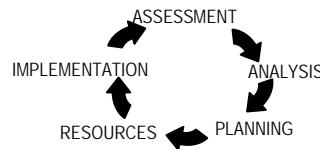


Superintendent/President's Report to the Board February 3, 2009

Accreditation: Accreditation was spoken to earlier in the evening; however, I wanted to take this opportunity to remind us all that this is a never ending process. It is about continuous improvement and about the documentation processes necessary to determine if we are improving. This applies to all of the college, and to the Board, not just to the student learning outcomes (SLOs). I am proud to see these processes beginning to more present in our conversations and I look forward to the time when continuous improvement may actually dominate our conversations and our thinking. The assessment/planning model we have chosen is a continuous improvement cycle composed of five steps or phases:

1. Assessment
2. Analysis
3. Planning
4. Resource allocation
5. Implementation



We have a tiered assessment system that starts with District needs (our Salinas Valley 2020 Vision and the 2016 Financial Plan), and includes a program screening model and the Accountability: Focus on Results Report from the Chancellors Office, as well as SLO's at the course, program and institutional level. Our analyses of the data from these assessments drive our planning, intervention, and resource allocation processes and, in turn, start the assessment process over again. For example, the 2020 Vision study found that our residents wanted more evening and weekend and internet classes. As a result of that finding, and others, we reorganized the administration of the college to include a Dean of Evening, Weekend, and Distance Learning Programs and Adjunct Faculty Services. Now the question is: Did it work? That is the curiosity that is supposed to trigger the next cycle of the process, and it did:

1. Assessment – Did the number of sections increase? Did enrollment increase?
2. Analysis – The number of internet sections went from 35 in Fall 2007 to 46 in Fall 2008. Enrollment went from 961 students in Fall 2007 to 1420 in Fall

2008. Evening and weekend sections went from 283 in Fall 2007 to 268 in Fall 2008; however, enrollment went from 5671 to 6220 at the same time (remember this was the start of guaranteed course schedules, so sections tended to be more efficient).

3. Planning – what would make it even better????
4. Resources – what resources would that require??
5. Implementation – What did we do???

In talking with Jennifer, I have learned that all sorts of ideas have been triggered in her conversations with faculty and staff. Questions as to what is the quality of these courses? How well do they fit together? Can a student finish a program? What is the retention and completion rate? Similar dialogue is underway with regard to the support services for adjunct faculty. But, the point here is to show that the continuous improvement requires our individual and collective commitment to go through the cycle, document the results, and allow them do what they should do: trigger more questions which in turn starts the process again. This is what is meant by the standard... “ongoing, systematic, pervasive dialogue – a commitment to continuous improvement.

These data gathering, analysis, intervention, and resource allocation processes must become on-going, systematic and pervasive to be considered sustainable. And, that is the level that the Accreditation Commission expects of us and it is the level of performance we expect of ourselves. We want to be a better college each year than we were the year before.

Budget: The State announced that it is out of cash, and that colleges will not be reimbursed until July. This pushes the state’s cash flow problem onto the colleges. The cost of any borrowing will need to be treated as a budget cut. The state, in recognition of the growing need, increased the growth goal to 3%. That raises Hartnell’s total FY ’08-’09 FTES goal to 7256. This would fully restore the \$1.7 m (lost due to enrollment decline in 2004-05) and maximize the 3% growth opportunity.

Spring 2009: Lots of great things are happening. There is a growing sense of community. You will recall we held the first ever community BBQ in September. In December, the faculty and staff donated hundreds of gifts and cash to Dorothy's Kitchen. Rita Harvey, from the Shelter Outreach Plus spoke to faculty about the impact of the economy on our community. It was shocking to learn that homelessness in Monterey County is three times the national average. Our students and our community need our help.

The numbers of employees who took time without pay over the holidays generated a salary savings of \$18,000. Additional savings in utilities were realized also. We are striving to ensure close to a 9% growth this year. Thanks to lots of folks who supported the intersession, added classes, accepted additional students into existing classes, and audited records to ensure accurate coding, we are well on our way to that goal of 7424 (check the number) FTES for '08 - '09.

It is especially significant that almost 40 of our faculty and staff, at no extra pay, have completed the Faculty Experiential Learning Institute (FELI) hosted by Cabrillo College. This may well be the largest number from any one college; however, it is our goal that all employees complete this program. We have two cohorts of students enrolled in the Digital Bridge Academy's Foundation Semester. These are exciting new ventures, as is the work with MISA. To date 160 employees, all of student services, the administration, nursing and the Board of Trustees have been through some training with MISA. Another group of employees is involved in learning project management and will be working together to design a new process for hiring adjunct faculty. We have growing evidence of the "cross employee groups" are convening to create new solutions. We believe we have the beginnings of the cultural shift we are seeking.

We are looking forward to a great year, despite the challenges.