, spirit and cooperation on campus. For example, significant numbers of faculty, staff and students voluntarily participated in the registration rallies during the semester break – on their own time.

An evaluation of each of these efforts has been conducted and factors have been identified for improvement. For example, it is now clear that better data systems for rooms and the processes of assigning classes to those rooms are needed. The combined sections need to be more readily identified and monitored for both efficiency and effectiveness. New room scheduling software has been purchased.

While significant shifts have happened with regard to the schedule planning and registration processes there is much room for improvement. The College anticipates completing an analysis of its students flow processes this spring. This analysis will include first contact through enrollment, as well as the development and maintenance of student educational plans. Additionally, the College expects to implement within the next 18 months its graduation audit and make other technology based advisory tools available to students.

The College's desire to expand, coordinate and sustain its outreach efforts should be enhanced as a result of the reorganization process. In addition to the district-wide needs assessment, the Superintendent/President has met with Monterey County Schools Superintendent of Schools, the administration of the Regional Occupational Program, the Alisal Community schools and support services and the Salinas Union High School District Board and Superintendent. A similar meeting is scheduled with North Monterey County Unified School District in April. To date, the groups have collectively identified the need to expand 2+2 programs, re-examine and enhance articulation and dual enrollment; and, expand after school and summer bridge program. The federally funded GEAR-UP and TRIO programs provide support for these efforts. Hartnell College has a strong reputation with National Science Foundation (NSF), National Aeronautics and Space Administration (NASA) and others in Math and Science.

Thus, a Math and Science committee with members from the community and the College met throughout Fall 2007 for the purpose of expanding this image and reputation. As a result, sixty college, universities and high school faculty, as well as industry leaders met to develop the concept of a Math and Science Magnet College where students would experience primary research, internships with scientists in universities and industry settings, learn in teams, and develop extracurricular academic clubs and projects. We believe the results of this effort will lead to the development of the theoretical knowledge skills and inquisitiveness needed to support strong research careers in agriculture, construction technology, energy, health and a myriad of other options. Most importantly we believe this program will open and support a clear pathway to high skills, high wages for our primarily Mexican-American, low income students.

The college has made significant gains in putting in place planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite the impending State budget cuts for FY 2009.

Commission Concern 2

The Commission asks Hartnell College to demonstrate that it meets Eligibility Requirement 10 which requires the institution “defines and publishes for each program and 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 on Commission Concern 2

As mentioned in the write-up for Recommendation 4, the Academic Senate in conjunction with the SLO committee and the campus at large defined programs to be assessed at the College. For instructional purposes, programs were defined at two levels: degrees and certificates. Core competencies for degree students were defined and approved by all Senates: Academic, Classified and Student in October 2007. These core competencies (expected student learning outcomes) will be published in the college catalog for the 2008-2009 academic year. The defining of outcomes for the certificate level is currently underway. On January 25, 2008 a course mapping activity was initiated. All disciplines received a matrix of courses offered within their discipline. Disciplines identified which of the 6 core competencies were addressed for each course that they offer. The results from the matrixes are now being entered electronically. Once this is complete, courses that meet certificate requirements will be reviewed to identify which competencies (outcomes) are being addressed within that given certificate program. Once complete, certificate level outcomes will be published in the college catalog and will be available for viewing on the college’s SLO website.

Curricunet (referenced in Recommendation 5) is being purchased to allow the college to move to an electronic means for inputting and tracking its curriculum. The Curricunet program will allow for course level student learning outcomes to be entered with the associated course. Students will be able to view outcomes for a given course via the SLO website which will link to the Curricunet interface. In addition, information such as assessment tools, criteria, target dates and assessment results will be entered via Curricunet.

Curricunet also has a Program Planning and Assessment module. This module will be demonstrated to a collective group of Student Learning Outcomes & Assessment committee members, Program Planning and Assessment committee members and Curriculum Committee members. This demonstration will take place on February 13.