

X. SPECIAL PROJECTS: Grants and Strategic Initiatives

PROGRAM DESCRIPTION:

To stay current with the latest strategies that support the recruitment, retention, and graduation 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, staff and students. 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, retain and graduate 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; (6) the need to remain innovative and competitive in many instructional areas.

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, to purchase equipment, to purchase hardware and software utilized in instruction, and to implement support services that promote recruitment, retention, and graduation. Every grant and/or strategic initiative supports the College's mission statement and reflects the College's vision statements. Grant writing and grant development efforts are coordinated by the Office of Marketing, External Relations, Grant Development and International Education.

A. GRANTS

Below is a partial listing of grants that have been received by the College over the last eleven years. A complete listing of all grants applied for and received is available in the Office of Marketing, External Relations, Grant Development and International Education.

1. United States Department of Education Title III:

As a Hispanic Serving Institution (HSI), Hartnell was eligible to apply for a Title III grant from the United States Department of Education. Received in October 1995, 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 had 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 acquired a state-of-the-art CD-ROM based database system for student research. Most importantly, Title III 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 influenced student success.

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

In March 1998, the National Science Foundation awarded 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:*

In March 1998, this grant, totaling a million plus dollars, enabled Hartnell College to establish a Regional Health Occupations Resource Center based on the Hartnell College campus for the Central Region. 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.

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

In April 1998, this grant established an Industry-Driven Regional Collaborative and addressed the specific need for a Medical Laboratory Technician Program in the California Community College System. The grant, funded for \$446,798, provided curriculum consultation, technical hardware and software, and facilities for interactive video teleconferencing.

5. *United States Department of Agriculture Hispanic-Serving Institutions Education/Agricultural Education Expansion Project:*

In 1998, this grant enabled Hartnell College to create articulated agricultural programs and provided additional outreach to local high schools and area agricultural industries. The amount of the grant was \$198,627. Hartnell College's Occupational Education Division and Community Education collaborated to coordinate three academic degree or certificate track programs: 1) Agribusiness—agricultural business management, 2) Viticulture/ Enology—grape and wine production and processing, and 3) Agronomy—crop science.

The programs featured high quality classroom and laboratory instruction and mandatory experimental learning through internships or other work-based experiences. The programs employed a model that linked high school students to Hartnell, and assisted Hartnell students in transferring to comparable agricultural programs at four-year colleges and universities. Faculty members facilitated curriculum design and the regional agriculture industry assisted in the development of the program. This project promoted and strengthened Hartnell College by attracting, retraining, and graduating outstanding students to enhance the food and agricultural work force in the Salinas Valley.

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

Initially funded in September 1998, this grant benefited 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 recruits 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 and the program continues today. 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.

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

In September 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. The principal goal was to support rigorous academic achievement and to create a college going culture.

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

In October 1999, this grant for \$250,000 over two years 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 provided 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.

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

In October 1999, the college received this grant 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 was the first one in the state of California. This grant provided curriculum consultation, technical support, hardware and software, and reimbursed other costs for developing a sharing model for scarce or unavailable curricula. The amount of the grant was \$500,000 over a two-year period. The funds were used for staffing and facilities that assisted Hartnell College's Regional Health Occupations Resource Center in disseminating laboratory technician programs throughout California.

10. *David and Lucille Packard Foundation Institutional Advancement Grant:*

In November 1999, the Packard Foundation provided \$75,000 to purchase equipment to expand Hartnell College's King City Center. The grant greatly increased educational access and opportunities for a large, underrepresented, and economically disadvantaged population in southern Monterey County,

equipping a learning skills laboratory, and classroom in the brand new facility being built in partnership with the City of King City. Computers and other technology provided by the grant connected the Center to the Hartnell campus, allowed distance education programming, and greatly expanded all educational and occupational offerings in southern Monterey county.

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

In March 2000, 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 activities; 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. The MESA Program continues today.

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

In May 2000, Hartnell College and Cabrillo College 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 included California State University Monterey Bay, San Jose State University, and South Bay Regional Partnership. Hartnell was the fiscal agent for the grant.

The project used: 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 answered 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.

13. United States Department of Agriculture Hispanic Serving Institutions Agriculture/ Education Implementation and Outreach Project:

In July 2000, the College 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 implemented Hartnell's Agriculture Production degree and certificate programs, and provided strengthening activities such as outreach to local high schools and migrant families, and special career-oriented programs.

In implementing this project, the College 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 became part of Hartnell's regular academic and work force training

program offerings in agriculture. This project built on a USDA-HSI grant awarded to Hartnell College in 1998.

14. United States Department of Education Title V Developing Hispanic Serving Institutions Program:

In August 2000, the College received a grant for \$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 were 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 included creating a comprehensive tutorial program featuring supplemental instruction, student leaders and creating learning communities through a cohort mode. The project also provided 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 focused on improving Hispanic success in college and transfer-level mathematics and math-based sciences. The grant provided funding for faculty to develop math, physics and engineering curriculum. An engineering classroom/lab was created in conjunction with the curriculum changes. A Math and Science Study Center was established to provide the space and tutorial support students need to succeed in math and math-based sciences. Additionally, this component included provision for outreach activities at outlying sites and high schools.

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

In September 2000, the College 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 served as a pilot project and resulted in a transferable model with statewide application, as well as a work-based learning manual, instructional resources, curricula, web-based materials, and outreach information.

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

In September 2000, the College received this grant in the amount of \$50,000 to develop and implement a new, hybrid model for campus-wide internships, based on two successful, existing Hartnell programs: the Student Success Through Education and Experience Program (an off-campus subsidized training program) and the Cooperative Work Experience Program (an internship program). This hybrid model increased the number of students in work site internships; supported expanding the number of core courses/disciplines that use internships in the curriculum; tightened linkages to employers; delivered new program information and training to faculty; and linked this internship program with all other work-based learning activities and programs on campus.

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

In September 2000, the college received this grant in the amount of \$60,000 for a three-year program to recruit and train prospective K through 12 teachers from migrant backgrounds. This project built 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.

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

In April 2001, the college received this grant in the amount of \$100,000 to equip three student laboratories in Hartnell College's new Health Professions Training Center. The targeted laboratories—Nursing Skills, Medical Laboratory Technology, and Emergency Medical Technology—provided students with essential hands-on learning experiences that enabled them to meet the needs of industry for high skill, competent health care professionals. The new equipment made the labs fully operational and improved more than a dozen vocational/technical health occupations programs.

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

In May 2001, this planning grant created an international health care worker assistance training program for the central California region. The project was known as "Welcome Back – Central Region". Through the project, foreign-born residents with some health care training were recruited to regional colleges to receive updated health care occupations training. The project resulted in an increased number of qualified health care workers, helped to fill critical shortages in health professions, and took advantage of an under-utilized human resource. Some health care trainers were recruited to regional colleges to receive updated health care occupations training. The project resulted in an increased number of qualified health care workers, helped to fill critical shortages in health professions, and took 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:*

In August 2001, Hartnell College received a grant of \$78,868 from the United States Department of Defense Infrastructure Support Program for Minority Institutions. This grant funded the acquisition of new instrumentation for the College's remodeled Engineering/Physics Laboratory and new Math/Engineering/Science Study Center. The equipment received through this proposal completed 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. The grant was for equipment only.

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

In November 2001, Hartnell College received a grant in the amount of \$250,000 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 enhanced education, training and research opportunities; strengthened the environmental science program at Hartnell College; partnered with four minority-serving local high schools; and linked 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:*

In November 2001, Hartnell College 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 partnered with two local Head Start programs; developed new curriculum; created a new ECE/Head Start A. A. Degree program; developed outreach and recruitment; directed student support services; evaluated activities to improve the educational Head Start program; met the provisions of the 1998 Head Start Reauthorization Act; met State of California provisions; leveraged resources committed to Head Start teacher development; and improved the school readiness of a disadvantaged Latino student population.

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

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

In February 2002, Hartnell College 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 resulted 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 included 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 partnered with UCSC and the NASA Ames Research Center on this project.

Funds received through the grant covered 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 Grant to Link Limited English Proficient Students with Five Career Pathways:*

In July 2002, Hartnell College 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 created five Vocational English as a Second Language classes that helped students connect to career ladder, degree track programs that linked with high growth occupations paying family-sustaining wages. The Vocational English as a Second Language (VESL) courses targeted by this proposal were in Business Office Technology, Multimedia/Computer Networking, Early Childhood Education, Speech, and Pre-Science. This grant helped 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 September 2002, in a cooperative effort, Hartnell College and Gavilan College 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 worked together to prepare the Cooperative Title V Grant. They reviewed commonalities and differences and 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 and abilities to complete college level programs; (2) coordinating development of laboratory experience 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:*

In November 2002, Hartnell College 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:*

In November 2002, Hartnell College 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):*

In October 2003, Hartnell College 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.

29. *United States Department of Agriculture Hispanic Serving Institutions Grants Programs to create a Bachelor of Science Degree Program of Business Administration with a concentration in Agribusiness management/collaborative grant with California State University Monterey Bay*

In September 2004, California State University Monterey Bay in collaboration with Hartnell College received a joint grant in the amount of \$300,000 from the United States Department of Agriculture Hispanic Serving Institutions Grants Program to create a seamless four-year Bachelor of Science in

Business Administration with a concentration in Agribusiness Management. Hartnell's share of the grant was \$100,000. The project expanded agricultural education in the region; increased Latino/a student enrollment and success in agriculture majors; met critical industry needs; and supported regional agricultural growth.

The first two years of the program will be offered at Hartnell, by articulating the existing Hartnell College Associate of Science Degree in Agribusiness. The final two years will be offered at California State University Monterey Bay through the new Bachelor of Science program.

30. *Chancellor's Office California Community Colleges for an Emergency Nurse Training Industry Driven Regional Collaborative*

In February 2005, Hartnell College received a grant in the amount of \$800,000 from the Chancellor's Office California Community Colleges for the Region 5 Regional Health Occupations Resource Center Emergency Nurse Training Industry Driven Regional Collaborative. The grant was funded over a 20-month period beginning in November 2004. It responded to a serious shortage throughout the regional healthcare industry for emergency nurses – registered nurses who, after receiving additional training, work in and around hospital emergency rooms. This project, driven by the needs of regional hospitals and in partnership with regional community colleges, established five laboratory training sites; used state-of-the-art curriculum; delivered lectures through interactive teleconferencing; and resulted in a system

31. *United States Department of Education for a Student Support Services Program*

In May 2005, Hartnell College received a grant from the United States Department of Education for a Student Support Services Program. The amount of the grant was \$220,000 per year for five years. The top ten percent of awarded grants were funded for five years. Hartnell's grant scored 100 percent. The grant initiated on October 1, 2005.

Hartnell College identified a minimum of 4,277 low income, first generation college bound students who qualify as Student Support Services (SSS) participants. One hundred six students joined in the first year of the grant and will be guided into supportive academic experiences. Each participant will receive financial aid, transfer, academic and career advising and supplemental instruction. There will also be study skills instruction which will correspond to individual academic plans. SSS Staff will work with small groups in learning community settings. There will also be ample one-on-one contact to assure academic success. In addition, participants will take part in a variety of cultural experiences.

32. *National Science Foundation – Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP)*

In January 2006, Hartnell College received a grant in the amount of \$885,000. from the National Science Foundation, Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP). Hartnell College's STEP project — Stepping Up: Improving Women and Latino Enrollment and Success in STEM Programs — will attack the problem of low enrollment and success of Latinos and women in science, technology, engineering, and mathematics courses and majors on two levels. First, it will address the college-level preparedness of entering freshmen students; and second, it will expand academic support services to students in STEM “gatekeeper” courses — courses essential for

advanced study and transfer in a STEM field. This grant was a resubmission based on reader's comments received last year. The grant will be funded over a five year period.

33. *National Aeronautics and Space Administration to Fund the Hartnell College Engineering Program Upgrade*

In January 2006, Hartnell College received a grant in the amount of \$400,000 from the National Aeronautics and Space Administration (NASA) to fund the Hartnell College Engineering Program Upgrade Project. This project is designed to enhance engineering education at Hartnell to better serve Latino and other minority students. It will result in: updating the College's current introductory engineering course curriculum; developing curriculum for three new, advanced engineering courses infused with project management concepts; and training faculty with greater expertise about project management. Short-term goals include: 1.) upgrade and expand engineering offerings so that they correspond with NASA's needs as well as upgrades and improvements in the College's other science, technology, engineering, and mathematics programs; and 2.) develop programs to improve minority student enrollment, persistence, retention, and transfer. The project's long-term goal is to strengthen the engineering program and create an articulated AS degree with University of California Santa Cruz, Baskin School of Engineering.

In November 2002, Hartnell College 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.

B. STRATEGIC INITIATIVES:

Hartnell has been an active member of the League for Innovation for several 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. *Faculty Resource Center*

In order to facilitate faculty development, the College provides numerous resources, among which is the Faculty Resource Center (FRC), 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 ad-

vanced 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. The FRC is located within the newly built Library/Learning Resource Center.

5. *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.

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 educations. 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.

6. *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.

7. *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.

8. *Academic Learning Center (Learning Skills Center)*

The Academic Learning Center (ALC) is an instructional program and a multi-discipline center consisting of a Computer Laboratory, Language Laboratory, Mathematics Laboratory, Reading & Writing Laboratory, and a Tutorial Center. In the past these labs have been located in the Annex and CAB buildings. When the new Center for Assessment and Life-long Learning (CALL) building opens in 2008, all these labs will move under one roof. In the meantime, the Computer and Language Laboratories will remain in the CAB building, while the other labs move to a swing space in the old library building. Furthermore, the ALC offers services at East Campus and King City Center through the East Campus Reading and Writing Lab and the King City Center Learning Skills Lab.

The Academic Learning Center provides developmental instruction for academically under-prepared students and alternative instructional environments for students seeking more individualized or self-paced programs of study. It provides supplemental and stimulating instruction for students interested

in developing particular computer, language and mathematics skills. Moreover, the Tutorial Center provides peer-tutoring and supplemental instruction for a variety of courses through individual and group sessions for gateway courses that have been historically difficult for many students to pass either in order to get to a specific major or for transfer purposes.

The Academic Learning Center laboratories serve as many as 2000 students each semester. In fall 2005, the labs served a total of 1,868 actively enrolled students for a total of 39,146 contact hours:

- Computer Lab 338 students, 6309 contact hours
- Language Lab 78 students, 1419 contact hours
- Math Lab 410 students, 9770 contact hours
- Reading and Writing Lab 248 students, 7724 contact hours
- Tutorial Center 672 students, 11069 contact hours
- East Campus 56 students, 1270 contact hours
- King City 66 students, 1585 contact hours

The ALC labs and centers promote retention of students who might otherwise drop out or not succeed in gate keeping courses for their desired certificate, degree or transfer coursework. In addition, during the academic year from summer 2004 through spring 2005, FTES for all the positive attendance courses offered by the ALC totaled 119.83.

9. *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.

10. *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.

11. *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 Adminis-

tration 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.

12. 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's self-understanding, self direction and social, physical and intellectual development.

Female student/athletes are being served at Hartnell College. Our department has been proactive in working to provide opportunity for female student/athletes. Hartnell has added women's sports to help further the participation of women and meet the needs of our community.

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

13. 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.

