HARTNELL COLLEGE

Accreditation Midterm Report

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

March 11, 2010

411 Central Avenue
Salinas, CA 93901
831 755-6900
www.hartnell.edu

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Patricia Donohue
President, Governing Board of Trustees

Phoebe K. Helm
Superintendent/President

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STATEMENT ON REPORT PREPARATION

In June 2007, as a result of the comprehensive self study and team evaluation visit, Hartnell College was placed on academic probation by the Accrediting Commission. One year later, after two Focused Progress Reports and Team Visits, accreditation was fully reaffirmed. In June 2009, the Commission notified the college that all seven recommendations and two concerns identified in June 2007 had been fully resolved and that a Midterm Report was due March 15, 2010.

These accomplishments along with the significant change in faculty, staff and Board leadership led the college to request that the Midterm Report be built on the significant work conducted and documented in the Progress Reports submitted in October 2007, March 2008, and March 2009 rather than the "failed self study" submitted in 2006-07. A letter dated, September 21, 2009 to Commission Staff is included with this Statement of Preparation as documentation of this agreement. Thus, the progress reported on each Standard is from the point and time in which the college was deemed to have fully met that Standard. The Action Plans are stated as "next steps" at the end of each Standard and/or sub-section of a Standard. The college views this Midterm Report, along with the three Progress Reports, as a summary and documentation of the first half of its next comprehensive self study. The action steps identified are expected to be completed before the next visit in 2013.

Two Substantive Change Proposals have been submitted and are scheduled for review the Evaluation Teams on March 12, 2010. The proposals are to: 1) open a new location, and 2) provide 50% 50% or more of its Administration of Justice Programs via Distance Learning as an optional mode of delivery. These proposals are summarized at the end of this Midterm Report and are available in full at http://www.hartnell.edu/accreditation/documents/. The college is committed to improving student learning outcomes and maintaining quality regardless of location, time of day, or mode of delivery. And it is committed to doing so in a way that is systematic, ongoing and sustainable.

The intensity of the work required to fully resolve the Commission's concerns and recommendations in 18 months, and produce a midterm report 12 months later, has had a very positive impact on Hartnell College in ways that might be characterized as an immersion experience. In addition to a deeper understanding of accreditation and shared governance, an ongoing dialogue and spirit of collaboration has been sparked in ways that we believe will be sustained. Hartnell's culture is shifting toward a solution-focused examination of performance data and related issues, promoting open discussions, brainstorming activities, and the evaluation of new models for intervention and improvement. Participatory governance and shared accountability are taking root, as is shared ownership. A new spirit of involvement is pervasive and the college community is committed to institutionalizing systems that will sustain continuous improvement processes regardless of campus leadership. Town Hall meetings have included all employees – maintenance, management, classified, and faculty – and student leaders. This level of inclusiveness communicates that we are all responsible for making Hartnell a better college each and every year. Posting documents on the website and attaching a blog as well as an email address has encouraged everyone, internally and

externally, to have a voice. We have open access to information and communication channels, which will sustain transparency and inclusiveness.

The preparation of this report involved wide spread campus participation. Writing teams were developed based on a composition of faculty, staff and management. Teams met throughout the Fall 2009 semester. The first draft of the report was posted on December 18, 2009 for review and comments. Subsequent drafts were posted on January 11, February 10, and February 18. Comments and suggestions were received with each posting of the draft and those comments were reviewed and incorporated where appropriate. The report was brought to the Academic Senate on four occasions for discussion and/or review. The Academic Senate did a final review of the report on February 23 and voted to accept the report. The report is scheduled for approval by the Board of Trustees at the March 10, 2010 meeting. In addition, the accreditation process and the Midterm report was discussed during the January 2010 flex days, with more than 100 faculty and staff participating.

Thus, while this report has been faculty driven and administratively supported, it is evident that there is a growing understanding, college-wide, that the real purpose of accreditation reports is to document the ongoing work of the institution in meeting its mission and its commitment to continually improve student learning, as well as the processes that enable learning to happen efficiently and effectively for the institution.

Dr. Phoebe K. Helm, Superintendent/President

September 21, 2009

Jack Pond, Vice President
Team Operations and Communication
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Blvd., Ste 204
Novato, CA 94949

Dear Mr. Pond:

Thank you for addressing my questions regarding Hartnell College's Midterm report which is scheduled for March, 2010. Since the purpose of this letter is to memorialize our conversation, it may be helpful to include a brief chronology of the actions over the past three years. The major milestones were as follows:

- June 2007 – Probation (a minority report was filed with the self-study stating that faculty were not appropriately involved)
- January 2008 – Upgraded to Warning
- June 2008 – Reaffirmed Accreditation
- June 2009 – Recommendations and Concerns Fully Resolved

Given that progress, you can see why I am most pleased to have your approval to build the Midterm Report by updating our progress on each standard from the point in time in which that standard was deemed to have been met. This is far more productive for the college than to try and build from the failed self study of 2007. Additionally, our Action Plans will be based on the following documents:

- Salinas Valley 2020 – A District Wide Assessment of Education and Training Needs
- 2016 Financial Plan – A plan to stop deficit spending and restore the reserves increasing growth and efficiencies.
- Educational and Facility Master Plans – Plans that were built in large part on the 2020 study
- Transformation Plan – A plan that includes five major phases of examination and change
- Three Progress Reports – as submitted to AACJC and referenced above

Again, I thank you for your advice and support. Should you have any questions, please contact me.

Sincerely,

Dr. Phoebe K. Helm
Superintendent/President

c: Dr. Barbara Beno, President, ACCJC

Participants in the Midterm Accreditation Report

Steering Committee: This committee served as an overall guide and coordinating body. They set timelines, provided training, posted drafts to the web, met with various groups, assisted in writing, editing and finalizing the Midterm Report for Board Approval and submission to the Accrediting Commission.

Cheryl O'Donnell	Faculty, CSS/BUS/SLO Coordinator
Langston Johnson	Research Analyst
Gary Hughes	Associate Vice President, Educational Tech and Library Services

Writing and Resource Groups by Standard: These groups took a leadership role in gathering information, creating drafts and providing documentation to meet each Standard.

Standard IA:

Lindsey Bertomen	Faculty, Administration of Justice
Dr. Stan Crane	Title V Director
Mary Dominguez	Dean of Student Affairs
Dr. Phoebe Helm	Superintendent/President
Dr. Greg Peterson	Vice President, Student Affairs
Nancy Schur	Faculty, Nursing/Academic Senate Vice President
Joe Welch	Faculty, CSS
Dr. Ann Wright	Faculty, Biology/Faculty Association President

Standard IIA:

Valerie Berthiaume	Division Administrative Assistant
Mary Dominguez	Dean, Student Affairs
LeeAnn Emanuel	Counselor, DSPS
Dr. Jennifer Fellguth	Dean, Distance Learning, Evening and Weekend Programs
Dr. Suzanne Flannigan	Vice President, Academic Affairs
Gary Hughes	Associate Vice President, Educational Tech and Library Services
Langston Johnson	Research Analyst
Dr. Kelly Locke	Faculty, Math/Academic Senate President
Tessie Lydon	Specialist, Library Services
Peggy Mayfield	Librarian
Kathy Mendelsohn	Faculty, Business/Curriculum Chair
Rhea Mendoza-Lewis	Faculty, English
Cheryl O'Donnell	Faculty, CSS/BUS/SLO Coordinator
Dr. Greg Peterson	Vice President, Student Affairs
Joanne Pleak	Administrative Assistant
Bill Rawson	Librarian
Jim Riley	Faculty, Math
Melissa Stave	Faculty, P.E./Cluster Leader

Standard III A:

Paul Chen   Computer/Telephone Technician
Dr. Jennifer Fellguth Dean of Distance Learning, Evening and Weekend Programs
Dale Fuge   Local 39 Steward
Dr. Phoebe Helm   Superintendent/President
Gary Hughes   Associate Vice President, Educational Tech and Library Services
Neil Ledford   Interim Dean, Advanced Technology
Dr. Kelly Locke   Faculty, Math/Academic Senate President
Tammy Moreno   Systems Specialist, Human Resources
Al Muñoz   Controller
Eric Price   Computer/Telephone Technician
Terri Pyer   Associate Vice President, Human Resources
Kent Stephens   Vice President, Support Operations
Dr. Lisa Storm   Administration of Justice Faculty
Joe Welch   Faculty, CSS

Standard IV:

Patricia Donohue   Board of Trustees, President
Dr. Phoebe Helm   Superintendent/President
Cheryl O'Donnell   Faculty, CSS/BUS/SLO Coordinator
Dr. Ann Wright   Faculty, Biology/Faculty Association President
Margie Wiebusch   CSEA President/Program Assistant

RESOURCE DOCUMENTS

HARTNELL DOCUMENTS

1. Hartnell College Mission and Vision Statements: http://www.hartnell.edu/academics/policies/mission.html

2. Educational and Facilities Master Plans:
   http://www.hartnell.edu/accreditation/Facilities_Master_Plan/Hartnell_College_EFMP_Final_June_2008.pdf

3. Shared Governance Handbook:
   http://www.hartnell.edu/academic_senate/governance/Committee_Handbook_April_2008.pdf

4. The Hartnell College Salinas Valley Vision Project: Ensuring a Valley That Matters Survey:
   http://www.hartnell.edu/accreditation/documents/Ensuring_A_Valley_that_Matters.pdf

5. The Hartnell College Salinas Valley Vision 2020 Project: Ensuring a College That Matters:
   http://www.hartnell.edu/accreditation/documents/2020_report.pdf

6. Capital Outlay Projects:
   http://www.hartnell.edu/accreditation/Facilities_Master_Plan/CAPITAL_OUTLAY_PROJECTS.ppt

7. King City Educational and Facilities Master Plan 2008-2011:
   http://www.hartnell.edu/accreditation/Facilities_Master_Plan/King_City_EFMP_Final_April_2008.pdf

8. Screening Data: R:\Academic Affairs\Screening Data

9. Student Learning Outcomes: http://www.hartnell.edu/slo/

10. Hartnell Accreditation Progress Reports:
    http://www.hartnell.edu/accreditation/documents/March_Progress_Report_.pdf (October 2007)
    http://www.hartnell.edu/accreditation/documents/March_Progress_Report_.pdf (March 2008)
    http://www.hartnell.edu/accreditation/documents/Accreditation_Progress_Final_02-19-09.pdf (March 2009)

CHANCELLOR'S OFFICE

11. Accountability Reporting for California Community Colleges: R:\Academic Affairs\ARCC Report

12. Non Credit (Adult and Community Education)
    http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/Noncredit/tabid/531/Default.aspx

13. Basic Skills and English as a Second Language
    http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguageESL/tabid/461/Default.aspx

14. Chancellor's Office Data Mart
    http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspxii

ACCREDITING COMMISSION

15. Accrediting Commission Action Letters:
    http://www.hartnell.edu/accreditation/documents/Accreditation_Letter_2-1-08.pdf (January 2008)
    http://www.hartnell.edu/accreditation/documents/June_30_Letter_from_ACCJC.pdf (June 2008)
    http://www.hartnell.edu/accreditation/documents/June_30_ACCJC_letter.pdf (June 2009)

16. Rubric for Evaluating Institutional Effectiveness Part I: Program Review; Part II Planning;
    Part III Student Learning Outcomes: http://www.hartnell.edu/accreditation/documents/Rubric_Table.pdf

STANDARD I
Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Hartnell College Mission:

Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.

Progress:

Hartnell College is committed to its mission, as published in its catalog, in course schedules, on its website, and atop each agenda for the monthly meetings of the Board of Trustees, as well as in numerous other documents and reports. Since the site visit in 2007, Hartnell has engaged its employees in a concerted effort to assess its performance with regard to meeting the promises contained in its mission. We have done so by identifying the education and training needs of the district, analyzing access and student success data with particular attention to closing the gaps, and exploring new programs that would bring us even closer to fully achieving our mission.

- *Salinas Valley Vision 2020* –We undertook this district-wide needs assessment and shared its findings with the community. Faculty and staff use these findings to establish priorities for the educational master plans and other planning processes. Interventions resulting from this study include expansion of evening, weekend, and on-line offerings to increase access.

- Access measures included a comparison of the demographic characteristics of the students with the demographics of the district. And, while the findings indicated that the economic and ethnic distributions were comparable, much needed to be done to increase the college-going rate of high school graduates. More than 40% of the adult population in

Salinas has not attained a high school diploma (the percentage is even higher in some parts of the district) and even greater numbers lack proficiency in English. These findings led the college to expand its basic skills and English as Second Language programs and develop a K-16 Bridge partnership with its high schools to increase both the high school graduation rate and the college-going rate of graduates.

- Student success measures include certificate and degree attainment, transfer rates, and employment, as well as learning outcomes at the institutional, program, and course levels. These data are analyzed by demographic characteristics, as well as time, location, and instructional modality to establish baselines so that we can measure progress in closing achievement gaps across all groups.

The underlying assumption in these measures is that if the college is successfully meeting its mission the demographics of its students and its graduates will mirror the demographics of the district. Consistent with our mission, we will identify and meet the education and training needs of our district and remove barriers to access and success. The planning and improvement processes that we have adopted to achieve this are discussed in greater depth later in this report.

Next Steps:

1. Update the district-wide needs assessment every three to five years.
2. Analyze access annually by comparing student demographics with demographics of the district.
3. Nurture and expand the K-16 Bridge partnership with our schools.
4. Analyze student success by demographic characteristics, and document improvement plans, interventions, and results.

B. Improving Instructional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Progress:

Hartnell College is committed to improving student learning and believes that progress must be documented in a way that answers the questions: 1) are we a better college than we were a year ago and 2) what is the evidence? Further, the college is committed to using results of the analysis of data to drive institutional change and resource allocation.

To that end, in 2007, the college adopted an assessment and planning model that systematically examines its key processes and the achievement of student learning outcomes at the course, program, and institutional (core) levels. The college utilizes data from those assessments to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement. The assessment and planning model, which is a continuous improvement model, is depicted below:
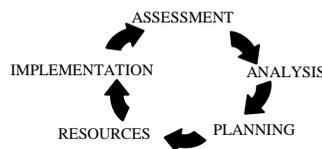
Assessment, the first of the five phases, consists of a three-tiered system that supports program review and planning as an ongoing, systematic, and integrated process. The tiered assessment system starts at the district level and narrows, providing greater detail at each succeeding level. The three tiers, or levels, are:

1. District-wide needs assessment: Hartnell College has relied on the findings from the 2007 district-wide assessment report, *Salinas Valley Vision 2020,* to identify educational and workforce needs of the region.
2. College-wide review: the college focuses on external data sources, such as the annual *Accountability: Focus on Results* study from the Chancellor's Office that provides comparisons to colleges with similar demographics; and internal data sources, including the Program Review Electronic Screening Model, which reviews five data elements including enrollments, course completions, revenue/cost ratios, efficiency/WSCH, and number of degrees and certificates earned.

3. In-depth program review: In-depth program review includes an assessment of both quantitative and qualitative data on processes and outcomes. Data from the in-depth program review, including SLOs, are collected on an ongoing basis. For SLOs, these data are collected in CurricUNET, reviewed annually, and then analyzed in a fifth year report.

One example of the continuous improvement process being used to improve student learning can be found in our math and science programs. All faculty and staff spent time analyzing the findings in the *Salinas Valley Vision 2020* project. As a result of the ensuing dialogue, each area of the college included "improving student success" as a priority in their contributions to the Educational Master Plan. Since that Plan was completed in 2008, faculty in math and science have identified "gate keeper" courses that are essential in successfully moving students through sequences of courses: Passing those courses predicted success thereafter, while failure prevented students from finishing the sequence. Teams of faculty then analyzed the content of those courses and identified concepts that were especially difficult for most students. Then, working with the digital arts department and others, they created manipulatives and directed learning activities (DLAs) to break down those concepts into more understandable components and reinforce the lessons. These materials are being developed through the support of a Title V grant and will be implemented by tutors and supplemental instructors.

They will be evaluated as to their effectiveness and the continuous improvement process will begin anew. The intent of the continuous improvement model is to create ongoing improvement: Data collected through the three-tier assessment process are analyzed to identify patterns and suggest intervention strategies. These data, patterns, and strategies are discussed by faculty and staff and, when appropriate, forwarded through the shared governance process to the Board of Trustees to request the resources necessary to implement the strategies.

Another example emerged as the college, faced with decreased state funding and burgeoning unfunded student enrollments, determined that it must reduce the number of courses it could offer. A shared governance committee started the decision-making process by examining the priorities identified in the *Salinas Valley Vision 2020* report. In one area, faculty conversation focused on how basic skills offerings could be restructured to improve students' preparation for work and college. And in ESL, five-year longitudinal data on successful course completions were the deciding factors in determining appropriate sequencing of courses and placement of ESL students. The college looked to its mission in determining other priorities: UC and CSU general education courses and courses required to complete program majors.

The fact that the college has adopted the continuous improvement model to guide its systematic evaluation and planning should be evident throughout this Midterm Report as each section highlights additional examples.

Next Steps:

1. Update the district-wide needs assessment, *Salinas Valley Vision 2020,* in 2010 through participation in the *Rural Opportunities Study*, funded by the Chancellor's Office.
2. Continue to use the needs assessment and the college's mission as guides in updating the Educational Master Plans and in responding to the reduction in state resources.
3. Continue faculty review and refinement of student learning outcomes at the course, program, and institutional levels.
4. Implement Board of Trustees study sessions focusing on achieving student learning outcomes beginning with the Accountability Report for the Community Colleges (ARCC) and California Leadership Alliance for Student Success (CLASS) data findings.
5. Analyze institutional processes and the use of technology to improve efficiency.
6. Systemically develop a culture of evidence-based decision making using the continuous improvement process.

STANDARD II
Student Learning Programs and Services

A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Progress:

Hartnell College's commitment to its community is central to its mission. For that reason, it is committed to providing high-quality programs and support services that result in students attaining the stated learning outcomes at the course, program, and institutional levels.

Hartnell College is a single-college district with an Educational Center in King City and an Advanced Technology Campus, scheduled to open in August 2010, in the Alisal area of Salinas.

The college delivers instruction in three modalities: classroom-based (face to face), distance learning, and a hybrid of both. The college is committed to the same level of rigor and learning outcomes regardless of location, time of day, or modality. All courses and programs are approved by the curriculum committee. This process includes approval of the student learning outcome statements, as well as modes of instructional delivery. All courses and programs are subjected to the same review processes. Data from assessments of SLOs are compared across location, time of day, and modality to ensure that the college is meeting its commitment to quality and that disparities of achievement do not exist as a result of these three factors. An example of these results is in Appendix A.

Since the last comprehensive accreditation visit in spring 2007, the faculty have developed, reviewed, revised, and/or updated 757 courses. Five-hundred fifty-two courses have been deleted or placed in an inactive status. In addition, we have paid significant attention to market demand, prompting us to discontinue three programs: Medical Laboratory Technology, Animal Health Technology, and Electronics. During this same time, we have vastly expanded programs in Agriculture, Construction, and Computer Science. Five major areas of emphasis have been developed in Agriculture and in Construction. These programs lead directly to jobs and/or to transfer. Both programs provide career ladders for entry level workers and retraining for

incumbent workers. The faculty in both programs work closely with industry advisory committees in developing curriculum, acquiring equipment, and identifying student learning outcomes. Articulation with area universities, especially Cal Poly and UC Davis, is carefully planned and monitored by faculty. The Computer Science program has a significant partnership with the Naval Post Graduate School, which has generated numerous internships for computer science, math, and science students.

Continuing efforts to improve the currency of existing programs are evident. The Administration of Justice and Nursing programs are fine examples. The Administration of Justice faculty worked with industry advisory committees and revised their programs to increase access to likely students and decrease the time it takes to earn a degree. They also have identified a cluster of courses that meets California's requirements for a paralegal license. Nursing faculty analyzed market needs and, as a result, reduced the size of the LVN cohort, in order to increase the number of RN students without adding faculty. Faculty are now planning an LVN to RN Bridge Program. In 2008-2009, both LVN and RN programs were reviewed and fully accredited by the respective California Boards of Nursing. During this period, NCLEX pass rates for both programs exceeded state averages.

Later sections of this report will describe in detail how library holdings and resources are identified by faculty and how student support services are integrated with academic affairs in ways that support achievement of student learning outcomes in curricular as well as extracurricular areas.

While the college has always relied on the professional expertise of its faculty in curriculum and academic and professional matters, the Board of Trustees, in fall 2007, made its commitment more overt by revising Policy 2005 to include the wording from AB 1725 "to rely primarily on the faculty in academic and professional matters" in the 10+1 areas listed. In addition, the Board set aside a one-time allocation of funds to support intensive course and program review including the purchase of CurricUNET to support faculty efforts to keep courses and programs up-to-date and track the achievement of student learning outcomes.

And, as described earlier in Standard I.B, the college, in fall 2007, implemented a continuous improvement model to guide all of its planning and improvement processes. The assessment phase of this model is described as a three-tiered system that starts at the district level and narrows, providing greater detail at each succeeding level. Tiers one and two tend to focus more on quantitative data reports while tier three focuses more on disaggregated data and qualitative data. Assessment of SLOs tends to fall in tier three in this model. The program planning and assessment processes are described in detail in the progress reports submitted in October 2007, March 2008, and March 2009 (http://www.hartnell.edu/accreditation/documents/). This Midterm

Report builds on, but does not repeat all of the work reflected in those progress reports.

As part of the systematic and ongoing assessment at the tier two level, the program review process includes an annual review of 1) all courses and programs using an electronic program screening model and 2) the ARCC report provided by the Chancellor's Office. Both sets of data focus on the percentage of course, certificate, and degree completers. The program screening model provides data on each course and discipline each semester and allows year-to-year comparisons. The ARCC tracks a cohort of entering students over a six-year period and focuses specifically on basis skills and ESL. In addition, it provides comparisons with statewide averages and with a cohort of community colleges identified as having similar "uncontrollable" demographic characteristics such as income and educational attainment levels. These data are discussed by faculty and staff in their discipline and division meetings as well as by the Board of Trustees. Summary data from these two reports are included in Appendix B.

Findings at tier two tend to highlight the need for tier three-level assessments, which could be referred to as a "drill down" or deeper analysis in which the faculty and staff analyze data and determine how those outcomes might be improved. To facilitate and sustain this deeper work, the college created a Student Success Center, where small groups of faculty and staff can come together to examine and discuss data. This effort is led by the Associate Vice President of Educational Technology & Library Services and supported by one full-time faculty with 100% reassigned time, one full-time research technician, and one part-time position supported in part by a Title V grant. Work at this level, for the past year, has clustered around two areas: 1) gate keeper courses, and 2) institutional core competencies. In the first area, after reviewing completion rates for courses, certificates, and degrees, faculty identified courses in basic skills (English and ESL), math and science that appeared to be functioning as "gate keepers." Programmers in the technology area developed a student tracking tool that allows students to be tracked through a sequence of courses. (http://www.hartnell.edu/title5/index_files/Page327.htm) This program is now available on the intranet so that any faculty member can track his or her students through a sequence of courses and disciplines and programs can easily track their students' progress over multiple terms. As described in Standard I B, math and science faculty identified gate keeper courses and then identified, within those courses, critical concepts that were typically difficulty for most students and developed Directed Learning Activities (DLAs) using multimedia and other supplemental materials. Tutors and supplemental instructors are trained to assist students with DLAs. English faculty implemented DLA's last year and are now using the tracking tool to re-examine their course sequences and structures as well as the effectiveness of the placement score cutoffs used. The intent of this tool is to enable faculty to engage in independent research and analysis of student

progress through course sequences. We believe that placing these tools in the hands of faculty and supporting their opportunities to examine data contributes to a growing body of evidence emerging from within the college that supports its commitment to continuous improvement and data-driven decision-making.

In the second area, core competencies have been identified and mapped to course requirements and SLOs embedded in each course. Before the first pilot effort was conducted in spring 2008, all faculty were trained to score writing samples using agreed upon rubrics they developed and refined. Since then, we have collected and scored 225 artifacts (writing samples) from those disciplines. We have assessed two core competencies (communication and information). In fact, the communication competency has been assessed three times – spring 2008, and fall and spring 2009. Significant and cumulative learning and refinements have occurred at each cycle, but most importantly, each cycle prompts more and better questions. For example, one of the analyses was designed to test the assumption that the more college units or credits a student had earned, the higher the student's communication (writing) competency score would be. After studying the results disaggregated into units completed groupings of under 15, 15 to 30, and 31 to 60, and finding little support for the anticipated growth over time, faculty began to ask more questions: "When do students take English?" and "How is writing being reinforced?" As a result, they are now questioning prerequisites and course sequences and have planned a Writing Across the Curriculum workshop for February 27, 2010.

As a result of the focus on measuring institutional core competencies over the past three years, faculty and staff have made a dramatic shift in how they think about and document student achievement. This shift resulted directly from their analytical work on each attempt to measure the institutional core competency in communication. Faculty discovered problems in both how the SLO was written and how the samples were gathered. As a result, faculty are systematically examining the assessment assumptions and processes. While a summary of the results of the core competency assessments over the past 18 months is included in Appendix A we believe that the most significant outcome is a cultural shift toward curiosity and questioning, and a genuine excitement about learning as the norm.

In the most recent activity on flex day, it was clear that faculty were no longer examining core competencies just to meet an accreditation requirement. Now, they want to know how students throughout the college are performing, and how accurately this performance is being measured and documented.

Furthermore, this shift supports the faculty assessment philosophy that general education is the responsibility of the collective faculty and not individual departments. We will continue to examine how written communication is

incorporated into our general education courses and how it is reinforced. In addition to the February 27th Writing Across the Curriculum workshop, we will continue to analyze the Fall 2009 data during the Spring 2010 semester as a combined effort among the SLOA Committee, the faculty, and the Student Success Center staff.

While the focus of this section of the Midterm Report is on ensuring that programs at Hartnell College are current and meet the needs of the district as described in our mission statement, that those programs are systematically examined in an ongoing manner that supports institutional integrity, and that we document the quality at the course, program, certificate, and degree levels, we note that the requirements in Standard IIA 3-7 have been met, and the processes to stay in compliance will be described in more depth in the upcoming self study. Standard II A 8 does not apply to us in that the college has no offerings in foreign locations.

Next Steps:

1. Expand SLO course-level assessment calendar to carry through 2012.
2. Research assessment software for use in storing, tracking, and analyzing data for student learning outcomes.
3. Schedule and conduct training workshops for electronic Programming Planning and Assessment module (PlanNet).
4. Continue analysis of data gathered from the Fall 2009 Written Communication Core Competency assessment.
5. Review and possibly revise the language of the Institutional Core Competencies
6. Schedule disciplines for the 4th and 5th year comprehensive reviews.
7. Re-evaluate certificate programs to include math class that meets the needs of those students.
8. Redesign SLO form for use in CurricUNET
9. Review and update courses scheduled for curriculum review.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Progress:

Hartnell College is committed to achieving a diverse student body that represents its district. It measures its achievement of this goal by comparing the demographics of the college to the demographics of the district. To increase access, especially for first generation college students, the college made two significant changes: a guaranteed course schedule and registration rallies. As a result of these two activities, the college, in 2008-2009, generated 7,669 FTES, exceeding any prior year in the history of the college. During this same year, 57% of the student body identified themselves as Hispanic, 20% as white non-Hispanic, 7% as Asian/Pacific Islander, 3% as Black non-Hispanic, 1% as American Indian/Alaskan Native, and 12% as unknown. These demographic percentages are comparable to the Salinas Valley population as described in the *Salinas Valley Vision 2020* Report.

Compliance Requirements: Hartnell College has made great efforts to verify the accuracy of all information provided to students and the community. In 2008-2009, a committee of faculty and staff reviewed the College Catalog to ensure that it is fully compliant with requirements stated in Standard II B, as well as other applicable laws, rules, and regulations affecting students. Student records are maintained permanently, securely, and confidentially. The files are backed up daily in a digital format and stored in a fire-proof safe on campus. In addition, the Office of Civil Rights (OCR) conducted a compliance audit of Hartnell College publications in spring 2009, including class schedules, marketing materials, and the Catalog. The OCR review found that the publications met requirements, but recommended that the college's non-discrimination statement be more consistently posted in college documents. It gave us until April 2010 to comply. In compliance with accreditation standards, the College Catalog, beginning in 2009-2010, contained the expected Student Learning Outcomes (SLOs) at the institutional and program levels. These publications are published on the college website (http://www.hartnell.edu/academics/catalog.pdf) along with Board Policies (http://www.hartnell.edu/board/board_policies/). The college recognizes that the Catalog is the institution's contract with the student and makes every effort to insure the accuracy and integrity of the information included.

Organization and Services: Results in the *Salinas Valley Vision 2020* report showed that community respondents rated the quality of student services at Hartnell College significantly lower than the institution's instructional services. This prompted the Student Affairs Division to engage in deep reflection and ongoing improvement efforts over the past two years. Findings from the *Salinas Valley Vision 2020* study drove the development of the college's Educational Master Plans and Facility Master Plans, including the Student Services division. Deeper discussion of these findings with faculty and staff led to a redistribution of resources, including the reorganization of Student Services and the decision to pull the services together as a "one-stop" shop. This model now integrates counseling services (EOPS, DSPS, transfer and career services, and general counseling), and enrollment and retention services (Admissions and Records, Financial Aid, Assessment, and International Students). Staff across the division spent a year in training sessions and retreats to develop sustainable systems and processes, including clearly defined career ladders for staff in the offices of Admissions and Records, Financial Aid, and Student Affairs. The Student Services Redesign Plan was vetted through the shared governance committee structure, and space was allocated in a new building on campus for the "one-stop" Student Services Center, which will open in late spring of 2010. We are developing processes to measure the impact of this redesign, and we have created a Core Redesign Team composed of staff from each service area to oversee implementation and review.

In order to enhance the quality of services provided to students and in following our three-tiered assessment approach, the Student Affairs Division "drilled down" in key areas for even more focused reviews. For example, student survey results showed that student satisfaction was lowest with services provided by the Financial Aid Office. Office staff evaluated internal systems and created measures to track productivity. In analyzing the results, they realized that they were much slower processing financial aid applications when they were also clocking significant customer service hours, some of which were students coming back to check on the status of their applications. They developed a plan to give staff more uninterrupted time to process files by closing the office to the public one day a week. Although the customer service hours were reduced, these changes were made without interrupting services for evening and weekend students, who generally have less flexibility in their schedules. As a result of the Friday closure, the Financial Aid Office processed more student applications in one semester than they had processed in the whole 12 months of the prior year. In addition, monthly surveys of financial aid students indicated that the number of complaints decreased and the level of customer satisfaction increased significantly. Based on these outcomes, the Financial Aid Office will maintain its modified schedule.

Using similar assessment and planning processes, Student Activities and Student Government significantly redesigned their areas to improve program

visibility and student involvement. Student representatives identified and made site visits to colleges in the region with successful student government models. As a result, the senators rewrote the Student Government constitution and bylaws to emphasize student advocacy and accountability. They created stipends for student leadership positions, implemented leadership trainings each semester, and revamped the Student Activities Coordinator job description. Student Government (ASHC) expanded its focus on student programs and services, strengthening its support for the InterClub Council which represents 16 active student clubs, including Hartnell Pride (GLBTQ), 12 academic clubs from fine arts and sciences, Movimiento Estudiatil Chicona de Atzlán (MECHA), Women in Science Exploration, and Hartnell Students for Peace. With the support of the ASHC, these clubs hold quarterly activities, such as Hartnell Students for Peace's day-long "Nuestra Familia" families and gang activity dialogue event in the fall of 2009, and supports student competitions, including the Physics Day event on campus and the Students in Free Enterprise's (SIFE) third regional championship and national placement among the top 20 colleges. Student Government is sponsoring a new "college-bound ambassador" program that places eight Hartnell students in local high schools and community service organizations to promote college preparation. These ambassadors are supported by the College Foundation through a private donation. It is in these extracurricular activities that students learn leadership, team building, organization, project management, budget management, and in general how to be productive members of their community.

Integration of Academic and Student Affairs: In addition to citing the need for improvement in the quality of Student Services, the *Salinas Valley Vision 2020* report also identified the desire for more evening, weekend, and distance learning classes. The college drafted a four-semester plan of course offerings that would enable evening, weekend, and distance learning students to complete general education transfer and degree requirements within two years. A dean's position was allocated to support faculty and students in these programs. In addition, admissions, records, financial aid, counseling, as well as business services shifted their resources to provide services for evening and weekend students. We also are enhancing online counseling and advising, especially for distance learning students. The ability to register and pay online has been improved and is available to all students including evening, weekend, and distance learning students.   Since these changes were implemented, the college has grown significantly. The majority of this growth is in evening, weekend, and distance learning. This benefits the college in a different way in that it reduces room scheduling conflicts and improves access for students. The college's assessment plan for student learning outcomes includes an analysis of the data to determine if any achievement disparities exist across these delivery modes and schedules. As stated earlier, the college is committed to delivering quality programs and services without regard to location, time of day, or mode of delivery.

After studying its annual program review documents--ARCC and the Electronic Program Screening data--the college prioritized increasing completion rates focusing on high-risk students, as well as gate-keeper courses and processes. We have developed and implemented several initiatives, including the Digital Bridge Academy and the Math Academy, and have revamped the Academic Learning Center to include Directed Learning Activities, a more structured lab course format, and an expanded number of areas in which tutorial services would be provided.

Hartnell College implemented the Digital Bridge Academy (DBA) in the spring of 2009 in collaboration with Cabrillo College and the Gates Foundation. This program, geared towards at-risk students, applies a cohort approach to first semester students. Encouraged by high persistence and retention rates, the college has expanded the DBA from two cohorts in Spring 2009 to four cohorts in Fall 2009 and seven cohorts in Spring 2010. As of the spring of 2010, 253 students have participated in a DBA cohort and 62 faculty and staff have completed the associated Faculty Experiential Learning Institute, a weeklong training in self-awareness, team-management, and effective communication.

Another initiative we implemented to increase student success is the two-week, 70-hour, Math Academy for entering students who score one or more levels below college math. The initial results of these efforts appear quite promising. For example, 57% of the students who completed the summer Math Academy moved up one or more levels in the placement cut-off scores. This two-week effort appears to have accelerated these students one or more semesters in their pursuit of a certificate or degree. These results have stimulated faculty conversations about other ways to improve student success. For example, faculty and staff are focusing on improving the placement testing system. The college has adopted online placement testing which has significantly shortened the time between testing and registration. Concerns about the calibration of the cut scores have resulted in efforts to collect data and track students. These data will be used to improve the accuracy of student placement.

Hartnell College has a long history of identifying and developing talented math and science students. Recent activities directed at expanding those successes include the development of a Science and Math Institute, conducting a math and science summit with area university professors and high school faculty, expanding partnerships with NASA, NSF, the Naval Post Graduate School, UC and CSU research programs, and expanded opportunities through a CCRA, Title V grant. MESA continues to be a strong source of support for math and science students. One of the reasons that our students are sought out to serve as interns at research institutes is because MESA staff and faculty have trained these students in project management and team work. Another important element in this area is that math and science faculty tend to take a very active role in assisting their students with transfer opportunities and job placement.

As demonstrated above, Hartnell College exhibits a great level of concern for student progress, learning, and success at all levels. And over the past few years, the college has reached out in numerous ways to bring community groups onto the campus to enhance their sense that Hartnell College belongs to them. In addition to registration rallies that created a festival like family atmosphere for registration of students (and resulted in increased enrollments), as well as a one-stop admissions service, the College has held Family Science Days, industry events and training, career days for area youth, sports, theatre and art camps, and a community barbecue. Efforts to increase the college-going rate of area youth are the primary focus of our Gear-Up program and the newly launched K-16 Bridge Program. These efforts are designed to make the community more overtly aware of the College's commitment to access for all students.

The college has made a concerted effort to build trust with its community. One of the ways that it has done this is to provide a guaranteed class schedule in which all classes included in the published schedule are guaranteed to be offered; they will not be canceled for any reason including low enrollment. This has enabled students and faculty to select their schedules early and be confident that they can count on not having to make changes. This also has resulted in greater classroom efficiency, improved class size, and flexibility to respond to student needs. Not only are faculty and staff happier with this process, students are registering earlier, which improves the timeliness of financial aid applications, book acquisitions, and other services correlated with student success.

Perhaps the most unusual and visible aspect of the ongoing effort to integrate academics and student affairs is the fact that the Vice President of Student Affairs is serving as the team leader in providing training for division faculty serving in newly created lead roles. These sessions have included training on student conduct and complaint processes including sexual harassment, student discipline and rights to a hearing, prerequisite waivers and course challenge procedures, class scheduling procedures including room and faculty assignments, finance and the relationship between FTES and revenue, budget development and management, and adjunct faculty hiring requirements. Future trainings will include curriculum and program planning and assessment processes, as well as project management and leadership development. The fact that one academic department—P.E., Health, and Athletics--reports to Student Affairs seems to have enhanced the college's ability to integrate academic and student affairs effectively. It appears to be breaking down silos and helping everyone focus on student progress.

Next Steps:

1. Post the colleges non-discrimination statement in college documents in alignment with the Office of Civil Rights (OCR) Review findings by April 2010.
2. Review the College Catalog annually to ensure it is accurate and compliant.
3. Complete implementation of the new "one-stop" Student Services Center by the summer of 2010.
4. Schedule student support services for 4th and 5th year comprehensive reviews.
5. Continue to collect and analyze data on new initiatives, such as the Math Academy, the Digital Bridge Academy, and flexible scheduling, and will further expand student capacity in these activities starting in the fall of 2010.
6. Implement an "early alert" student support system and a student-driven degree audit program.
7. Expand the K-16 Bridge program to include high school juniors in 2010-11. Currently only high school seniors are participating however, the program will be expanded downward to fourth grade over the next 5-7 years.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Progress:

The Hartnell College Library and Learning Resource Center provides a rich array of services, collections, media, and facilities to meet the diverse needs of the students, faculty and community. This state of the art library provides student, faculty, and community access to cutting edge technologies, collaborative study spaces, community meeting areas, and faculty development resources in a warm environment.

The library continues to rely on librarians and discipline faculty to select new materials for the collection (65,000 print volumes) as well as to deselect outdated items. Librarians are assigned to each academic area and track purchases by discipline to assure a balanced collection that meets the needs of our students and faculty.

The library faculty teach information competency skills and strategies through class orientations, drop-in workshops, and individual instruction sessions in our Reference Services area. Instructors from various disciplines request library orientations for their classes, and over the previous three academic years, librarians have conducted 341 formal orientations with a total of 8,108 participants.

Responding to the community needs identified in the *Salinas Valley Vision 2020* report, the library has restored Saturday service hours and is currently open 64 hours per week. Our online reference materials and databases are available all the time. Students now have access to more than 200 computer workstations, wireless Internet access, laptop computers, and 22 study rooms, half of which have advanced technology capabilities. The library features a large distance learning lab with multiple screens where classes are taught in real-time via video conferencing to our satellite campuses. In addition, the library provides continued remote access to databases and electronic books for off-campus users and to support online students.

Adequate security in the library continues to be provided by alarmed gates and doors, RFID chips in books, an alarmed building, security cameras, and campus safety personnel.

Library services student learning outcomes were assessed in the spring and fall semesters, 2009. The results are currently being analyzed and discussed by the librarians with the intent of improving library instructional services.

Next Steps:

1. Implement information competency as a graduation requirement.
2. Fill the vacant Systems/Technology Librarian position and create a new position of Information Competency Librarian, as budget allows.
3. Provide library services at the Alisal campus.
4. Install RFID chips into all items in the library's media collection.
5. Develop a memorandum of understanding with California State University, Monterey Bay Library.
6. Implement a continuous improvement model for library services.
7. Redesign services offered by the Academic Learning Center.

STANDARD III
Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Progress:

The institutional assessment processes described earlier in Standard I B of this report apply to each area of the college including Human Resources, Facilities, Technology, and Finance. The continuous improvement processes adopted by the college utilize data in determining priorities through its shared governance processes. The Technology, Human Resources, and Facilities Planning Committee is one of the standing committees in shared governance, as is the Financial Information Subcommittee. Recommendations from these committees are considered by the Resource Allocation Committee in setting priorities and making recommendations to the Superintendent/ President, who reports to the Board of Trustees.

Hartnell College recognizes that its primary asset is its human capital. Thus, the selection and development of its employees are critical to building and maintaining the capacity of the college to deliver its mission. The institutional assessment and planning processes include priorities for Human Resources and many of the development and training activities provided since summer 2007 grew directly out of the Commission's Recommendations and Concerns and the subsequent district-wide needs assessment: The *Salinas Valley Vision 2020* report.

1. Quality: College employees are appropriately educated, trained, and experienced for the jobs they hold, regardless of location. Faculty qualifications are the same regardless of location and mode of instruction, with one exception, and that is that, prior to teaching in the Distance Learning Program, faculty members must be trained in that mode of delivery. A masters degree from an accredited university (or established equivalence for a non-US. university) is the minimum requirement in most teaching fields. And,

where appropriate, equivalencies are established and determined by the Academic Senate. Full-time faculty play a significant role in the selection of new faculty. Job descriptions are posted on websites and searches are conducted in accordance with Title V and standard human resource practices. Job descriptions and recruitment flyers include required and preferred qualifications, job duties, responsibilities, and authority.

Employees are evaluated regularly, using pre-established processes designed to document performance, identify strengths and weaknesses, and encourage growth and development. When employment actions are taken, they are compliant with negotiated agreements and state and federal laws, which include timelines and documentation requirements. Evaluation procedures for our classified staff represented by the CSEA were recently revised to encourage early intervention of performance issues, and include a written 90-day improvement plan prior to issuing an unsatisfactory rating. The Academic Senate is currently working on recommendations for revising the evaluation process for faculty. The Human Resources staff provide guidance and support in all of these processes.

Hartnell College has adopted a code of ethics for all employees. Employees and the Board have committed to completing the training and ethics certification under state AB 1234 every two years, a commitment they made even before the law required this certification of community college employees and officials. Both groups have now completed that training and certification twice since 2007.

2. Staffing levels: Hartnell maintains sufficient staffing levels to sustain the institution. The Chancellor's Office sets each college's full-time faculty obligation number, and Hartnell is in compliance with that requirement. Because of state budget reductions, this number has been frozen for two years. Since 2007, the college has applied a standard square footage formula to determine work load ratios and staffing needs for custodial and maintenance staff. The 2016 Financial Plan included an increase of $100k for staffing in this area. Two new custodial positions were added this year. Frozen and reduced positions, in addition to furloughs, are especially challenging in the classified and administrative areas. These reductions are forcing attention to priorities and the need for better, more efficient systems and processes.

3. Personnel policies: The college has written personnel polices available to employees and the public on its website (www.hartnell.edu/hr) and vigorously supports the rights of its employees. The college maintains the security and confidentiality of personnel records in compliance with applicable laws. Each employee can review his or her personnel records within 24 hours after requesting to do so.

4. Diversity: College policy prohibits discrimination and embraces diversity and equity. The college responds vigorously to any disparity of treatment of its employees or students. The head of the Human Resources Office, a trained

mediator, meets regularly with the leaders of the three union groups to ensure fair, healthy, employee relationships. Although some progress has been made in diversity hiring in faculty and administrative staff, the college is not satisfied with the level of diversity there and is seeking to improve its recruitment strategies.

5. Professional Development: Ongoing and new activities provide professional development for all employee groups. Methodologies for delivering these learning opportunities include: webinars, retreats, town halls, flex days, online orientations, classes, conferences, workshops, and mandated training provided by attorneys under contract to the Human Resources Consortium. Some of the activities include all employees while others are designed for specific groups. For example, all employees are included in town hall meetings regarding accreditation and budgets, as well as "state of the college" presentations. All employees participate in their unit meetings. In fall 2008, all employees were invited to participate in a two-and-a-half day college-wide retreat, and about half participated for the full period.

Full-time faculty have five flex days and use this time to meet college goals for continuous improvement as well as individual goals related to their profession and discipline. Part-time faculty are provided online and face to face orientations and their development is coordinated by the Dean of Evening, Weekend and Distance Learning and Adjunct Faculty. Classified staff are trained on DataTel and other skill areas appropriate to their job duties. Facilities staff are trained in OSHA and other safety matters, as well as job-related skills. They have just completed their first round of online safety trainings through the Keenan SafeColleges program, and have enthusiastically embraced this training program. Supervisors and administrators are provided mandated training through the community college consortia mentioned earlier. Also, they participate in meetings with peers at the state and regional levels.

Since 2007, faculty have learned to write SLO's, learned and applied rubrics to the scoring of institutional SLO's, learned new systems and software, such as CurricUNET, which houses courses and programs and is central to program planning and assessment. Faculty leadership training includes participation in training provided by the Statewide Academic Senate (the same is true for the student and classified senates and union groups). The SLO Coordinator and others participated in accreditation related training. This year, discipline cluster leaders have spent at least four hours per month learning systems and policies that support student learning and focus on the integration of academic and student affairs.

Most significantly, after identifying increasing student success as a goal in the Educational Master Plan for all areas, more than 70 faculty, administrators, and staff have completed a full week of training through the Faculty Experiential Learning Institute at Cabrillo College. This program is required for all Digital Bridge faculty and staff, but has been embraced by Hartnell as providing life-changing insights, understandings, and self-management tools.

Student Services staff spent the past year analyzing their processes, learning leadership skills, and cross training to improve their service to students. The Dean of Student Services has been trained in financial aid. In addition to the Student Services area and other leadership groups, the administration has participated in leadership training with the Monterey Institute for Social Architecture (MISA). The purpose of these trainings is to identify our collective values, professional responsibilities, and vision for the community and the college, and build and sustain the capacity of the college to deliver its mission.

6. <u>Planning</u>: Institutional assessment and planning processes include Human Resources. Significant effort over the past two years has focused on aligning resources with priorities. The redesign of the administrative structure, the clustering of academic programs, and the creation of new career ladders in Business Services and Student Services are examples focused on this goal. Work-load ratios, e.g., the full-time faculty obligation number and the area calculations for facilities staff, provide a basis for identifying full-time faculty and facilities employees needs in a more quantifiable manner. Leadership development and cross training at all levels are critical to building and sustaining the capacity and stability of the organization. Human Resources is part of a standing committee in the shared governance process and serves as a resource to many of the planning processes, especially the Resource Allocation Committee. Importantly, there has been a growing awareness that Human Resources is not just a regulatory arm of the college but a vital support service. The leadership position of the Human Resources Office has been elevated from Director to Associate Vice President and reports to the Vice President of Support Operations.

Next Steps:

1. Evaluate and improve recruitment practices.
2. Complete and implement the redesign of the adjunct faculty hiring processes.
3. Reduce redundant processes and develop more efficient systems with better use of technology.
4. Cross train staff to increase service and flexibility.
5. Continue developing positive relations with employee groups.
6. Continue working with the Resource Allocation Committee to implement hiring priorities.
7. Continue supporting training and development for all employee groups.

B. **Physical Resources**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Progress:

In 2002, the District passed a $131 million capital bond fund. Since then, significant buildings have been added, classrooms modified - including 13 smart classrooms, and external lighting and other safety measures completed. New construction and remodeling include Group 2 bond funds for new furniture and equipment as well as technology infrastructure. The first two buildings, a parking structure and state-of-the-art library, were opened in 2006. The CALL building and the Alisal campus Center for Advanced Technology open in 2010, and an FPP for a new sciences building will be submitted to the state in June. The athletic fields are currently being renovated, as is the College Center. A new energy efficient roof has been installed on the King City Center. The Technology, Human Resources and Facilities Planning Committee of shared governance has been actively involved in setting priorities and making recommendations to the Resource Allocation Committee.

When the college center renovation is completed in fall 2010, students will experience a cohesive set of services conveniently located around a very inviting plaza, which connects the one stop student services center located in the CALL building, with the library, college center and parking structure. This change, in addition to the opening of the new Alisal campus, and the new athletic facilities, will significantly improve services for students both in and out of the classroom.

Physical resource planning is integrated with institutional planning for all locations and modes of instruction through its institutional planning and assessment processes and shared governance processes, as described earlier in Standard IB. Recommendations regarding allocation of space, equipment, and other resources impacting facilities are vetted through the Technology, Human Resources, and Facilities Planning Committee. This committee then makes recommendations to the Resource Allocation Committee. Resource allocations are based on the documented needs and priorities of the district and its programs and are consistent with and in response to the 2016 Financial Plan and the 2020 district-wide needs assessment, which drove the development of the Educational Master Plans and, in turn, the Facility Master Plans for both the main campus and the King City Education Center. Alisal Campus is included in the Master Plans for the main campus, but a separate Facility Master Plan will be developed for this site in 2010 –11. And, as was stated earlier in Standard I, the college recognizes and accepts its responsibility for quality achievement of student learning outcomes regardless of location, time

of day, or mode of instruction. Therefore, each facility must provide for the appropriate learning environment, safety, and accessibility for all students. The assessment and planning model includes analysis of data to identify disparities in achievement across these three factors.

Next Steps:

1. Update the Facility Master Plans to include a separate plan for the Alisal Campus.
2. Monitor needs and utilization of the Alisal Campus.
3. Finalize the Final Project Plans (FPP) for the Science Building and monitor its progress through the approval and appropriations process.
4. Analyze classroom size in relation to program needs.
5. Enhance student engagement by better utilization of common space.
6. Tear down the old technology building and return the leased trailers after the programs are moved to the Alisal campus.
7. Improve safety by selecting and implementing a keyless entry system, and adding more external lighting and security cameras at all sites.
8. Review and update the college emergency preparedness plan in accordance with Incident Command System/State Emergency Management System/National Incident Management System (ICS/SEM/NIMS) protocols. The college will be ICS/SEMS/NIMS compliant as mandated by Government Code 8607, and Homeland Security Presidential Directive 5 (HSPD 5).

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Progress:

Since the 2007 self-study report, the college has formed the Technology, Human Resources, and Facilities Planning shared governance committee. This committee works with other college shared governance committees, such as the Resource Allocation Committee (RAC), and the Distance Education Committee, in the development of plans, and the evaluations and implementation of technologies.

The linkage between student success and access and technology support is the 2007-2009 Technology Plan, which the college uses to systematically plan, acquire, and upgrade needed infrastructure and desktop computers. The effectiveness of the Technology Plan facilitated prioritization and acquisition of wireless technologies, backbone switches, and other network infrastructure to support both existing and new buildings on all campuses. To effectuate this plan and to avoid infrastructure obsolesce, the college has set aside funds in a capital reserve account.

To increase student success and access, the college conducted a refresh effort for six classrooms and two computer labs in the Classroom Administration Building (CAB). These improvements enabled incorporation of rich and engaging multimedia into instruction, which, in turn, addresses different student learning needs. There were several notable and effective instructional capabilities that were made available for class presentation and lesson incorporation as a result of the CAB lab upgrades. First, Google Earth software was installed at all student workstations, providing compelling visual presentations that augmented and reinforced the study of geography and topographical features as primary influences in human migration behavior and cultural interaction. Also, the incorporation of the iTunes media player and the associated video aggregation provided access to captivating presentations from MIT, Harvard, TED, and Stanford, which considerably enhanced coverage of contemporary IT/CS topics, such as robotic prosthetics and bioengineering. Finally, the additional computational power offered by upgrading the processor and RAM for each station supported use of sound and image editing software, enabling student teams to compile and edit podcast episodes.

Development of podcast media by students and faculty encourages high standards in teamwork, project management, time discipline, and artistic appreciation. Through recently received Title V and CCRAA grants, the college is now developing podcast learning modules for students in the science and math areas on topics that students have traditionally had difficulty understanding.

Responding to needs identified in the *Salinas Valley Vision 2020* report for evening and weekend instruction, the college has enhanced its distance learning course management system (e-College) by increasing it course offerings in depth and breadth. An example of this is the now fully online Associate's Degree and Certificate programs in Administration of Justice. We also have developed a fully online boot camp to support faculty in their online teaching.

Responding to employment forecasts and community needs identified in the *Salinas Valley Vision 2020* report, the college applied for and was awarded an $800,000 NSF ATE grant. This collaborative grant includes nearby two and four-year colleges and creates a regional community focused on increasing access for women and underserved populations in networking and computer science education.

Next Steps:

1. Hire a senior programmer analyst and a network supervisor contingent on funding availability.
2. Leverage the initial NSF networking ATE grant to sustain a pipeline of students from high school through four-year degree completion. Write additional S-STEM (Scholarships for Science Technology Engineering and Math) and BPC (Broadening Participation in Computing) grants to help achieve this goal.
3. Establish additional linkages with college robotics advocates from the computer science, math, and engineering disciplines and area high school enrichment activities, such as the Alisal Engineering Academy, to extend the effectiveness of these programs.
4. Continue to develop podcast learning modules for students in science and math to increase student learning for topics which have traditionally been difficult to grasp.
5. Continue to upgrade classroom technology as part of the classroom modernization project using Measure H Bond Funds. In addition, faculty and staff continue to seek grant funds to upgrade other technologies and equipment.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Progress:

Since 2007, the business services department has worked very closely with shared governance committees, particularly the Resource Allocation Committee (RAC) and its finance subcommittee. The budget setting process is designed to achieve a budget that reflects the mission and supports the priorities established as a result of the institutional planning and assessment processes described earlier in Standard I B. A concerted effort has been made to develop a clearer system-wide understanding of the college's finances and budget processes, with significant attention given to understanding the correlation between revenue generation and FTES. As a result, the transparency of decision-making processes has improved and trust levels have risen.

In addition to the standard monthly review and approval of bills, invoices, and budget transfers, the Board of Trustees has formed an ad-hoc sub-committee that meets with auditors twice each year and reviews state quarterly finance reports in detail. This has broadened the understanding of the governing body.

The 2016 Financial Plan (Appendix C) outlines the college's fiscal strategy for the future. It projects a three percent FTES growth rate in each of the next four years and defines a model to effectively accommodate that growth. While the opening of new buildings will provide greater student access and increase learning opportunities, additional operating costs are minimal. Outdated, inefficient buildings are being torn down, and operational costs are being shifted to new improved learning spaces. Other spaces are being consolidated to improve efficiency and reduce costs. The nursing program was relocated to a new facility at the main campus, eliminating an annual $250,000 lease obligation. The Plan also calls for targeted investments in small capital improvements and the implementation of preventative maintenance programs to better preserve tax payer assets. The Plan designates adequate funding for equipment and technology infrastructure to further improve efficiencies and enhance student learning. It also calls for a minimum five percent General Fund reserve to provide stability during times of fiscal uncertainty.

As General Fund resources have declined, the college has become more dependent on alternative funding from private and public sources. Government sponsored grants and private contributions have been increasingly instrumental in providing fiscal stability during the past three years. The Hartnell College Foundation, in support of the college, continues to provide a channel for cash and other contributions that directly enhance instructional programs and increase student and community access. State and federal grant funds have increased by $3 million to nearly $16 million just since 2008. An indirect cost rate of 35% was established in spring 2008 and generated $365,000.00 in 2008-09. Indirect cost allocations charged to these grants help support additional coordination, management, and reporting requirements.

In 2007 the college adopted an aggressive strategy to reclaim all FTES restoration funding. Through thoughtful planning, course review, and scheduling design, the college now offers a guaranteed student schedule. This pledge allows students the flexibility to meet their own scheduling needs and more quickly reach their educational goals. This, in combination with its responsiveness to the findings in the district-wide needs assessment, is the primary reason the college was able to complete its FTES restoration.

At the beginning of the 2009-10 fiscal year, the college was facing a $4.9 million budget shortfall. This challenge became a serious test for the shared governance process. The Resource Allocation Committee (RAC) serves as the conduit for financial information provided throughout the institution. Through its sub-committee, the Financial Information Subcommittee (FIS), the RAC gathered necessary financial data and led the collaborative process to analyze the college's budget gap and identify cost-saving solutions. Through careful course planning, the college improved class size efficiency from 23 to 31 over a three-year period. Other operating efficiencies and cost savings were targeted by streamlining functions. In all, $1.6 million in permanent reductions were identified. Another $1.7 million in reductions was drafted with the help of the RAC, and bargained with employee groups as temporary compensation concessions. The remaining $1.6 million deficit gap was filled by appropriating one-time reserves. The goal is to establish a sustainable budget target with allocation levels that support the college's core mission.

The reduction of General Fund reserves meets the legal requirement level, but causes cash flow issues. Consequently, the college found it necessary to borrow $2.7 million to meet cash needs early in the fiscal year and may borrow an additional $3 million in the spring due to the state's inability to meet apportionment obligations. The college uses low-cost Tax Revenue Anticipation Notes (TRANs) to finance these short term (not to exceed 12 months) loans.

Using the continuous improvement model, the Business Office was reorganized during fiscal year 2009 to raise the professional level of the staff

and to better provide career advancement opportunities. A senior accountant was hired to provide more thorough internal oversight. A full-time grants manager was hired to consistently coordinate and administer all grant accounting. Grant requests are carefully reviewed and filtered through college priorities and sustainability standards. As a result, grant reporting practices have improved and District auditors have noted better compliance with state and federal guidelines.

The college continues to contribute to a retiree health-benefit reserve fund as recommended by GASB 43 and 45. An actuarial study of future benefit liabilities was prepared and presented June 30, 2009. The study calculates the future unfunded liability associated with these benefits and the annual required contribution to fully fund this liability over time. This information is included in the District's annual Report on Audit of Financial Statements.

The District's annual audit, which includes audits of the Foundation and capital bond (Measure H) funds, was completed November 20, 2009 and presented to the Board of Trustees on December 1. The audit opinion affirmed that financial statements were presented fairly in all material respects and in conformity with generally accepted accounting principles. There were no adjusting journal entries to the financial statements. In the auditor's opinion, the District also complied, in all material respects, with requirements that are applicable to each of its major state and federal programs. There were a few instances of noncompliance in some federal programs, which are required to be reported in accordance with OMB Circular A-133. The auditors addressed these findings and the District has implemented necessary changes and is establishing internal audit procedures to review federal and state grants throughout the year.

The District has reviewed contractual agreements to assess vendor compliance with federal and state requirements and made adjustments when necessary. The District now monitors vendor qualification through a federal database to determine if vendors and their partners are qualified to conduct business with the District.

Given current state funding levels, the District continues to evaluate course offerings and class size. Periodic, collaborative reviews of courses have assisted the District to strategically consolidate offerings to meet the needs of students and the community, and to improve cost efficiency. The most recent review of state funds and work load reductions resulted in RAC recommending to the Superintendent/President that the Board not offer Summer School in 2010. As explained in Standard IV, all groups, including the Trustees, expressed their deep regret that this decision had to be made. But, when compared with other options, not having Summer School was seen as having the least negative impact on the largest number of students. Thus, it has become increasingly evident over the past 12-18 months that the collective achievements, understanding, and involvement with District finances have

catapulted the college to a much higher sense of transparency and trust with regard to the college's finances and allocations of resources.

The institutional planning and assessment processes are better understood and embraced as the college strives for continuous improvement. Business Office staff are committed to their own growth and development and to accelerating student learning outcomes and services at Hartnell College.

Next Steps:

1. Develop new budget modeling tools which will allow more accurate tracking throughout the year. General Fund resources and requirements will soon be projected on a month-to-month basis, essentially establishing monthly budgets. Actual activity will be compared to these projections and reported to the Board of Trustees and Financial Information Subcommittee. Budget trends and variances will be more quickly identified and corrected to ensure integrity and stability.
2. Review and modify the 2016 Financial Plan's FTES projections as actual FTES and the state's budget become known. This information will be distributed to shared governance committees and the Board as it becomes available.
3. Redesign the budget document to provide more clear information and easier online access.
4. Continue to comply with all applicable accounting standards and guidelines. This includes the development of stronger internal control procedures and an update to the health benefit actuarial report every two years as required by GASB. The college will also consider the advantages of establishing a dedicated trust fund to more clearly protect resources set aside for retiree benefits.
5. Continue to participate and work within the shared governance process to effectively support students and staff, and to properly align resources with the institutional mission and priorities.

STANDARD IV
Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Since July 2007, Hartnell College has focused on developing the climate, leadership skills, and processes that foster and sustain continuous improvement and institutional effectiveness. The Commission's Recommendations and Concerns and the district- wide needs assessment: The Salinas Valley Vision 2020 report became drivers in many significant and positive changes at the college as described throughout this Midterm Report.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Progress:

The faculty and staff redesigned their shared governance processes and adopted a continuous improvement model that supports data-driven decision-making as well as broad participation in the processes. In addition to developing these processes and providing training, the college developed tools to support its ability to gather and distribute information and ensure opportunities for participation and transparency. For example, draft policies and documents are placed on the website and input is sought through blogs, email, and town hall type forums. The high participation rates provide evidence of significant involvement across all groups in the college in these decision-making roles.

The shared governance process, as adopted by the college and presented to the Board, defines the membership, roles, and responsibilities of each committee. The document describing this process is available at (http://www.hartnell.edu/shared_governance/). Prior to the redesign of the shared governance processes, the Academic Senate evaluated the existing process and workshops were provided by Dr. Leon Baradat, retired professor from Mira Costa College, for the faculty, staff, students, and Board. Dr. Baradat was one of the architects of AB 1725 and had served as a trustee of Palomar College as well as Faculty Senate President locally and statewide. His work helped to develop a common understanding of the purpose, history, and legal and pragmatic functions of shared governance. Subsequently, the Board of Trustees, at the recommendation of the Academic Senate, revised its Policy 2005 from "mutual consent" to "rely primarily" on the faculty for recommendations regarding academic and professional matters spelled out as the "10 plus 1" items in Title V.

To launch the newly revised shared governance structure, the faculty and staff conducted a three-hour workshop in spring 2008 on the roles and responsibilities of each committee. Following the workshop, 60 employees volunteered to participate in one or more committees. Recommendations flow from the various committees to the Resource Allocation Committee which, in turn, makes recommendations to the Superintendent/President, who reports to the Board of Trustees and recommends action items as appropriate. The RAC has, at times, asked other committees such as the Financial Information Subcommittee to study a specific matter and make a report. In addition, representatives of various committees have assisted the Superintendent/President in developing and presenting workshops for the Board of Trustees and the college community. For example, the president of the Academic Senate, members of the Financial Information Subcommittee, and the chair of the Resource Allocation Committee conducted workshops for the Board on the budget and the role of each group in developing the budget recommendations. The Tenure Review Committee assisted in providing a workshop on the tenure and evaluation process. These joint workshops have assisted in developing a broader understanding of the various roles and processes at work as well as legal and other relevant information involved in shared governance.

Evidence that the governance structures have worked in the best interest of the college are numerous and include, most notably, the ability of all employees to work together to have the college's accreditation fully reaffirmed in June 2009 and then to close a $4.9 million budget gap in fall 2009. Faced with this gap, members of the Resource Allocation Committee, senators, and administrators conducted a far-reaching analysis of college processes and costs, including facilities management, hiring plans, course schedules, the Academic Learning Center and related lab classes, categorical programs, health insurance, contracts, and operating expenses, as well as salary and benefits. After identifying $1.6 million in "cuts" and $1.6 million in reserves, the group determined that there was no choice but to ask employees to accept reductions totaling $1.7 million. The RAC then adopted a guiding principle that each group would share equally in personal financial sacrifices and worked with Human Resources to develop a spreadsheet of the distribution before the request to the various employee groups. Importantly, union representatives serve on the RAC. In committing to and carrying this extensive analysis, the group was able to explain it to the various employee groups and obtain their consent. Also, it was important that, earlier, the Board of Trustees led by example and suspended their rights to stipends, mileage reimbursement, and health benefits.

A more recent example of the effectiveness of this process is that in February 2010, the Resource Allocation Committee recommended that the college not hold summer school in 2010 as one method of dealing with California's budget problems. The decision was extremely difficult, and was made only

after significant examination of data and involvement of students, faculty, and staff. Because of the quality of their work, the Board, after significant deliberation, voted to support their recommendation. The Board has demonstrated trust in the shared governance process throughout its efforts to deal with these tough fiscal issues. It is becoming more and more evident that the Board believes it can rely on the recommendations of the Resource Allocation Committee as being data-driven and well vetted within the college community. Clearly these processes, which enable everyone to have a voice, are developing a clear sense of transparency and trust within the institution and the greater community.

Hartnell is committed to honesty and integrity in its relationships with external agencies and agrees to comply with the Accrediting Commission standards, policies, and requirements. The timely, accurate and evidence-based reports submitted in October 2007, March 2008, and March 2009, provide evidence that Hartnell College has moved expeditiously to respond to recommendations made by the Commission.

And, while much progress has been made, the college is cognizant of and committed to continuous improvement, including improvement of its governance and decision-making structures and processes. The shared governance processes will be reviewed this year to determine how they are working and identify areas for improvement. The goal is to have well informed processes that are both efficient and effective. We realize that the goals of sustainable shared governance and continuous improvement can be achieved only through broad participation, clear communication, and common understanding of principles. We worked very hard during this past year to apply shared governance to analysis, decision making, and allocation of resources during a very difficult budget year. We will evaluate what worked well, where problems arose, and apply those principles to identifying and implementing improvements.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Progress:

Hartnell College is a single-college district with seven trustees, each elected for four-year terms from one of the seven sub-districts, and one student trustee elected by the students. Elections are held in odd numbered years. Four trustees were elected in 2007 and three in 2009. Six of the seven members have joined the Board since July of 2007. The Superintendent/President has served two and a half years, including one year as interim.

Board Policies enumerating the operating procedures of the Board, as well as the college, are available at www.hartnell.edu/board/board_policies. These policies are designed to ensure financial integrity and quality of the college's programs, consistent with its mission. In July 2007, the Board engaged in two half-day workshops, one on accreditation and goal setting and the other on its ethics policy. As a result of the first, the Board adopted four goals: accreditation, finances (including enrollment), communication, and selection of a superintendent/president. At the second workshop, the Board developed a new ethics policy for itself, including a progressive discipline and sanction process for dealing with behavior that violates its code of ethics. In addition, all board members and employees completed the ethics certification under the government code and committed to doing so every two years, even though this certification was not then required for community colleges in California.

The Board is committed to its own growth and development. Its Development Plan includes reading and discussing significant articles available through state and national organizations (CCLC and ACCT), programs of orientation for new members, and training opportunities such as "Effective Trusteeship" provided by CCLC as well as those provided by the Monterey County School Boards Association. Staff assigned to support the Board orient new members to resources on the college website, and the CCLC and ACCT websites. The Board Development Plan is available at the college and each member of the Board has a hard copy.

Since July 2007, the Board has participated in customized workshops on shared governance, budget and finance including the 2016 Financial Plan, district-wide assessment of education and training needs (*Salinas Valley Vision 2020*) and the resulting Educational Master Plans and Facility Master Plans (main campus and King City), tenure processes and requirements, and numerous workshops designed to improve board communications. In addition, the Board agreed to a process whereby it would review and discuss a

segment of its policies at each monthly meeting. The intent was to better acquaint the public, as well as themselves, with the policies. In June, the process was temporarily suspended to allow staff to complete a side-by-side comparison with the recommended policies provided by CCLC. CCLC provides this service to districts to help them keep their policies current and consistent with changes in the Education Code and Title V regulations. Hartnell subscribed to this service for the first time this year. And thus, the Board will resume the public review of its policies when the side-by-side comparison is completed. Changes in Board Policy require two readings, and drafts are posted on the website for review and input from the college as well as the public.

In spring 2008, the Board hired a new auditing firm, and since that time, an ad hoc audit committee of the Board has met with the auditors before and after each audit, and reviewed the audits and the quarterly financial reports in depth. These documents are presented and discussed with the Board in public at the appropriate monthly meetings and are posted on the college website:

Bond Audit:
www.hartnell.edu/h/oversight/

Independent Financial Audit of the College:
www.hartnell.edu/documents/CCD_auditors_june_2009.pdf

Quarterly Report:
www.hartnell.edu/board/packets/February_2010_Board_Packet.pdf

These processes are designed to help the Board carry out its fiscal and legal responsibilities.

In June 2008, the Board hired its current superintendent/president as a result of a national search. It has delegated to her full responsibility and authority to implement and administer board policies and holds her accountable for the operation of the district. The Board has a process for evaluating its performance as well. The Board engages in discussions of student learning outcomes by annually reviewing the Chancellor's Office's Accountability Report (ARCC), wherein student achievement at Hartnell is compared to the statewide average and to a cohort of colleges who are identified as similar. Also, Hartnell College is one of 12 community colleges in California chosen to participate in CLASS, an effort supported by the Hewlett and Irvine foundations to focus on student achievement with the guidance of the Community College Leadership Program at the University of Texas. The specific focus of this effort is to improve student success, relying on the ability to track cohorts of students, for example all first time college students in fall 2000, for a six-year period. Of specific concern is the success rate of students entering basic skills. Participation in CLASS requires both the

President of the Board and the Superintendent/President of the college to be involved in multiple off-site trainings. In addition, study sessions will be designed for board members to enable them to focus on these student learning outcomes and support their commitment to continuous improvement. These study sessions are expected to begin in April 2010.

In spring 2008, at the request of the superintendent/president and direction of the Board of Trustees, the college engaged in a reorganization of the administrative structure of the college and a reduction in the administration. This was accomplished through a broad-based task force of faculty, staff, and students. The reorganization focused on the outcomes of the district-wide needs assessment, *Salinas Valley Vision 2020,* and came to be seen as a transformation, rather than merely a reorganization of the college. The document resulting from this work is available at www.hartnell.edu/accreditation/documents/dreams_022008.pdf and begins with a kind of "dream" developed by the students. It contains an organizational chart (drawn upside down, to emphasize servant leadership) and lays out the transformation in phases over multiple years.

Since its initial implementation in summer 2008, the organization has continued to be refined. Support Operations (business, human resources, and facilities) refined its organization and created new career ladders. Student Services then spent all of 2008-09 redesigning its organization and processes, with specific attention to the findings in the Salinas Valley Vision 2020 Study. In summer 2009, a shared governance group further refined the academic structure by organizing the academic programs into five clusters (Appendix D). Periodically, members of the original taskforce and representatives of the shared governance groups review the organization (Appendix E) and its progress. And in December 2009, after comparing the changes as reflected in the current organizational chart with the initial chart, this group concluded that, while the budget had prevented full implementation of the positions as initially envisioned, significant progress had been made toward the transformation as described in the phases. At this time, the group reviewed and assigned "grades" to achievement of various areas of the transformation and teased out embedded values that they will vet with the larger college community. The intent of this activity is to identify a limited number of values that will serve as anchors for our actions as the college moves forward. Thus, it is clear that, while the superintendent/president has primary responsibility for the quality of the institution, quality can be attained and sustained only if she has significant involvement of the college community. The *Salinas Valley Vision 2020* study has become the unifying document for the college internally, as well as the communities it serves. The business and industry advisory committees as well as the newly launched K-16 Bridge Program are focused on partnerships that promote student success. The community is actively engaged in providing assistance with curriculum, internships for students, and fundraising for academic programs and student

scholarships. Relationships and partnerships with UC and CSU as well as the Naval Post Graduate School, NASA, and NSF are expanding learning opportunities for students and faculty. Hartnell College is committed to sustaining and improving its institutional effectiveness and its shared leadership and governance processes.

Next Steps:

1. Review shared governance process to determine areas for improvement and identify opportunities to expand understanding and participation in the processes.
2. Continue the review of the transformation and identify embedded values to be vetted across the institution.
3. Design a method for holding each other accountable for upholding those identified values in all that we do.
4. Include the Board members in training sessions provided to staff on such areas as sexual harassment, ethics, building community, etc.
5. Continue to support the Board's participation in workshops and associations to further their common understanding of their role and improve communication.
6. Provide a workshop for the Board and the college that provides evidence of how well the college is meeting its mission using the methodology described earlier in Standard I A.
7. Design and implement the study sessions for the Board that focus on student learning outcomes including current work at the college, as well as the cohort tracking information provided by CLASS and ARCC.
8. Design and pilot community Town Hall-style meetings in each of the seven sub-districts that make up the Hartnell College District to obtain citizen input and expand awareness and access to the college.

Substantive Change Proposals Pending Approval

Hartnell College has submitted two Substantive Change Proposals for Approval by the Commission. They are scheduled for review by the Evaluation Teams on March 12, 2010. They are available online at (http://www.hartnell.edu/accreditation/documents/) and summarized below:

New Location:
The college has requested approval to relocate its existing advanced technology programs to a new location four miles east of the main campus. This move is necessary because the temporary buildings and trailers currently housing these programs are inadequate and do not meet building codes. The agriculture, construction, computer science, drafting, diesel, and mechanics programs will be offered exclusively at the Alisal Campus. Full and part time faculty, a Dean, instructional and student services support staff, and custodial and security staff will be transferred there to operate these programs. The facility, equipment, and furnishings are provided for by a combination of capital bond funds, private donations, and grants. The ongoing costs are, for the most part, not new but simply being transferred from the main campus. The square footage available on the Alisal Campus is virtually the same as the square footage being removed (closed and torn down) on the main campus. While it is anticipated that the majority of students will be enrolled in courses at both the main campus and the Alisal Campus, the learning resources, food service, and support services provided at the Alisal Campus will be appropriate to support the students and programs housed there. The Dean of Advanced Technologies will be the administrator in charge of the Alisal Campus, and the programs and policies will remain under the direction and control of the Superintendent/President and Board of Trustees of the Hartnell Community College District. The awarding of credit, approval of programs, and quality of student learning outcomes will continue to meet the Standards and Requirements set forth by the Accrediting Commission for the California Community and Junior Colleges.

Distance Learning as an Optional Mode of Instructional Delivery:
The college is requesting approval to offer 50% or more of its two Administration of Justice Degree and Certificate Programs via distance learning. Students will continue to have the option of taking these courses on line or in the traditional "face to face" classroom mode. The full and part time faculty teaching in the program tend to teach in both modalities, and those who teach online are required to have completed training in this delivery mode prior to doing so. The courses and programs have the same identified and published student learning outcomes and have been approved by the Curriculum Committee, the Board of Trustees and the Chancellors Office for instruction in both modalities. All students participating in online course work, are assigned passwords that enable them to be identified each time that they sign on to participate in the program. The Dean of Evening, Weekend, and Distance Learning provides supervision and support to these programs. They remain under the direction and control of the Superintendent/President and Board of Trustees of the Hartnell Community College District. The awarding of credit, approval of courses and programs, and quality of student learning outcomes will continue to meet the Standards and Requirements of the Accrediting Commission for California Community and Junior Colleges.

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Appendix A

Core Competency Assessment Results
Communication Skills Rubric

Assessment Results from January 2009 Scoring Activity for Communication Core Competency*

Competency Levels	# Papers Scored	% Papers Scored
Beginning	46	50%
Proficient	37	40%
Advanced	9	10%
Total	92	100%

Assessment Results from January 2010 Scoring Activity for Communication Core Competency**

Competency Levels	# Papers Scored	% Papers Scored
Beginning	32	39%
Proficient	36	44%
Advanced	14	17%
Total	82	100%

*Student writing artifacts were collected from a variety of disciplines including Administration of Justice, Business, Computer Information Systems, English, Nursing, and Political Science. Samples were taken from daytime, evening and online sections.

**Student writing artifacts were collected from a variety of disciplines including Administration of Justice, Biology, Business, English, and Political Science. Samples were collected from daytime, evening, and online sections.

Communication Skills Rubric

CRITERIA	Beginning	Proficient	Advanced
Focus	Rarely provides a clear main idea supported by sufficient details.	Occasionally provides a clear main idea	Consistently provides a clear main idea
Organization	Limited attempts to organize around a central idea. Paragraphs are mostly stand alone with weak or non-evident transitions.	Competent organization. Paragraphs are adequately developed and appropriately divided but lacking in effective transitions	Organization is sequential and appropriate to assignment. Paragraphs are well developed and appropriately divided with smooth and effective transitions.
Support	Support for ideas is weak or non-existent.	Support for some ideas but not all through use of evidence and explanation.	Strong support for the main ideas through use of evidence and explanation.
Sentence Structure and Standard Conventions	Frequent errors in grammar, usage, spelling, and sentence structure.	Occasional errors in grammar, usage, spelling, and sentence structure.	Few, if any, errors in grammar, usage, spelling, and sentence structure.

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Appendix B

Summary Data
Accountability Reporting for Community Colleges

SUMMARY COMPARISON OF STATE, PEER GROUP, AND COLLEGE RATES ON PERFORMANCE INDICATORS, 2009

	Date	Performance Indicators	State Rate	Peer Group Average	Hartnell
1.	2002	Progress and Achievement	51.8%	47.4%	41.4%
2.	2002	Completed 30 or more units	71.2%	67.0%	65.5%
3.	2006/7	Fall to Fall Persistence	69.2%	60.2%	73.7%
4.	2007/8	Vocational Course Completion	77.7%	75.7%	80.1%
5.	2007/8	Basic Skills Course Completion	60.5%	62.1%	52.0%
6.	2005	Basic Skills Course Improvement	51.2%	55.3%	54.6%
7.	2005	ESL Course Improvement	50.1%	53.6%	59.4%

NOTES:

1. *Of the first time students enrolled in 2002-2003 who showed intent, what percentage earned a degree, certificate, or transfer status within six years (by 2007-2008).*
2. *Of the first time students enrolled in 2002-2003, who earned 12 units, what percentage earned at least 30 units in the CCC system within six years (by 2007-2008).*
3. *Of first time students who earned six units or more in their first Fall term (2006), what percentage enrolled the following Fall (2007) anywhere in the CCC system.*
4. *Of the students enrolled in credit vocational education courses in 2007-08, what percentage completed the courses with a grade of A, B, C, or CR.*
5. *Of the students enrolled in Basic Skills in 2007-08, What percentage completed the courses with a grade of A, B, C, or CR.*
6. *Of the students who successfully completed a Basic Skills course in 2005-2006, what percentage successfully completed a higher level course in the same discipline within three years (by2007- 2008).*
7. *Of the students who successfully completed an ESL course in 2005-2006, what percentage successfully completed a higher level ESL course or English course within three years (by 2007-2008).*

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Appendix C

Financial Projection - 2016

Financial Projection – Unrestricted Funds
($ in millions)

		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	Break-even year (5) 2013/2014	2014/2015
Sources of Funds									
Base		36.3	36.3	36.3	36.3	36.3	36.3	36.3	36.3
Revenue Growth	(1)	0.0	1.4	2.5	3.7	4.9	6.1	7.4	8.8
Fund Transfer		0.8	0.9	0.6	0.4	0.4	0.4	0.4	0.4
Indirect Cost Recovery	(2)	0.0	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Total Sources		37.1	39.1	39.9	40.9	42.1	43.3	44.6	46.0
Uses of Funds									
Wages and Benefits	(3)	29.3	30.2	31.1	32.0	33.0	34.0	35.0	36.0
Other operating expenses	(4)	9.1	8.9	9.0	9.1	9.4	9.7	9.8	10.0
Reorg/Downsize		-1.2	-1.2	-1.7	-2.1	-2.6	-2.6	-2.6	-2.6
Investments		0.0	1.2	1.3	1.6	1.8	2.0	2.3	2.3
(new pgms, infrastructure)									
Western Stage		0.2	0.2	0.2	0.2	0.1			
Total Uses		38.6	39.3	39.9	40.8	41.7	43.1	44.5	45.7
Net		-1.5	-0.2	0.0	0.1	0.4	0.2	0.1	0.3
Beginning Reserve		3.7	2.2	2.0	2.0	2.1	2.5	2.7	2.8
Ending Reserve		2.2	2.0	2.0	2.1	2.5	2.7	2.8	3.1
Reserve Percentage		5.7%	5.1%	5.0%	5.1%	6.0%	6.3%	6.3%	6.8%

Assumptions:

1. Revenue growth from FTES is projected at 3%. This growth must come from increased efficiency, a COLA increase, or an increase in FTES. There can be no additional cost. Other revenue growth will come from expansion of the community education program.

2. Establish a negotiated indirect rate to be applied to all federal grants beginning July 1, 2008.

3. Wages and benefits are projected at a 3% increase each year.

4. Other operating expenses include business insurance, utilities, payments to JPAs, contract services, travel, supplies, etc.

5. 2013/2014 is considered to be the break-even year because a) there is a slight budget surplus, b) there is no borrowing from other fund reserves, and c) the district is fully funding investments in new programs and infrastructure.

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Appendix D

Academic Cluster Model

Academic Cluster Model
(RAC Adopted -07-17-09)

REV: 03-03-10

Associate Vice President of Administrative Information Systems and Library Services
Gary Hughes

Information and Web Sciences

Dean of Developmental Education

Preparation for College & Work
Special Assignmt

- Project Management
- Tutorial Center
- Basic Skills
- HEP
- Workplace Readiness
- Business Office Tech
- ESL

Vice President - Advancement, Public Information & Marketing
Beverly Grova

Advanced Technology
Neil Ledford
Interim Dean

- Agriculture
- Auto Repair Technology
- Computer Science
- Construction
- Diesel
- Drafting
- Welding

Assistant Dean Director of Nursing & Health Sciences
Mary Young

- Allied Health/Nursing
- Health Sciences
- Medical Lab Technician

Vice President Academic Affairs & Accreditation
Dr. Suzanne Flannigan

Art, Humanities, & Communication
Heidi Ramirez

- Anthropology
- Art
- Dance
- English
- Ethnic Studies
- Languages
- Music
- Photography
- Speech
- Theater

Math, Science, & Engineering
Leticia Contreras

- Astronomy
- Biology
- Chemistry
- Engineering
- Geography
- Geology
- Mathematics
- Meteorology
- Oceanography
- Physics

Social and Behavioral Sciences
Lindsey Bertomen

- Administration of Justice
- Alcohol & Other Drugs
- Business
- Child Development Center
- Early Childhood Ed
- Economics
- Education
- History
- Philosophy
- Political Science
- Psychology
- Real Estate
- Sociology

Vice President for Student Affairs & Athletics
Dr. Greg Peterson

Health, PE/HED, and Counseling
Melissa Stave

- Health Education
- Physical Education (Includes Fitness Center)
- Nutrition
- Counseling

Athletics
Danny Teresa*

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Appendix E

Organizational Chart

Hartnell College
Organizational Chart

3/3/10

Governing Board

Superintendent/President
Dr. Phoebe Helm

Executive Vice President
Vacant

Dean
Developmental Education
Vacant

Vice President
Student Affairs & Athletics
Dr. Greg Peterson

POD Leader – Health, PE/HED
Melissa Stave

Interim Director of Athletics
Daniel Teresa

Director
Extended Opportunity Programs &
Services (EOPS)
Paul Casey

Interim Grant Project Director
High School Equivalency Program
(HEP)
Carla Juarez

Interim Grant Project Director
East Salinas GEAR Up
Augustine Nevarez

Grant Project Director
Student Support Services Grant
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