

## X. SPECIAL PROJECTS: Grants and Strategic Initiatives

### *PROGRAM DESCRIPTION:*

To stay current with the latest strategies that support the recruitment, graduation, and retention of its students and to maintain effective management of College resources, Hartnell College has to evaluate constantly the existing infrastructure and needs of its faculty and staff. The following circumstances contribute to the necessity of assessing capabilities annually: (1) the needs of first generation college and limited English proficient students from multicultural backgrounds are numerous and require a variety of innovations to recruit them effectively, advise them, and provide them with instruction and support services; (2) the faculty use of technology to facilitate teaching and learning; (3) the State demands a variety of reporting measures that require state-of-the-art hardware and software; (4) the College's need for effective means for external and internal communication; (5) the demand of the community for relevant education and training.

These yearly assessments are utilized to determine which new infrastructure, educational programs, and support services need to be developed. The obligations of the general fund are heavily committed to faculty and staff salaries and, therefore, cannot adequately fund new initiatives. Faculty and staff need to utilize creative means to fund new and continuing programs and services. In view of this, Hartnell College faculty and staff have taken advantage of many grant opportunities to support infrastructure development, purchase of equipment, purchase hardware and software utilized in instruction, and implement support services that promote recruitment and retention. Every grant and/or strategic initiative reflects the College's vision statement and supports the College's mission statement. Grant writing and grant development efforts are coordinated by the Office of Institutional Advancement.

### **A. GRANTS**

Below is a partial listing of grants that have been received by the College over the last nine years. A complete listing of all grants applied for and received is available in the Office of Institutional Advancement.

#### *1. Title III:*

As an Hispanic Serving Institution (HSI), Hartnell was eligible to apply for a Title III grant from the United States Department of Education under Part A for an HSI. Received in 1995-96, and awarded through the year 2000, this grant supported: the acquisition of hardware and software to establish a Learning Skills Center, which has become a state-of-the-art multimedia learning environment. This facility, remodeled to accommodate teaching reading and writing in a "One-Stop-Shop", has enhanced the College's ability to provide instruction to students with varied learning styles and basic skills competencies. Learning in this environment, as reported by students, is enjoyable and stimulating, both factors that affect retention and graduation rates. Campus electronic infrastructure through fiber optics was largely funded by the Title III grant. It is possible now to communicate electronically to all parts of the campus. Hardware and software to present multimedia applications utilized in teaching mathematics and science were purchased. These instructional practices will have a measurable influence on student success. Title III funded many faculty development activities that trained faculty on

technological applications in the classroom across all disciplines. The Center for Faculty Innovation (a resource center) was equipped and remodeled so that faculty can receive instruction and mentoring in new technologies to be used in the classroom. The library has acquired a state-of-the-art CD-ROM based database system for student research. Most importantly, Title III has rejuvenated the College's interest and resolve to utilize technology, to provide instruction and services, and to manage the College's daily operations. Title III, more than two million dollars over a five-year period, is one of the largest grants received by the College that positively influences student success.

*2. National Science Foundation Marine Advanced Technology Education (MATE):*

The National Science Foundation Award is a three-year, \$1 million per year grant to establish a Marine Advanced Technology Education (MATE) Center. The MATE Center has nine local and national partners on both coasts, including Hartnell, Cabrillo, and Monterey Peninsula Colleges in California and Southern Maine Technical College and North Carolina's Cape Fear Community College. The Center identifies and coordinates existing training programs for marine technicians and creates new marine and coastal education programs. The national center is located at Monterey Peninsula College, the fiscal agent for the grant. Funds are distributed through the national center to the individual partners.

*3. Chancellor's Office California Community Colleges Economic Development Regional Health Occupations Resource Center:*

This grant, totaling a million plus dollars, has enabled Hartnell College to establish a Regional Health Occupations Resource Center based on the Hartnell College campus. The Regional Health Occupations Resource Center is the focal point for regional planning and coordination for issues related to health occupation programs in California Community Colleges. The Regional Health Occupations Resource Center interfaces with college faculty on each participating campus and health care industry organizations throughout the region to coordinate all resources and provide an on-going forum for health care education delivery. This program emphasizes the development of services and activities that can be integrated into current programs and supports needed staffing and supplies.

*4. Chancellor's Office California Community Colleges Economic Development, Industry-driven Regional Collaborative:*

This grant established an Industry-Driven Regional Collaborative and addresses the specific need for a Medical Laboratory Technician Program in the California Community College System. The grant provided curriculum consultation, technical hardware and software, and facilities for interactive video teleconferencing.

*5. United States Department of Agriculture Hispanic-Serving Institutions Education:*

This program enables Hartnell College to create articulated agricultural programs and provides additional outreach to local high schools and area agricultural industries. Hartnell College's Occupational Education Division and Community Education collaborate to coordinate three academic degree or certificate track programs: 1) Agribusiness—agricultural business management, 2) Viticulture/ Enol-

ogy—grape and wine production and processing, and 3) Agronomy—crop science.

The programs feature high quality classroom and laboratory instruction and mandatory experimental learning through internships or other work-based experiences. The program employs a model that links high school students to Hartnell, and assists Hartnell students in transferring to comparable agricultural programs at four-year colleges and universities. Faculty members facilitate curriculum design and the regional agriculture industry assists in the development of the program. This project promotes and strengthens Hartnell College by attracting, retraining, and graduating outstanding students to enhance the food and agricultural work force in the Salinas Valley. The grant provides for a project coordinator, outreach coordinator, supplies, and materials.

*6. Chancellor's Office California Community Colleges America Reads Project:*

This grant benefits the College by expanding its current literacy outreach and community service project, which uses Hartnell College students as tutors in local K-3 public schools. Through the program, Hartnell has recruited 60 low-income students who work with 400 K-3 students in nine elementary schools and community libraries in the cities of Salinas and Greenfield. The College has operated a successful America Reads pilot program since 1996. Expanding Hartnell's current literacy outreach/community service pilot project by placing more college student tutors in more schools serving additional children, America Reads has improved upon low reading test scores in each of the target schools. The tutors gain a sense of the value of community service and see firsthand the results of individual effort on those most in need. Program funding is used for a project director, an adjunct counselor, a part-time program assistant, part-time clerical support, training, transportation, and supplies.

*7. Chancellor's Office California Community Colleges Economic Development Emergency Medical Education and Training Collaborative:*

This grant for \$250,000 over two years has enabled the consolidation and expansion of Emergency Medical training in Monterey County. The grant has provided initial funding for the establishment of a Health Professions Training Center at the Natividad Medical Center. The collaborative will provide reliable, consistent, and high quality training with courses accessible on-site and through distance education using web-based and interactive video to deliver instruction to remote areas.

*8. David and Lucille Packard Foundation Institutional Advancement:*

The Packard foundation has provided \$75,000 to purchase equipment to expand Hartnell College's King City Center. The grant will greatly increase educational access and opportunities for a large, underrepresented, and economically disadvantaged population in an isolated community in southern Monterey County, equipping a learning skills laboratory and classroom in a brand new facility being built in partnership with the City of King City. Computers and other technology provided by the grant will connect the center to the Hartnell campus, distance education programming, and greatly expand all educational and occupational offerings in the community.

*9. Chancellor's Office California Community Colleges MESA/CCCP Project:*

The College received an \$81,500 grant to design, plan, and implement a Math, Engineering, and Science Achievement/California Community College Program (MESA/CCCP) project. The MESA/CCCP provides underrepresented and disadvantaged math and science majors with support to improve their academic performance and assist them in successfully transferring to four-year institutions. This program is essential for the College to effectively serve its large and growing population of underrepresented and disadvantaged students.

During year-one of this project, the College organized, planned, designed, and implemented outreach and recruitment; orientation activities; a MESA student center; student clustering; academic excellence workshops; academic planning; counseling support; professional development opportunities; university campus tours; and hands-on experience to achieve improved student success. The project designed ways to reach out to students at local high schools and target underrepresented students in science and mathematics disciplines.

*10. Chancellor's Office California Community Colleges Teacher and Reading Development Project:*

Hartnell College and Cabrillo College have received a grant of \$250,000 from the Chancellor's Office, California Community Colleges to establish a Teacher and Reading Development Partnership Project (TRDP). Additional partners in the grant include California State University Monterey Bay, San Jose State University and South Bay Regional Partnership. Hartnell is the fiscal agent for the grant.

The project will use: student outreach, recruitment, and support; strong partnerships; new teacher education curricula; reading tutors in elementary schools; and links to a ten-college regional partnership to improve student performance and increase the number of community college students who commit to teaching as a career. The project will answer three critical needs by:

1. Providing qualified applicants to meet a projected teacher shortage in the region;
2. Developing a pool of prospective teachers committed to serving in a rural area with a large disadvantaged population (traditionally difficult to do);
3. Improving school performance, retention, and success among people with low levels of educational attainment by improving reading skills by the third grade.

*11. United States Department of Agriculture Hispanic Serving Institutions Agriculture Education Implementation and Outreach Project:*

The College has received a grant of \$299,932 from the United States Department of Agriculture Hispanic Serving Institutions Grant Program to establish the Agriculture Education Implementation and Outreach Project. The project implements Hartnell's Agriculture Production degree and certificate programs, and provides strengthening activities such as outreach to local high schools and migrant families, and special career-oriented programs.

In implementing this project, the College is partnered with the Rural Development Center and the MESA program at University of California, Santa Cruz. All programs targeted for implementation or development through this proposal will become part of Hartnell's regular academic and work force training program offerings in agriculture. This project builds on a USDA-HSI grant awarded to Hartnell College in 1998.

*12. Title V:*

The college has received a grant for over \$1,800,000 over a five year period from the United States Department of Education for the Title V Developing Hispanic Serving Institutions Program. The initial funding began on October 1, 2000 in two major areas: Strengthening Access and Educational Preparedness and Strengthening Transfer and Career Preparedness. The funds will be used to provide for the development of a supplemental instruction sequence of pre-, beginning, and intermediate algebra, development of paired math courses (with nursing, animal science, and business), as well as modular computer competency courses. Plans include creating a comprehensive tutorial program featuring supplemental instruction, student leaders and creating learning communities through a cohort mode. The project will also provide funds for minor construction and renovation of facilities related to the above tasks as well as funds to strengthen linkages and student support mechanisms at the King City campus.

Work in the transfer and career preparedness activity will focus on improving Hispanic success in college and transfer-level mathematics and math-based sciences. The grant provides funding for faculty to develop math, physics and engineering curriculum, which diminishes the adverse impact Hispanics confront in these courses. An engineering classroom/lab will be created in conjunction with the curriculum changes. A Math and Science Study Center will be established to provide the space and tutorial support students need to succeed in math and math-based sciences. Funds will be available to develop a web-enhanced curriculum in engineering and the sciences. Additionally, this component includes provision of outreach activities at outlying sites and high schools.

*13. Chancellor's Office California Community Colleges Fund for Student Success  
Integrating Work-Based Learning:*

The College has received a grant of \$200,000 from the Chancellor's Office, California Community Colleges Fund for Student Success/Integrating Work-Based Learning Campus-Wide to integrate and institutionalize work-based learning campus-wide by consolidating and coordinating current work-based learning activities programs; expanding the number of courses/disciplines that integrate work-based learning into the curriculum; tightening linkages to employers; and delivering new professional development services to faculty. The project will serve as a pilot project and will result in a transferable model with statewide application, as well as a work-based learning manual, instructional resources, curricula, web-based materials, and outreach information.

*14. Chancellor's Office California Community Colleges Fund for Student Success Expanding and Institutionalizing Discipline-Directed Internships Campus-Wide:*

The College recently received this grant to develop and implement a new, hybrid model for campus-wide internships, based on two successful, existing Hartnell programs: the Student Through Education and Experience Program (an off-campus subsidized training program) and the Cooperative Work Experience Program (an internship program). This hybrid model will increase the number of students in work site internships; support expanding the number of core courses/disciplines that use internships in the curriculum; tighten linkages to employers; deliver new program information and training to faculty; and link this internship program with all other work-based learning activities and programs on campus.

*15. Chancellor's Office California Community Colleges Fund for Student Success Teachers of Tomorrow Migrant Education Teacher Preparation:*

This grant is for a three-year program to recruit and train prospective K through 12 teachers from migrant backgrounds. This project will build on the successful migrant education and teacher preparation projects already underway at the College, including the Teacher and Reading Development Partnership Project, AmeriCorps/America Reads, GEAR-UP, and Empower.

*16. Chancellor's Office, California Community Colleges, Economic Development Grant Industry-Driven Regional Collaborative for the Medical Laboratory Technician Program:*

This grant is to develop mechanisms for expanding the Medical Laboratory Technician programs within our Region (Central Region) and within Regions One and Two (North and Far North Regions). The Hartnell College Medical Laboratory Technician Program is the first one in the state of California. This grant will provide curriculum consultation, technical support, hardware and software, and reimburse other costs for developing a sharing model for scarce or unavailable curricula. The amount of the grant is \$500,000 over a two-year period. The funds will be used for staffing and facilities that will assist Hartnell College's Regional Health Occupations Resource Center in disseminating laboratory technician programs throughout California.

*17. United States Department of Education GEAR UP Project Grant:*

In 1999, Hartnell College, Alisal High School, El Sausal Middle School, Boys and Girls Clubs of the Salinas Valley, and Tanimura and Antle received a 3.4 million dollar GEAR UP partnership grant from the United States Department of Education to provide services to 8,996 students. Our principal goal is to support rigorous academic achievement and to create a college going culture.

*18. Chancellor's Office, California Community Colleges, Workforce Development Instructional Equipment/VTEA for the Health Professions Training Center:*

The grant funds will be used to equip three student laboratories in Hartnell College's new Health Professions Training Center. The targeted laboratories—Nursing Skills, Medical Laboratory Tech-

nology, and Emergency Medical Technology—will provide students with essential hands-on learning experiences that will enable them to meet the needs of industry for high skill, competent health care professionals. The new equipment will make the labs fully operational and will improve more than a dozen vocational/technical health occupations programs.

*19. California Endowment for an International Health Worker Training Program Planning Grant:*

This planning grant will create an international health care worker assistance training program for the central California region. The project will be known as welcome back – central region. Through the project, foreign-born residents with some health care training will be recruited to regional colleges to receive updated health care occupations training. the project will result in an increased number of qualified health care workers, help to fill critical shortages in health professions, and will take advantage of an under-utilized human resource. Some health care trainers will be recruited to regional colleges to receive updated health care occupations training. The project will result in an increased number of qualified health care workers, help to fill critical shortages in health professions, and will take advantage of an under-utilized human resource.

*20. United States Department of Defense Infrastructure Support Program for Minority Institutions for an Engineering/Physics Laboratory Equipment Upgrade Project:*

Hartnell College has received a grant of \$78,868 from the United States Department of Defense Infrastructure Support Program for Minority Institutions. This grant will fund the acquisition of new instrumentation for the College's remodeled Engineering/Physics Laboratory and new Math/Engineering/Science Study Center. The equipment requested through this proposal will complete Hartnell's initial effort to upgrade the College's entire engineering program leveraging funds provided through Title V, the College, and the College's MESA program. This comprehensive effort, in addition to the remodeled facilities, also includes updating engineering and science curricula and supporting increased minority student enrollment in engineering, math, and science programs. The grant is for equipment only.

*21. United States Department of Commerce, National Oceanic and Atmospheric Administration Hartnell College Earth and Environmental Sciences Outreach and Improvement Project:*

Hartnell College has received a grant in the amount of \$250,000 over three years from the United States Department of Commerce, National Oceanic and Atmospheric Administration (NOAA) to fund the College's Earth & Environmental Sciences Outreach and Improvement Project. This three-year project will enhance education; training and research opportunities; strengthen the environmental science program at Hartnell College; partner with four minority-serving local high schools; and link with existing Hartnell outreach and improvement programs, resulting in the increased entry of under-represented students to careers in environmental fields and teaching occupations in the sciences.

*22. United States Department of Health and Human Services Hartnell College Early Childhood Education/Head Start Teacher Institute:*

Hartnell College has received a grant in the amount of \$516,000 over four years from the U. S. Department of Health and Human Services to create the Hartnell College Early Childhood Education/Head Start Teacher Institute. The Institute will partner with two local Head Start programs and use curriculum development; a new ECE/Head Start A. A. Degree program; outreach and recruitment; direct student support services; and evaluative activities to Improve the educational Head Start program; meet the provisions of the 1998 Head Start Reauthorization Act; meet State of California provisions; leverage resources committed to Head Start teacher development; and improve the school readiness of a disadvantaged Latino student population.

The components that support implementation of the Hartnell College Early Childhood Education/Head Start Teacher Institute will include: partnerships; a professional learning community; curriculum development; outside consultant tutors; student support services; outreach and recruitment; and evaluation.

*23. National Aeronautics and Space Administration (NASA) Astronomy Upgrade and Expansion Project:*

Hartnell College has received a grant in the amount of \$300,000 from the National Aeronautics and Space Administration (NASA) to fund the Hartnell College Astronomy Upgrade and Expansion Project. The Project will result in: updating the College's current astronomy lecture course curriculum; developing curriculum for a new astronomy laboratory component and two advanced astronomy courses; funding for new astronomy laboratory equipment; and remodeling the College's nearly 40-year-old planetarium facility to create an astronomy classroom. Short-term goals include 1) upgrade and expand astronomy offerings so that they correspond with upgrades and improvements in the College's other science, engineering and math courses and 2) improvement of programs to improve minority student enrollment; persistence, retention and transfer. The project's long-term goal is to build the astronomy program and create an articulated associate of Science Degree. Hartnell is partnering with UCSC and the NASA Ames Research Center on this project.

Funds received through the grant will cover the costs of remodeling the C. Frederick Ching Planetarium to accommodate classroom/lab; purchasing of new planetarium and astronomy lab equipment; hiring of consultants to assist with lab design, curriculum development and evaluation; funding of faculty stipends and travel for project personnel.

*24. David and Lucile Packard Foundation to Link Limited English Proficient Students with Five Career Pathways:*

Hartnell College has received a grant in the amount of \$150,000 from the David and Lucile Packard Foundation to link Limited English Proficient Students with five Career Pathways. The grant will create five Vocational English as a Second Language classes that will help students connect to career ladder, degree track programs that link with high growth occupations paying family-sustaining wages.

The Vocational English as a Second Language (VESL) courses targeted by this proposal will be in Business Office Technology, Multimedia/Computer Networking, Early Childhood Education, Speech, and Pre-Science. This proposal will help Limited English Proficient students acquire the skills needed to succeed in college and beyond.

*25. United States Department of Education Title V Developing Hispanic Serving Institutions Program for a Cooperative Grant for Hartnell College and Gavilan College:*

In a cooperative effort, Hartnell College and Gavilan College have received a grant of \$3,000,000 over a five-year period from the United States Department of Education for a Cooperative Title V Grant for Developing Hispanic Serving Institutions. In 1995, Hartnell College received a Title III Grant from the United States Department of Education. In 2000, Hartnell College received a grant under Title V for the Developing Hispanic Institutions Program. In 2000, Gavilan College also received a Title V Grant.

For over 10 months, the faculty and staff at Hartnell College and Gavilan College have worked together to prepare the Cooperative Title V Grant. They have reviewed commonalities and differences and have created a comprehensive development plan to address major challenges at both institutions.

The Cooperative Title V Grant has one activity and three components. The components are priorities and are outlined below:

**Component 1: Pathways to Basic Learning Skills and Improved Student Services** is an integral part of this collaborative effort. The effort will increase access through bilingual classes. It will allow for easy bilingual access to Student Services. The component is organized into three strategies, each based on thorough research and analysis as the best option for preparing students for college. Through collaboration with students, parents, community groups, feeder high schools, and faculty and staff, more effective introduction to instructional programs and accessible student services will be created. The new instructional programs and student services will be developed to increase college readiness and retention rates by: (1) establishing a full range of bilingual Student Services information delivered in both traditional and on-line formats at both colleges; (2) providing access to a full range technical support to Student Services staff at both colleges; (3) creating a “One Stop Shop” of Student Services materials from an Early Alert program through a Degree Audit system, available to all students from remote sites and centers including web-based and electronic kiosks.

**Component 2: Pathways to Science-Based Curriculum Development and Faculty and Staff Training** is also an integral part of the retention plan. It is comprised of six strategies including: (1) designing, developing, piloting and institutionalizing pre-science programs to strengthen student abilities to complete college level programs; (2) coordinating development of laboratory experience and engineering programs so that students have solid two-year experiences in either engineering or science degree emphasis with a laboratory experience in biology, physical science or chemistry; (3) developing and implementing applied Multi-Media Associate Degree programs of interest to industry; (4) developing a Vocational English as a Second Language or VESL cluster; (5) creating and institutionalizing a support program for faculty and staff including Supplemental Instruction and paired classes strategies, educational technologies, Distance Learning courses utilizing Black Board, technical training courses,

conferences, workshops and contact with non-California sites of best practice; (6) institutionalizing bilingual basic skills curriculum and laboratories.

**Component 3: Pathways to Learning and Information.** Distance Education, Digital Classrooms, Electronic Tools and State-of-the-Art Equipment Purchases assure that students, faculty and staff have the educational tools to make learning happen and clear the path of any academic obstacles. The strategies of Component 3 include: (1) building on a developed microwave by extending the capability to Hartnell's East Campus and eventual linkage to Gavilan; (2) delivering programs in compatible digital classrooms and laboratories; (3) promoting access to current educational resources for teachers and students through a program of weeding dated library collections and replacement with print, non-print and web access materials; (4) expanding faculty resource centers including exemplary resources and materials, expanded hours and technical support; (5) reviewing and selecting contemporary equipment and software for pre-science, science, multimedia and engineering; (6) providing technology compatibility within each college.

*26. United States Department of Education Project Teach for Tomorrow:*

Hartnell College has received a grant in the amount of \$1,488,015 over 5 years from the United States Department of Education for Project Teach for Tomorrow. The College and surrounding K-12 school districts have a compelling need for bilingual teachers. Hartnell College is the logical starting point for students wishing to prepare themselves for careers in education. The College will (a) prepare a minimum of 300 candidates to pursue California Multiple or Single Subject Professional Clear Credentials with BCLAD or CLAD authorizations, (b) develop an AA Transfer Program for Teacher candidates, and (c) establish a Future Teacher Preparation and Transfer Center.

*27. United States Department of Education GEAR UP Partnership Grant in Soledad:*

Hartnell College has received a grant from the United States Department of Education in the amount of \$878,990 for a GEAR UP Partnership Grant in Soledad. In September 1999, Hartnell College received funding for a GEAR UP grant for a project with El Sausal Middle School and Alisal High School. Under the guidelines for the GEAR UP grant, Hartnell College is eligible to submit additional grant applications.

The project in Soledad will address weaknesses at the Main Street Middle School and at Soledad High School related to poor performance in Math and English, a high attrition rate, and a low college entry rate. Fifty percent of the high school teachers at Soledad High School are not certificated and 23 percent of the middle school teachers at Main Street Middle School are not certificated. The project will also address this challenge.

*28. National Science Foundation for Computer Science, Engineering and Mathematics Scholarships (CSEMS):*

Hartnell College has received a grant in the amount of \$189,750 from the National Science Foundation for Computer Science, Engineering, and Mathematics Scholarships (CSEMS). Hartnell College's

National Science Foundation CSEMS Project, *Improving Student Success in Computer Science, Engineering and Mathematics*, will improve the enrollment, persistence, retention, graduation, and/or transfer of disadvantaged/underrepresented/academically talented and potentially talented students in computer science, engineering, mathematics, and related technological majors. This will be accomplished through the disbursement of scholarships (\$500 per semester for up to three years) to as many as 80 eligible and qualified students.

## **B. STRATEGIC INITIATIVES:**

Hartnell has been an active member of the League for Innovation for nearly three years. This organization consists of community colleges that are in the forefront of change and are noted for developing innovative programs in technology, student learning, and program services. The League for Innovation constantly recognizes those institutions through its abstract of model programs, successful practices, and new ideas related to learning and leadership in community colleges. This information is disseminated through *Learning Abstracts* and is published on a regular basis. Hartnell College, through its strategic initiatives, has been successful in implementing a number of innovations that influence student lives, community participation, faculty excellence, and partnerships that result in student access and success. The following strategic initiatives are representative of the vision and hard work of faculty, staff, and the Board of Trustees. They also highlight the Board of Trustees' and Hartnell's commitment to institutional excellence and constant, purposeful, innovative change:

### *1. Academic Systems:*

Academic Systems is a software company that has developed a number of interactive computer-assisted instructional packages in mathematics and English. The Academic Systems software programs provide students with an array of educational opportunities that parallel those available in the traditional classroom. These include presentation of basic material, further explanation of difficult concepts, practice exercises with evaluation of responses, practical applications of significant concepts, and tutorial assistance. The programs have resulted in dramatic increases in student retention and success. The programs are particularly applicable to basic skills and introductory level courses. Hartnell implemented (on a pilot basis) an Academic Systems computer laboratory for the fall of 1999 to evaluate the success rate of students compared with those in traditional sections. A permanent faculty position with tenure track has been developed to assist with the implementation of Academic Systems. This position was permanently filled Fall 2002.

### *2. Business Training Center:*

The Business Training Center has been created in response to the CalWORKS program to provide intensive, short-term business skills training that will qualify participants for entry level office occupations. During the summer of 1998, the office occupations curriculum was modified so that it could be offered in eight-week modules. The Private Industry Council (PIC) provided 24 excess computers that have been upgraded to Pentium II's and installed in a classroom on East

Campus. In addition, the Construction Program has erected a classroom building. The Center also has a Child Care Facility and comprehensive, on-site Admission and Records support in facilities that were recently completed on East Campus.

The Center opened in 1999, and offers six eight-week cycles each academic year. A Learning Skills Laboratory on-site offers open entry/open exit courses in reading, writing, and mathematics in support of the Center. The first cycle was a morning cycle only, operating from 8:00 a.m. to 12:30 p.m., Monday through Friday. Successful completion of four cycles, a minimum of 32 weeks of intensive training, will give the student the necessary entry level job skills. A fifth cycle will help perfect those skills. Through the Business Training Center, the College will be able to respond to the needs of the community in a timely manner.

In 2001-2002, the Business Training Center expanded its offerings to include evening business training classes for individuals who want to start their own business and day entry level training courses for anyone wishing to develop business applicable competencies. As a partner of the One Stop Shop (OSS), the Business Training Center enrolls any employee of the OSS who does not pass their entry requirement in word processing with his/her tuition paid by the OSS.

### 3. *California Food and Fiber Futures (CF3)*

CF3, lead by University of California Davis, is a statewide project involving 12 regional sites, has two Phases. One is a process of envisioning agriculture education as one would like it to be in 20 years. Six areas of concentration were identified at the Capstone Conference in Sacramento. Hartnell and Cal Poly are partners in the Agriculture Literacy area and the College has an agriculture tour planned as part of Phase II. Funding for CF3 is from the Kellogg Foundation. Hartnell will continue to be part of the Kellogg Foundation's nationwide agriculture education program.

### 4. *Emeritus College*

At the request of community members, a program of courses was designed to accommodate the needs of older adults. The 1990 census data covering Monterey County shows over 32,000 English-speaking adults over 65. An additional 2,500 over 65 do not speak English with sufficient fluency to benefit from courses taught in English. Since 1990, the elder population over 65 has grown. In addition to census data, the high number of requests to be included on the Emeritus College mailing list indicates a high interest in the program. The elder population is one segment of the community that Hartnell's curriculum has not served.

Emeritus College courses are all noncredit, short courses. Pursuant to State requirements for funded courses in this category, each course is designed specifically for older adults, although any student may enroll. Emeritus courses come from many disciplines across the curriculum, ranging from creative courses in art, music, and creative writing, to such courses as financial planning, nutrition, self-defense, and home plumbing repair. The courses are short, high interest, stressless, and economical. The program is designed with the preferences and needs of older adults in mind, including afternoon scheduling, easily accessible classrooms, and a simplified registration process.

## 5. *Faculty Resource Center*

In order to facilitate faculty development, the College provides numerous resources, among which is the Center for Learning Technology and Innovation (CLTI), a resource laboratory that provides access to the latest innovations in instructional technology. This facility is used to provide faculty training throughout the year on a broad range of topics and in a variety of formats. Subjects range from basic computer literacy to advanced multimedia authoring and may be taught in informal laboratories or a more structured classroom environment. A variety of equipment and resources are available to allow instructors to make use of the up-to-date instructional methods.

## 6. *Higher Education Learning Partnership (HELP)*

The Higher Education Learning Partnership (HELP) was formed in response to an expressed need to improve articulation of courses and program offerings and coordination of curricular activities between California State University Monterey Bay (CSUMB), and five local community colleges: Cabrillo, Evergreen Valley, Gavilan, Monterey Peninsula, and Hartnell. During the first year of activities, the Partnership worked on activities related to the articulation of courses, staff development workshops in distance education, and the application of technology to the modern teaching environment. Information was also shared concerning the Service Learning requirement at CSUMB and the establishment of similar programs at the partner community colleges. The implementation of a technology competency requirement at several of the community colleges is under discussion to parallel the Tech Tools course offered by CSUMB. Pilot efforts in sharing web-based on-line courses has also taken place.

Cabrillo, Evergreen Valley, Gavilan, Hartnell, and Monterey Peninsula Colleges are community colleges with strong traditions of educational leadership and public service. California State University Monterey Bay (CSUMB) is a new university with a vision to cooperate with other educational institutions to improve the quality and productivity of higher education. Together, these institutions serve thousands of students in the California central coast region. To promote the educational success of these students, Cabrillo, Evergreen Valley, Gavilan, Hartnell, and Monterey Peninsula Colleges and California State University Monterey Bay agree to become Higher Education Learning Partnership (HELP). This partnership recognizes our mutual commitment to work together as faculty, staff, and administrators in ways that better serve the educational needs of the students.

The Partnership has allowed for faculty and staff exchanges that have improved the pathway of students from Hartnell College into CSUMB through coordinated intersegmental activities mutually sponsored by the Hartnell College Transfer Center and CSUMB Outreach Offices. This partnership and collaboration between faculty and staff from both Hartnell and CSUMB has been recognized for expanding the number of students who transfer to that university from Hartnell College.

## 7. *Interdisciplinary Communication Program*

The Interdisciplinary Communication Program integrates courses from multimedia, speech, film studies, radio/television, photography, journalism, creative writing, and computer information science. This integrated educational approach reflects the convergence of print, broadcast electronics, and digital network technology, as well as the technical and creative sides of the industry. Today, the best employees are artists as well as technicians. For this reason—along with the rapid obsolescence of technology—the discipline includes many non-technical courses that are designed to develop the student’s aesthetic and critical faculties. It is crucial that students are taught to continually acquire and critically evaluate information so that they can become what the new economy demands: lifelong learners.

The Interdisciplinary Communication Program believes in the importance of collaborative learning. The new communication technology has globally linked all manner of human enterprise; therefore, the collaborative classroom must provide and model learning linkages between students. Furthermore, by adapting pedagogy to the 1996 Hartnell College Student Entry Survey results, which suggests that Hartnell’s Latino and minority students excel in collaborative learning environments, the communication discipline strives to maximize student success in the high-wage information industry while simultaneously reinforcing the College’s commitment to diversity using collaborative pedagogy. This discipline will be responsive to changes in technology, use collaborative teaching/learning techniques, and present tools for lifelong learning that enable students to compete effectively in the work environment of their choice.

## 8. *Marine Advanced Technology Education (MATE)*

MATE is a national consortium of educational institutions and organizations seeking to improve marine technology education and to prepare marine technicians for the complex, technologically advanced workplace of today and tomorrow. Headquartered at Monterey Peninsula College, the MATE Center is one of eleven ATE Centers established with funding from the National Science Foundation’s Advanced Technological Education Program. The following nine community colleges are partners in MATE:

Prince William Sound Community College, Alaska  
Monterey Peninsula College  
Cabrillo College  
Hartnell College  
Harbor Branch Oceanographic Institute, Florida  
Nunez Community College, Florida  
Southern Maine Technical College  
Cape Fear Community College, North Carolina  
Clatsop Community College, Oregon

Hartnell’s interest in MATE centers on developing a Marine Technician certificate and degree program. New courses in marine geology, oceanography laboratory, and careers in technology are being developed as part of this effort. Other existing courses will be modified to incorporate

marine technology topics. In addition, some of the courses will be offered on the Internet. A major goal of MATE will be to reorganize the Mechanical Technology Program into an Industrial Mechanic Program that will have a core of existing courses from various technical fields and then branch into four areas of specialization: Marine Technician, Welding Technician, Plant Maintenance Technician, and Agriculture Technician. The emphasis in the Marine Technician certificate will be to prepare students for the support jobs in the industry from repair of marine engines and electronics to the maintenance of underwater research vehicles.

#### *9. Reading/Writing/Mathematics Laboratories (Learning Skills Center)*

The Learning Skills Center is an instructional program and a multi-discipline center consisting of a Reading & Writing Laboratory, a Mathematics Laboratory, and a Tutorial Center located in Annex 107, Annex 120, and Annex 108 respectively.

The Learning Skills Center provides remedial and developmental instruction for academically under-prepared students. It provides supplemental and stimulating instruction for students interested in developing particular reading, writing, and mathematics skills. In addition, it provides peer-tutoring assistance for a variety of courses through individual and group sessions.

The Reading & Writing and Mathematics Laboratories serve as many as 1200 students each semester. Almost two-thirds of these students attend the Reading & Writing Laboratory. Of these, approximately 40% were English as a Second Language students. The remaining third attended Mathematics Laboratories courses. Another 300 students make use of the Tutorial Center.

#### *10. Learning Communities*

In Fall of 2001 Hartnell College started its first Learning Community by linking Intermediate ESL, Prealgebra, and Human Effectiveness (counseling) for a cohort of students who traditionally due to language limitations have had a hard time completing their math courses successfully. Due to our success rate of 78% in math vs. 46% in past years and 88% in ESL vs. 66%, there were eight learning communities offered in fall of 2002.

#### *11. SMOG*

Established in the spring of 1998, the Referee and Lane Technician Training Program is a state-wide partnership between the Community Colleges Foundation, the Bureau of Automotive Repair, and several community colleges. The program provides a mandated Smog Check Program referee service to California motorists. The Foundation leases approximately 1,200 square feet of the west end of the East Campus automotive laboratory to test automobiles that have failed initial smog checks. The lease agreement provides \$1,000 per month to the College. Minor remodeling and equipment costs are paid by the Foundation. All scheduling of motorists; financial, personnel, and site management; employee training; and promotion of the Program are the responsibility of the Foundation. The diagnostic equipment may be used by Hartnell instructional programs when

not in use by the Foundation. A stated goal of the Foundation is to provide training for CalWORKS clients. These student interns will be trained by the full-time referee/site manager. Details of the internship are not yet established.

#### *12. Trustee Grant for Faculty and Program Innovation*

The Hartnell College Board of Trustees instituted the Trustee Grant for Faculty and Program Innovation at the recommendation of the Superintendent/President and the Academic Senate. The Administration sets aside \$50,000 each year from Block Grant Funds to assist faculty members who wish to introduce innovative materials and techniques into their instructional programs. The objective for the Grant is to improve learning and instruction through development, implementation, evaluation, and sharing of non-traditional teaching methods. The grant provisions require that an awardee present a workshop for his or her peers to share the project's objectives and student outcomes. The workshop also gives the grant recipient an opportunity to receive suggestions for further refinement and interdisciplinary utilization. The Staff Development committee is charged with the responsibility to oversee the Program by evaluating and recommending acceptance to the Senate and the Superintendent/ President, who ultimately awards the grant. Many instructional programs have benefited from the Program and the creativity of the faculty who successfully applied for the funding to support their ideas.

#### *13. Title IX Gender Equity-Athletics*

Hartnell College has been working on achieving equity for men and women's programs by providing opportunities for all athletes with the same integrity. Hartnell has an on-going commitment to achieve equity under the guidelines of Title IX with the goal to provide opportunities to increase student' self-understanding, self-direction and social, physical and intellectual development.

Women students are being served at Hartnell College. We have been proactive in working to provide opportunity for women students. Hartnell has added women's sports to help further participation of women and meet the needs of our community.

Some of the accomplishments in this area include: development of a master plan for athletics, redesigned budget procedures, establishing timelines for adding women's sports without destroying established men's sports, continuing to monitor the athletic budget and keep it equitable for all sports, and building female participation with recruitment.

#### *14. Health Professions Training Center*

Funding was received in the Spring of 2002 to complete the establishment of a state-of-the-art comprehensive health occupations training center at Natividad Medical Center (NMC) through a collaborative involving Natividad Medical Center, Salinas Valley Memorial Hospital, Community Hospital of Monterey Peninsula, Mee Memorial Hospital, Hartnell College, and the Regional Health Occupations Resource Center. The funding includes \$714,000 from the Health resources and Services Administration and \$120,000 from the State Assembly. It is the intent of this collaborative project to develop a comprehensive array of health profession training programs supported

by a state-of-the-art training facility. A feature of these programs will be the use of new technologies to provide distance learning to healthcare providers throughout Monterey, San Benito and Santa Cruz Counties.

The total project was designed to be completed in two phases. The first phase (3000 sq.ft.) was completed in April 2001 and consists of a temporary EMT lab, a temporary nursing skills lab and two offices, located on the east end of the project. Phase II added 7000 square feet, and in addition, made offices and conference room space out of the temporary labs constructed in Phase I. The completed training center consists of the following: Distance Learning, Emergency Medical Technician Lab, Nursing Skills Lab, including five bed stations, Medical Lab Technician Lab, General Lecture Room, 10 Faculty Offices, Directors Office, Assistant Directors Office, Secretaries Office, and Storage Spaces.

Services provided by the project include training in key, high skill health occupations and expansion of the career options open to Monterey county residents. It provides reliable, consistent, and high quality training programs that are able to flexibly respond to industry need and technology changes.

