

# HARTNELL COLLEGE

## Accreditation

### Special Report: Progress Report with Visit

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

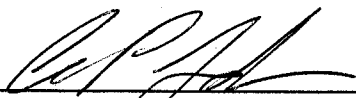
October 9, 2007

Hartnell College  
156 Homestead  
Salinas, California 93901

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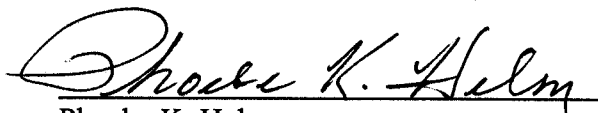
Western Association of Schools and Colleges  
Accrediting Commission for Community and Junior Colleges

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Aaron Johnson  
President, Governing Board of Trustees



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Phoebe K. Helm  
Interim Superintendent/President

## Statement of Report Preparation

During 2006-2007, Hartnell College prepared an Institutional Self Study in support of reaffirmation of accreditation. The report was finalized in January 2007 and the team visit was held in March 2007. Hartnell College received a letter from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges on June 29, 2007, in response to the Self Study and evaluation of the visiting team from March 12 – March 15, 2007. The Commission acted to place Hartnell College on probation, effective immediately, and required that the college submit two progress reports on October 15, 2007, and March 15, 2008. Each report will be followed by a visit of commission representatives, with the first visit anticipated before the end of October.

The June 29, 2007, letter mandated the following action:

*The Commission wishes to note that the first Progress Report of October 15, 2007 should demonstrate resolution of recommendation 7 and resolution of Commission Concern 1 below, and provide evidence of clear and significant institutional progress in resolving recommendations 1 – 6.*

This progress report is our response to that mandate. The report was faculty driven and administratively supported. It was developed with the participation and collaboration of all campus constituencies, reviewed publicly and shared with the Board of Trustees on October 9, 2007. The Office of Academic Affairs was established on August 1<sup>st</sup> to work directly with the president and campus academic personnel to resolve the recommendations and implement long-term, sustainable academic processes District-wide.

The following is a list of the groups that provided information for submitting this required Progress Report to the Accrediting Commission on October 15, 2007.

### Primary Writing Group

Dr. Jennifer Lagier Fellguth, President, Academic Senate  
Dr. Kelly Locke, Program Review Chair  
Kathy Mendelsohn, Chair, Curriculum Committee  
Cheryl O'Donnell, Chair, Student Learning Outcomes  
Melissa Stave, Faculty  
Dr. Ann Wright, President, Hartnell College Faculty Association  
Dr. Celia Barberena, Vice President, Student Services  
Dr. Kathleen Rose, Interim Associate Vice President/Academic Affairs

### Resource Group

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

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## Executive Summary

### Introduction

The day the letter arrived from the Commission placing the college on probation, Interim Superintendent/President Dr. Phoebe K. Helm contacted the college trustees, and then met with the academic, union, and administrative leaders of the college. After receiving full commitment from all groups to move forward as a team to fully address the Commission's concerns, she then met with the media and provided them with copies of the letter, the report, and a press release stating the college's determination to remedy all of the Commission's concerns and recommendations.

As a visible act of unity and transparency, the presidents of the Faculty Senate, Faculty Union, Classified Senate, Classified Union, and the Student Senate joined the college president and Board chairman in convening and hosting two community forums: one in King City and one on the main campus in Salinas. Their presentations emphasized the following points:

- Hartnell College remains fully accredited by the Western Association of Schools and Colleges (WASC).
- Though we are on probation, announced in a letter of June 29, 2007, from the Accrediting Commission of Community and Junior Colleges of WASC, the Commission emphasized that our accredited status continues during the probationary period.
- The Commission requires us to provide specific progress reports on October 15, 2007, and on March 15, 2008.
- All members of Hartnell's community – its Board of Trustees, Faculty Association, Academic Senate, Classified Senate, CSEA, administration, and student government – have committed to working together to fully meet these deadlines and standards.

The presentations were followed by a question and answer period with the audience and the press. Afterwards, all documents pertaining to accreditation (the Commission's letter and report, the Self Study, etc.) were placed on the college website along with a "Q and A" section designed for students, faculty, staff, and the community. The site is periodically updated and is at [www.hartnell.edu/accreditation](http://www.hartnell.edu/accreditation).

As evidenced in this report, Hartnell College has resolved Commission Concern 1 and Recommendation 7. Additionally, this report provides clear and significant progress in resolving Recommendations 1 – 6.

Since June 29, 2007, Hartnell College has made significant efforts to gain the awareness, involvement, and trust of its internal and external communities regarding the "Commission's requests, directions, decisions and policies and ...make complete, accurate and honest disclosure."

The level of involvement and public disclosure are indicators of the college's commitment to the development of a culture of transparency. The organization of the college's resources and the restructuring of its committees and timelines provide evidence of the college's intent to establish and maintain sustainable structures and processes that elicit expertise and involvement of the college senates in the development of policies and procedures in keeping with the spirit and intent of Title 5 of the California Education Code. In addition to providing for sustainable shared governance, these processes and procedures are designed to produce timely and accountable outcomes that enable the college to engage in continuous and systematic assessment, planning, and improvement processes in meeting its educational mission.

## **Accomplishments and Timelines**

### **July**

- Held two Board workshops: 1) Goals for FY '08, and 2) Policy Development: Ethics and Sanctions.
- Appointment of Dr. Kathleen Rose to interim associate vice president of academic affairs to provide leadership for accreditation and establish an office to facilitate and house the documentation of that work.
- Faculty and administrative leadership established timelines for compliance.
- Faculty continued the evaluation of the existing shared governance structures.

### **August**

- Board reviewed as a first reading on August 7, 2007, its newly developed ethics policy and disciplinary/sanction processes.
- Board approved \$150,000 for stipends and reassigned time for faculty – as a one-time, non-precedent setting payment – to complete the review and revision of all course outlines and programs, including student learning outcomes.
- Board authorized the hiring of Dr. Esteban Soriano to conduct an assessment of the education and training needs of the businesses and residents of the District. And, in concert with the business and government leaders of the District, to create a vision for the valley. The resulting document – Salinas Valley Vision 2020 – will be used by the college to update its Education and Facilities Master Plans. The data from this study are critical to the college's processes for determining priorities and updating its courses and programs.
- Convocation focused entirely on the accreditation requirements and resulted in 100% of the faculty participating in course and program review training sessions.
- Selected faculty and administrators met on August 23, 2007, to discuss the guaranteed course schedule for spring 2008.
- A representative group of faculty, staff, and administrators met on August 24, 2007 to begin to formulate the progress report.

- Faculty curriculum workshops began on August 25, 2007.

### **September**

- The college offered a three-hour ethics certification training on the 6th and again on the 12<sup>th</sup>. All members of the Board and 150 other members of the Hartnell College community completed the training.
- The Board, at its second reading on September 13, 2007, adopted the Ethics Policy and disciplinary/sanction processes.
- In a town hall meeting on the 14<sup>th</sup>, faculty and staff review and discuss initial drafts and processes involved in Recommendations 1 – 6 on September 14, 2007. This meeting included faculty and staff breaking into five groups focused on each of these areas: shared governance, curriculum and student learning outcomes, program review, planning and budgeting, and Hartnell’s image. Feedback given to the progress report team and posted on the Hartnell College website indicated this activity had successfully engaged the faculty in these issues.
- Shared governance workshops were conducted September 19 – 21, 2007, by Dr. Leon Baradat, retired professor from Mira Costa College, for the Board of Trustees, members of the faculty, classified, and student senates, and leaders of the unions and the administration.
- The Board engaged an external consultant to complete a “forensics analysis” of the college’s finances and develop a sustainability plan.

### **October**

- Report draft made available on September 28, 2007, to members of the college and the community via postings on the website. Members of the Board and the college were notified via email of the availability of the report and provided a link to the website. Feedback was obtained via a blog and email.

We have drafted our response in two main sections. The first reports our resolution of Recommendation 7 and Commission Concern 1. The second is a Progress Report on Recommendations 1 through 6 and Commission Concern 2.

## **REPORT ON RESOLUTION OF RECOMMENDATION 7 AND COMMISSION CONCERN 1**

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

**Resolution of Recommendation 7** Hartnell College has resolved Recommendation 7 by completing an ethics policy that includes sanctions and by completing a Trustee Development Plan.

### **Board of Trustees Ethics Policy**

After a first reading in August and a second reading in September, the Board of Trustees, at its September 13, 2007, meeting, unanimously adopted an ethics policy that includes procedures for sanctioning members who violate those policies. (See Appendix A).

These policies and procedures were extensively reviewed, discussed, and finalized at a workshop of the full Board and the interim college president on Saturday, July 28, 2007. Mr. Steve Collins, a consultant in organizational leadership, facilitated the workshop. The audience included faculty and classified senate and union leaders, managers, Board candidates, and a member of the press. The Board members engaged in open and candid discussions of past infractions and the need for these policies and disciplinary procedures.

The Board volunteered to complete the Ethics in Public Service Training certification required under Assembly Bill 1234. While this legislation does not apply to community colleges, the trustees and approximately 150 faculty, classified and student senate and employee union leaders, administrators, managers, supervisors, staff, faculty, and some of the candidates seeking election to the Board completed the ethics certification training offered at the college September 6 and 12 by attorney Laura Schulkind from the law firm of Liebert Cassidy Whitmore. Appendix B contains a sample of the certificate, information on the trainer, and a list of those who completed the ethics training and certification process.

The trustees and the college leadership groups believe that the process of having engaged with each other around a common body of knowledge and training has created a clear standard of expected behavior that is both sustainable and enforceable.



## **Board of Trustees Development Plan and Activities**

The Board has engaged in a series of development activities since July 1, 2007, that were focused on gaining a more comprehensive and collective understanding of appropriate Board behavior, roles, and responsibilities. Specifically, the Board has held four workshops and drafted a Board of Trustees Development Plan (see Appendix C).

The first activity was the annual goal setting workshop on July 21, 2007. After reviewing demographic characteristics of the District and the college, as well as student performance data, the Board set four goals for which they would hold themselves and the college accountable. They were: 1) Accreditation (to meet and exceed the accreditation requirements and deadlines), 2) Finances (increase enrollment and retention and decrease expenses), 3) Communications (improve communication within the Board, between the Board and the college, and between the Board and the community), and, 4) Superintendent/President (complete the selection of a new superintendent/president). These goals now appear as a standing agenda item for each regular Board meeting so that the Board can remain focused on their attainment. About 40 members of the faculty and staff, as well as members of the community observed these deliberations.

Second, the Board completed the Ethics Policy Workshop on July 23, 2007. As part of this workshop, the Board agreed that the chairman speaks for the Board and that the president is the spokesperson for the college.

Third, Board members attended the ethics certification training, described above, during one of the two days it was offered in September or completed the training and certification on-line.

Fourth, the Board completed a workshop with Professor Leon Baradat on shared governance. The leadership of the faculty, classified and student senates and management participated with the trustees in this workshop September 20, 2007. This workshop was particularly helpful in developing a common understanding of shared governance and in developing the college's processes and commitment to giving all constituent groups a voice in the ongoing activities, planning, and decision-making of the college. In addition, Professor Baradat, who has served as president of both a local and statewide academic senate, and as a local community college trustee, spent three days on campus working with the faculty, classified, and student senates, as well as administrative personnel. The Board and the college leadership groups are committed to operating within both the intent and the spirit of Title 5 with regard to shared governance.

The purpose of the shared governance workshops was to develop a common understanding of the issues among college groups and to create clear and sustainable processes and procedures for implementation. In addition to the

shared governance workshops, the work of the Academic Senate's Shared Governance Task Force should be noted here. The Shared Governance Task Force worked throughout the spring and summer to collect data about the current committee structure and to analyze the data and make recommendations for change. The final version of its report was presented to the Academic Senate on October 9, 2007. The Academic Senate has been working with the Classified Senate and the Student Senate on shared governance since July 2007 and will use this document to guide the process of jointly revising the committee structure.

Both the Trustee Development Plan and the orientation for new trustees rely heavily on documents housed on the college website as well as websites designed specifically for community college trustees, namely the Association for Community College Trustees (ACCT) and the Community College League of California (CCLC). This is especially important for Hartnell College trustees because the District is divided into seven sub-districts with one trustee elected from each of those sub-districts. Therefore, it is typical for some trustees to live 100 miles apart or from the main campus. Trustee elections are conducted in odd-numbered years with four positions up for election in November of 2007. Thus, for a comprehensive development plan to be effective and sustainable, both the length of term (four years) and the geographic distance must be taken into account. For those and other reasons, the Board's Comprehensive Development Plan includes local workshops such as the ones described above, as well as state and national conferences when time and resources permit.

The orientation for new trustees includes both resource materials and meetings with college staff. While some orientation has happened already as a result of the candidates being invited to participate in the workshops described earlier, it is expected that significant orientation activities will happen in November and December. The resource materials in the form of a notebook will include the college organizational chart, a campus map, demographics of the District and the college, the budget, Board policies, and selected publications. The Orientation Notebook and the Board Policy are available in the Accreditation Resource Room. Orientation meetings with the college president and members of the staff and/or Board include campus tours conducted by college staff and a review of websites to ensure comfort in navigating the Board agenda, minutes, accreditation reports, budgets, and links to ACCT and CCLC, as well as other information critical to the trustee. A review of policies, programs, and budgets will be conducted for new trustees. In addition, social activities will be planned to facilitate Board members getting to know each other. Included in the planning is new Board member orientation to the role of the Academic Senate, Classified Senate, and Student Senate in college governance. Leaders within these groups can conduct this orientation utilizing materials and principles gained from the workshop conducted by Leon Baradat.

The trustees are committed to their own growth and development and have pledged to hold themselves and the college accountable for the college's service to the District.

**Commission  
Concern 1**

*The Commission asks Hartnell College to demonstrate the way in which it meets and commits to continuing to meet Eligibility Requirement 21 which required the institution to...comply with Commission requests, directives, decisions, and policies, and...make complete, accurate, and honest disclosure.*

**Resolution of  
Commission  
Concern 1**

The Board and the college leadership groups are committed to meeting and continuing to meet Eligibility Requirement 21. This commitment includes meeting all deadlines and working to create a culture of transparency and high expectations for performance, continuous improvement, and accountability.

We have conducted numerous activities that demonstrate good faith efforts in this direction. First, the "tone" of transparency and accountability, as well as honest disclosure was set when the Board chairman, interim president of the college and presidents of the faculty and classified senates and unions jointly conducted community forums throughout the District about the college's probationary status immediately after receiving the Commission's letter dated June 29, 2007. Second, the college's website has been utilized to keep the college and the community informed. In addition, the college has maintained an open-door policy with the press.

The Board has committed significant resources to support a faculty-driven and administratively-supported response to the Commission's action letter. First, division and program faculty are participating in the review and deletion of outdated courses and programs and in revising and updating courses and programs that are currently being offered. In addition to identifying student learning outcomes for courses and programs, institutional student learning outcomes are being identified for the general education core. The assessments of these outcomes of student learning will be utilized in planning and in the distribution of resources in a cyclical manner that supports sustainability.

The Board commissioned a District-wide assessment of the education and training needs of residents and business and industry owners and their employees. It has been more than 12 years since a similar study was conducted in the Salinas Valley. This assessment was launched in partnership with government and business leaders as part of their "Salinas Valley Vision 2020," and the results will be used as the basis for revising the college's Educational and Facilities Master Plans. Preliminary data from this study indicate that Hartnell has significant opportunity for growth over the next 10 plus years, given that the average age of District residents is 24.5 years, which is half the age of the population of the communities that lie just

outside the District. Thus, Hartnell will have a key role in preparing the majority of the future workers for the Valley and surrounding areas. By building cutting-edge, high-demand programs, Hartnell can be positioned to grow out of its current financial constraints and meet the needs of the community.

The needs assessment project, the community forums, and the increasing leadership provided by the Hartnell College Foundation have begun to reconnect the college with the community and restore faith in its future. Through the Foundation, business leaders, especially those in commercial construction, agriculture, and health, have donated significant dollars and talent to guide and support the development of new programs in these areas. Internally, the college has initiated a “guaranteed course schedule” for the spring 2008 semester, which we believe will restore students’ faith in the course offerings. With the guaranteed schedule, the college will no longer withdraw sections one and two days before classes start. Instead, the schedule will be comprised of a core set of offerings, which will be expanded as sections fill during enrollment. This process will improve efficiency, better utilize faculty and classrooms, and be more responsive to student needs.

## **Conclusion**

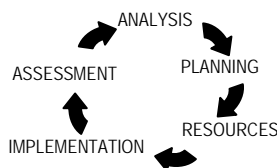
The Board and the college understand the importance of the Commission’s Concerns. All stakeholders are fully committed to meeting all of the Commission’s expectations and timelines. Furthermore, the college is putting the appropriate annual assessment and planning processes in place to enable the college and the Board to answer the question, “Is Hartnell a better college this year than last year and what is the evidence?” The college community is committed to ongoing institutional self assessment, planning, and improvement processes. This report is submitted as evidence that the college has moved in the right direction in resolving Recommendation 7 and addressing Commission Concern 1, and will continue to do so.

## **PROGRESS REPORT FOR RECOMMENDATIONS 1-6 AND COMMISSION CONCERN 2**

## **Introduction**

Hartnell College believes in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. Thus, the college has adopted an assessment and planning model that will be utilized to systematically examine its student learning outcomes at the course, program, and institutional levels. Those data will be utilized

by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement. The assessment and planning model is depicted below:



While much work is yet to be done, the college believes it is on track to resolve the Commission’s Recommendations 1 - 6 and Concern 2 before March 15, 2008. Furthermore, the college is committed to the systematic implementation and refinement of this model as will be evidenced in the college’s Midterm Report on March 15, 2010, and its Comprehensive Evaluation in 2013.

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

**Progress on Recommendation 1** Much of the background work has been completed for the development of a professional ethics code for all personnel that embraces self-examination and relies on data to guide improvement of student learning and institutional and governance processes and procedures. The work in this area needs to be considered on two levels to be sustainable. One level is the renewed sense of partnership, responsibility, and accountability of the leadership of the college. The other level is the actual tasks that have been completed and the processes and procedures that are in place to enable the resolution of Recommendation 1 before March 15, 2008. Those accomplishments are described below.

The assessment of student learning outcomes at the course, program, and institutional levels will provide evidence of the quality of those programs and services regardless of location, time of day, or modality of delivery. The sampling plan for assessment will enable the college to analyze and compare data across three primary segments: time (day vs. evening and weekend), location (on the main campus vs. education centers or off-campus sites), and modality (traditional classrooms vs. online or distance learning). Additionally, student learning outcomes at the institutional level will be assessed across programs and analyzed by the number of credit hours attained with the assumption being that students who have completed 60 credits will, for example, write better than students who have completed 30 credits or students who have completed 15 or fewer credits. The analysis of these data will be broadly disseminated and utilized to benchmark and plan

improvements, set priorities, and allocate resources.

From the point of notification of the Commission's decision to place the college on probation, the leadership of the faculty and classified senates and unions, the Student Senate, the administration, and the Board have been actively engaged in demonstrating joint leadership and responsibility for review, revision, and development of policies, procedures, and outcomes that are sustainable and transparent. A number of activities have made this renewed tone of respect and partnership apparent throughout the college and the community, but perhaps three activities signaled this change most clearly. They were: 1) the unity of the leadership of these groups in conducting two community forums on the college's accreditation status and their public commitment to comply fully with the Commission's expectations; 2) the reconfiguration of the Board room, giving the president a seat at the table and including faculty, classified staff, and student leadership at the staff table alongside senior administrators; and, 3) conducting a series of workshops that included all constituent groups. These workshops have played a critical role in developing a common base of knowledge and understanding as well as the commitment to develop sustainable and transparent policies and procedures.

To date, 150 college employees, the Board, and some of the candidates for the Board have completed Ethics in Public Service Certification under Assembly Bill 1234. The Board completed its ethics statements, including processes for sanctions, at a workshop that included campus leaders. After a first and second reading, those policies were adopted by the Board. The individual senates have examined their policies and procedures in preparation for a "Town Hall" type meeting in November, where it is anticipated that significant dialogue regarding continuous improvement will lead to greater understanding of the assessment and planning processes and the development of a written code of professional ethics for all personnel. The shared governance workshops conducted by Leon Baradat were planned by the leadership of the faculty, the classified staff, and the student senate. Prior to the workshops these groups had examined their current structures, committees, processes, and procedures to determine how they might be improved. As a result, all groups have a better understanding of shared governance and are committed to a transparent process that not only meets the requirements of Title 5 but also helps develop a culture wherein it is automatically asked, "Who will be impacted?" and "Who has expertise?" and then seeks the involvement of those two groups when engaging in the development of policy and procedures. This has contributed to a greater understanding that shared governance is not so much about "rights" as it is about reasonable and sensible planning and problem resolution.

Since completion of the workshops on shared governance the Board has reviewed and revised its policy to adopt the option to "rely primarily" on the

Academic Senate rather than the existing process of "mutual consent" with regard to the Academic Senate as described in Title 5. In addition, the three senates and the Board, at its October 9 meeting, have passed resolutions embracing shared governance and taking overt steps to ensure its transparency and sustainability.

In addition to the development and adoption of a college-wide professional ethics code, the college has much work to do in determining how to integrate all of its data-gathering and planning processes (student learning outcomes, program reviews, etc.), analyzing those findings, and then utilizing the results to set priorities and allocate resources. The college is committed to completing this process, at least at the macro level, prior to March 15, 2008, and then to continuing to refine and improve this process as it prepares for the Midterm Report of March 15, 2010. Likewise, the college expects that its Comprehensive Evaluation in Spring 2013 will comply fully with the Commission's standards and expectations regarding the quality and integrity of its educational programs and services and the transparency of its processes, procedures and outcomes.

**Recommendation 2** *The team recommends that college constituencies agree upon and implement an ongoing, systematic, integrated process for program review, planning, budgeting and hiring, and that a means be developed to communicate decisions made in those arenas back to the campus at large. (Standards I.B.3; I.B.5; III.A.6; III.B.2.b; III.C.2; III.D.1.a; III.D.2; III.D.2.b)*

**Progress on Recommendation 2** With the adoption of the assessment and planning model described on page 9, the college now has all of the individual pieces required to comply with Recommendation 2. However, this is only the beginning, and significant work needs to be done to integrate the various elements and utilize those data for planning and resource allocation. The college expects to respond to the district-wide needs assessment with revised Education and Facilities Master Plans. New programs, reviews of existing programs, and student learning outcome data will guide the allocation of resources. Through a shared governance process, competing demands for resources will be prioritized and communicated college wide.

The Salinas Valley Vision 2020 project, a community needs assessment, is currently being conducted. The survey is designed to learn about the community's current interaction with the campus: their views and interests regarding training and occupational/vocational basic education courses; how/when/where they would like to take courses; the skill sets they need today and envision needing tomorrow; and their suggestions regarding locations where Hartnell should consider offering courses and programs to keep pace with future growth and Valley needs. The responses from the survey will assist in revising the Educational and Facilities Master Plans.

Program Review co-chairs Dr. Kelly Locke and Dr. Kathleen Rose researched current data collection models and created a discipline rotation grid with the assistance of the committee. The committee met on October 1, 2007, to set goals and confirm new membership. A timeline for the review process will be completed before October 30, 2007. The process will include the identification of disciplines for review and starting assessment measures in spring 2008, with self study review starting in Fall 2008.

A new 'Justification for Full Time Faculty Hire' template has been created by the Full Time Faculty Hiring Committee. This new template incorporates a qualitative and quantitative protocol that provides a consistent analysis of factors leading to recruitment decisions for new faculty hires. Additionally, the Academic Senate has proposed modifications to the mutually agreed upon faculty selection process.

The Institutional Planning Committee (IPC) continues to discuss how to better integrate program review, institutional planning, budgeting, and hiring. A subcommittee was formed at the September 6, 2007, meeting to gather more information about current plans. Alternatives were discussed at the IPC meeting on October 4, 2007. These data will assist the IPC in better determining how plans are integrated (or not) among shared governance committees. Additionally, the result of the survey of college plans will provide the IPC the ability to reassess its functions and responsibilities as it relates to institutional planning and the budgeting process.

Through the combined efforts of these committees, a revised process that integrates program review, institutional planning, budgeting, and hiring will be established by February 2008.

Ideally this model will result in three-year departmental/area plans that rely on assessment data and continuous improvement processes to set priorities and allocate resources district-wide.

**Recommendation 3**

*The team recommends that a planning process be completed that will address the needs for staffing and maintenance in new buildings and for technology support in both new and existing buildings (Standard I.B.3; I.B.4; I.B.6; III.A.2; III.A.6; III.B.1.a; III.B.1.b; III.B.2; III.2.a; III.B.2.b; III.C.1.c; III.C.2)*

**Progress on  
Recommendation 3**

The Technology Master Plan was completed and approved on May 24, 2007. The plan supports the mission, goals, and objectives of the college. The most current project completed in alignment with this plan was the replacement of network switches at an expense of \$450,000. As a result of the network switch project, the overall network has significantly improved. In addition, a network security audit was conducted and microwave dishes



realigned to increase network reliability and performance.

After researching the Chancellor's Office's Technology II Strategic Plan dated September 2000 – a standard initially developed for academic computer support by the Gartner Group for the Chancellor's Office and available at [www.gartner.com](http://www.gartner.com) -- a comparison was made between the current standards and those of Hartnell College. Based on the opening of the CALL Building in 2009, the college anticipates having a total of 1,400 computers. The comparison between CCCCO standards and the college is as follows:

- One Network and Systems Administrator (Novell, Unix) per 300 PC's – *The college needs 3 additional staff positions to meet this standard.*
- One Technical Management staff per 500 PC's- *The college needs 2.5 additional staff positions to meet this standard.*
- One Web administrator per 12,000 FTES - *The college meets this standard.*
- One Administrative Systems Support per 12,000 FTES - *The college meets this standard.*
- One Technical support of desktop and lab computers per 150 PC's - *The college needs 5 more staff positions, for a total of 9, to meet this standard.*
- One Application Development Programmer per 6,000 FTES (academic support only) and an additional four programmers to support administrative/Datatel software - *The college needs 1 additional staff position to meet this standard.*
- One Network staff per 6,000 FTES - *The college has 2 network staff and thus exceeds this standard.*

In September 2007, the college engaged Steve Mangelsen to conduct an analysis of the college's finances and make recommendations and projections that would enable the college to realign its resources, reduce redundancy, and increase efficiency in a manner that restores confidence in the college's ability to meet its mission, especially as it adds new buildings and programs. The priorities resulting from Mr. Mangelsen's work are:

- Identify consistent funding streams for technology -- the college is committed to the delivery of high quality educational programs and

services and to the technology required to keep those programs current.

- Restore the reserve -- the college has been spending its reserves for a number of years and projects a \$1.3 million deficit in this year's budget. Reductions in expenditures can be realized through increased efficiencies. However, to fully reach this goal and restore the reserves, an increase in revenue must accompany the reduction in expenditures.
- Prepare for negotiations -- three major labor groups (faculty, classified, and L39) have contracts that expire this year. A clear and open examination of the college's finances is required to establish reasonable expectations for negotiations.
- Make recommendations as to how public and private grants might be better utilized to support the mission of the college and reduce redundancies.

The build-out of the East Campus is designed to breathe new life into vocational and career programs and provide a more convenient setting for English as a Second Language and general education programs for the rapidly growing Hispanic populations that reside in the East Salinas area. The College Foundation has created two dynamic task forces of industry leaders: The President's Advisory Committee on Agricultural Technology and the President's Construction Technology Task Force. These programs provide significant opportunity for growth in both the credit and non-credit areas of the college. Industry leaders have generously provided guidance in curriculum development, funding for program development, and equipment donations. Appendix D contains the design of the Agricultural Technologies Programs. Additional advisory committee and relevant Foundation documents are available in the Accreditation Resource Room at the college.

The Financial Realignment Plan that will result from Mr. Mangelsen's work and the Foundation's leadership in identifying start-up funding for new programs in the build-out of East Campus will give the college the opportunity to grow. New enrollments, increased retention, and grants from public and private sources are expected to enable the college to balance its budget. However, better and more transparent planning processes regarding resource allocations are expected to continue to be a challenge until these programs are self sustaining.

**Recommendation 4**

*The team recommends that the college engages in a broad-based dialogue that leads to:*

- *The identification of Student Learning Outcomes at the course and program levels; and*
- *Regular assessment of student progress toward achievement of these outcomes.*

(Standards II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f; II.A.2.g; II.A.2.h; II.A.2.i; II.A.3)

**Progress on  
Recommendation 4**

The structure of the Student Learning Outcomes Assessment (SLOA) Committee has been changed to include faculty leaders. The shared governance status of the SLOA Committee is complete. Faculty leaders have been identified and are assisting other faculty in creating student learning outcomes at the course and program level.

Faculty were identified during the summer to plan the fall 2007 convocation activities, which would describe to the campus community the college recovery plan for accreditation. The planning committee consisted of representation from the Curriculum Committee, the SLOA Committee, the associate vice president of academic affairs, and the Academic Senate. The team attended the deans meetings on June 26, July 24, July 31, and August 7. During these meetings, the group discussed and reviewed curriculum volume and processing flow. Faculty also discussed SLOs and what faculty responsibilities would be. Members met with Dr. Helm on two occasions to discuss proposed work and stipend payments for faculty. The Office of Academic Affairs finalized the stipend contracts and assisted in identifying faculty member curriculum assignments.

Institutional level SLOs (including general education outcomes) created from Flex day 2006 were refined and reviewed by the SLOA Committee. The core competencies were approved by the Academic Senate on September 11, 2007.

The team attended three conference call meetings with CurricUNET, an automated curriculum program. The focus of the meetings was to discuss staffing needs, process steps, and needed materials for the conversion to CurricUNET. The college has purchased this program, which will be made available in Spring 2008. This program will enable faculty to update SLOs online. On-campus training has been tentatively scheduled for the week of October 8.

The process for submitting and storing SLOs electronically has been established. A file management structure has been set up on the college network. Area and discipline folders have been created and writing rights assigned. Instructions were sent to the faculty in the first month of the fall 2007 semester.

The Office of Instruction provided grant funds for faculty, management, and staff to attend the RP Group Conference, held in San Jose on October 3rd, 4<sup>th</sup>, and 5th. The conference, titled *Strengthening Student Success: Making a Difference*, provided targeted skill development in the creation and assessment of SLOs. The Hartnell participants will train other members of

the campus community on SLOs including technical components and subsequent assessment.

The SLOA Committee is discussing how to link SLOs to the program review cycle. The model proposed is a five-year cycle that parallels the activities of program review. During the first two years, course level SLOs will be assessed and analyzed; during the next two years there will be review of the general education and program outcomes; and the fifth year is where the analysis is completed and elements of resources and re-organization is determined for the next cycle. Multiple discussions have taken place within the SLOA Committee, the Academic Senate, and the Curriculum Committee to refine this direction.

A special project contract was initiated for the completion of the SLO website for Hartnell. This website will contain a variety of resources including training materials and links to other websites. Target date for completion of the website is October 10, 2007.

Information was gathered about different community college SLO assessment models. Conference calls were held with Marcy Alancraig, English faculty and SLOA coordinator from Cabrillo College. Plans include a joint Academic Senate/SLOA committee retreat on October 18, 2007, during which assessment training for general education and program level SLOs will be addressed. Cabrillo has an excellent model for linking SLO assessment to program review. This will be further examined by the SLOA Committee and eventually taken to the Academic Senate. The SLO coordinator is planning to work closely with co-chairs Dr. Kathleen Rose (VP of Academic Affairs) and Dr. Kelly Locke (math faculty) as planning takes place for the development and resurrection of a sustainable plan for program review.

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

**Progress on Recommendation 5** After the receipt of the June 29, 2007 letter from the Commission, the college fast-tracked the curriculum project, which included deletions, inactivation, and revision of more than 800 courses or course outlines. After withdrawing a significant number of courses and programs, the committee determined that at a rate of reviewing 20 courses per week, they would meet the March 15, 2008 deadline.

These initial planning steps were taken:

- Meeting with VP for Instruction to discuss planning for the development of scheduling curriculum for specific meeting dates, convocation activities regarding revising, deleting, and inactivating courses, faculty training for SLOs, and CurricUNET flow processes and training.
- Meeting with CurricUNET representative and VP for Instruction to discuss process for planning and implementing CurricUNET.
- Attended deans meeting to discuss the need for data to determine a more accurate status of our curriculum. Presentation of a draft list compiled by the OI listing courses (list developed in conjunction with the Chancellor's Office) indicating revision dates of course outlines.
- Meeting with interim president to discuss expectations for curriculum revision and processing; request by the interim president to develop a one-time non-precedent setting proposal to compensate faculty for curriculum work.
- Curriculum Committee meetings scheduled weekly. Configuration of folders in shared computer network drive for processing curriculum electronically.
- Attended deans meeting to discuss process for submitting curriculum electronically using the college's shared computer drive. Presentation of document reflecting active courses at Hartnell.

During the Fall 2007 Convocation, the faculty: finished identifying courses to delete and inactivate; determined a schedule for revision of degrees impacted by course deletions, inactivation, and revisions; finalized a schedule of course revisions and assigned faculty so that every course that has not been revised since 2002 is revised and approved with SLOs by the Curriculum Committee February 2008 deadline; and filled out and submitted signup sheet for curriculum workdays. Course lists for each division are available online on the Hartnell College website at <http://www.hartnell.edu/curriculum>.

The Curriculum Committee had its first meeting on August 23 to review the newly developed procedures for submitting curriculum electronically. The meeting was well attended, and faculty began the huge project of overhauling the curriculum. The first agenda was set, and courses were being placed in the pre-launch folder for the first meeting of the semester where the Curriculum Committee would approve curriculum.

A week later, August 30, the Curriculum Committee began processing curriculum electronically for the first time. Large numbers of courses were made inactive or deleted based upon several revisions of active course status, enrollment data, and last offering of the course. At that first meeting, 24 courses were made inactive, 98 courses were deleted (including 46 selected topics courses), and the revision of 15 courses was approved. The curriculum presented at the first meeting was comprehensive as a result of the first six-hour curriculum workshop that was attended by 28 faculty on the previous Saturday.

The Curriculum Leaders (six faculty) regularly discuss ways to refine the process to expedite the processing of course materials while maintaining quality. The Curriculum Committee chair continues to meet with a Curriculum Leader to process materials submitted by faculty to determine and confirm the agendas for future meetings. A draft agenda is electronically placed in each agenzized folder so that faculty and deans are aware of the courses to be presented.

The process continues to evolve to become more efficient. The committee, Curriculum Leaders, and the faculty are becoming more adept at reviewing course outlines. Two more three-hour workshops were well-attended (30 at one session and 18 at the next) by faculty, where collaboration is evident and learning is taking place.

As of October 4, 2007, 118 courses had been revised. A master course list has been developed in the Office of Academic Affairs to track each week's progress.

Six more hours of workshops are scheduled for mid-October, and an additional six hours the first week in November. Projections are to process a minimum of 20 courses at each meeting through February 2008.

**Recommendation 6**

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

**Progress on Recommendation 6**

The college has undertaken a three-pronged approach to the creation of a long-term strategic plan that includes fiscal stability and enrollment growth. The first major effort is the district-wide needs assessment and vision -- Salinas Valley Vision 2020 -- that is being developed in partnership with major business and government leaders throughout the District. These findings and projections will become the basis for the college's Educational and Facilities Master Plans. These data will be utilized to prioritize both credit and non-credit program development.

Second, the financial analysis and planning processes described in the college's Response to Recommendation 3 will be utilized in developing a long-range approach to the college's overall financial health and ability to meet its educational mission.

Third, the college has undertaken the development of a guaranteed course schedule for spring that is designed to be enrollment driven and responsive to student needs. This concept -- guaranteed -- means that students can register early and prepare for the next semester knowing that their classes will not be canceled. The college believes that this process will restore

student confidence in the course schedule and will result in both greater efficiencies and enrollment growth. A copy of the guaranteed course schedule development process is included in Appendix E.

Additionally, the college expects to develop more varied start and end dates that meet the needs of our students, including those who move south to work during winter months. The college will explore the opportunity to expand its non-credit offerings to meet the needs of the growing ESL populations and the more than 50,000 residents who do not have a high school diploma. Non-credit courses that lead to employment opportunities can be sequenced to provide Certificates of Completion while others can be sequenced and articulated with career or transfer programs as Certificates of Competence. These expanded opportunities to meet workforce needs under SB 361 -- Enhanced Funding, 2006 -- have not been developed at the college at the level they could be. A concerted effort will be made to involve all segments of the college from admissions and student services to instruction and business services in the planning, outreach, development, and implementation of these programs.

Furthermore, an analysis of the college's credit courses is under way to ascertain program requirements and general education specific requirements, as well as general education and program electives. The purpose of this analysis is to set priorities in developing course schedules, faculty hires, and resource allocations. The college believes that these concerted efforts will lead to increased enrollment, efficiency, and contribute to a stable financial future.

**Commission  
Concern 2**

*The Commission asks Hartnell College to demonstrate that it meets Eligibility Requirement 10 which requires the institution “defines and publishes for each program and the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.*

**Progress on  
Commission  
Concern 2**

The college's response to Recommendations 4 and 5 above provide evidence that the college will demonstrate that it meets Eligibility Requirement 10. The college catalog (to be published in late spring) and the college website will list identified student learning and achievement outcomes for each program. The course outlines will contain specific student learning outcomes and will support the institutional level student learning outcomes as well.

The assessment and planning model, as described in the introduction to this section of the report and in the response to Recommendation 1, is designed to systematically examine its student learning outcomes at the course, program, and institutional levels. The sampling plan will enable the college

to compare outcome data across three primary segments: time (day vs. evening and weekend); location (on campus vs. off campus); and modality (traditional classroom vs. distance learning). The institutional level outcomes will be measured across programs by looking at data by credit hours attained with the assumption being that students who complete more credit hours (60 vs. 30 vs. 15 or fewer) will have attained a higher level of performance on these learning outcomes (writing, for example) than will students who complete fewer credits. The purpose of these comparisons is to demonstrate that students who complete programs, no matter where or how they are offered, achieve the stated learning outcomes. The results of these comparisons will be widely disseminated and used as benchmarks for continuous improvement.

## **Conclusion**

The college leadership groups -- the faculty, classified, students, administration, and Board -- are committed to fully addressing the Commission's Concerns, Recommendations, and Standards. Also, the college recognizes that much work has yet to be done to ingrain the newly adopted assessment and planning model into the culture of the college and to refine it as needed to provide meaningful guidance to the college and respond to the public's expectations for quality programs. Nevertheless, the college believes that this report provides evidence that the college has taken the Commission's Concerns and Recommendations seriously and has responded with integrity. The college looks forward to the Commission Team's visit and examination of the evidence of the college's progress in this regard. The college further believes that it will have developed sustainable and transparent processes such that it will be prepared to meet the Midterm Report in 2010 and be fully prepared for the Comprehensive Evaluation in 2013.



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# HARTNELL COLLEGE

## Accreditation

### Special Report: Progress Report with Visit

#### Appendix A

##### Board of Trustees Ethics Policy

# HARTNELL COLLEGE

## 1000 SERIES GOVERNING BOARD POLICIES

### A. Organization and Procedures of the Governing Board

#### 1055 Ethical Conduct of the Governing Board

##### **Act as a Unit:**

The Board is a corporate body. It governs as a unit, with one voice. This principle means that individual Trustees have authority only when they are acting as a Board. They have no power to act on their own or to direct College employees or operations.

In order for Boards to be cohesive and well-functioning units, Trustees must work together as a team, toward common goals. Boards should have structures and rules for operating that ensure they conduct their business effectively and efficiently. Boards should have agendas that are clear and informative and Board meetings should be run in an appropriate manner.

The power of governance is expressed through one voice. As individuals, Trustees make no commitments on behalf of the Board to constituents, nor do they criticize or work against Board decisions.

To be effective, Trustees and Boards must:

- Integrate multiple perspectives into Board decision-making
- Establish and abide by rules for conducting Board business
- Speak with one voice; support the decision of the Board once it is made
- Recognize that power rests with the Board, not individual Trustees

##### **Equity in Attitude:**

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expression of different opinions and listen with an open mind to others' ideas.

##### **Trustworthiness in Stewardship:**

- I will be accountable to the public by representing the College policies, program priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in College activities and by communicating priorities and concerns.
- I will work to ensure prudent and accountable use of College resources.
- I will make no personal promise or take private action that may compromise performance of my responsibilities.

**Honor in Conduct:**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect and uphold the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or pulse of the group.

**Integrity of Character:**

- I will refuse to surrender judgment to any individual or group at the expense of the College as a whole.
- I will consistently uphold all applicable laws, rules, policies and governmental procedures.
- I will keep confidential information that is privileged by law, closed session, and/or that which will cause harm to the College if disclosed.

**Commitment to Service:**

- I will focus my attention on fulfilling the College's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend College Trustee meetings.
- I will avoid personal involvement in activities delegated to the Office of the President.
- I will seek continuing education that will enhance my ability to fulfill my responsibilities effectively.

**Procedures for Sanctioning Members Who Commit Ethical Violations**

As with any set of rules a group chooses to impose upon itself, there must be a consequence for actions that violate the established ethic of the group. Making the Board Chair or the President aware of a violation or ethical misconduct should be seen as good *stewardship* rather than as *whistle blowing*. The first order of business should be the determination of whether, in fact, a rule has been violated. The Board Chair, College President, or member should immediately consult with one another when either is made aware of a possible violation. In the event the Chair may have performed the violation, the Vice-Chair will then substitute. Any violation of law should be immediately reported to the appropriate authority.

There are a number of factors that should be considered in the event that disciplinary action is deemed necessary. First and foremost, there needs to be a determination that a violation has occurred and a determination of the gravity of said infraction. Was there intent, is it a pattern of violation, is it a violation of rule or law, has there been a violation of the Brown Act, can the damage, if any, be mitigated? The answer to these questions, as reviewed by the Board Chair, College President and/or member, would then lead to the imposition of discipline. The Trustee being investigated and potentially disciplined will have the right to have full knowledge of the extent of the violations being suggested, and the right to fully defend themselves.

**BOARD DISCIPLINARY ACTIONS FOR VIOLATIONS:**

Based upon the findings of the investigation, the Board may take any and/or all of the following actions:

1. No Violation. Determine that the alleged misconduct did not occur or was not a violation of the code of ethics and that no further action should be taken.
2. Corrective Action Unnecessary. Determine that a violation occurred, but that the violating Trustee is unlikely to repeat the offense and therefore no corrective action is needed unless and until a future violation occurs.
3. Warning. Find that a violation occurred and officially warn the Trustee specifically identifying the misconduct. The warning may direct the Trustee to take specified corrective action. Failure of the violating Trustee to take such corrective action may result in Reprimand.
4. Reprimand. Find that a violation occurred and officially reprimand the Trustee, specifically identifying and condemning the misconduct. The Reprimand may include direction to the violating Trustee to undertake ethical training, perform restitution, or otherwise take specified corrective action. Failure of the violating Trustee to take such corrective action may result in Censure.
5. Censure. Find that a violation occurred and censure the Trustee. Censure not only expresses the Board's disapproval of the misconduct, but expresses the Board's disapproval of the Trustee based upon the Trustee's likelihood of continuing with ethical misconduct as a Trustee. The Censure shall be made publicly and may:
  - a. Expressly warn the College community and public that the violating Trustee has no authority to speak or act for the Board or the College, but instead is acting on his or her own.
  - b. Publicly disavow the misconduct and reaffirm that the Board finds such misconduct unethical and unacceptable, and does not condone or tolerate such misconduct.
  - c. To the extent the misconduct involves violation of public meeting laws, including the confidentiality of closed session meetings, take action to protect the lawfulness of Board meetings, which may include initiating appropriate legal action against the Trustee to ensure compliance with public meeting laws through the exclusion of the Trustee from closed session meetings.
  - d. To the extent the misconduct involves a Trustee's conflict of interest, the Trustee may be excluded from such meetings where the Trustee's presence would be a violation of conflict of interest laws.

## 1055 Ethical Conduct of the Governing Board

References: Education Code 70902, 72000, 72533, Government Code 1090 et seq., 54963  
Adapted from the Association of Community Colleges Trustees ([www.acct.org](http://www.acct.org)) and Texas  
Association of School Boards ([www.tasb.org](http://www.tasb.org))

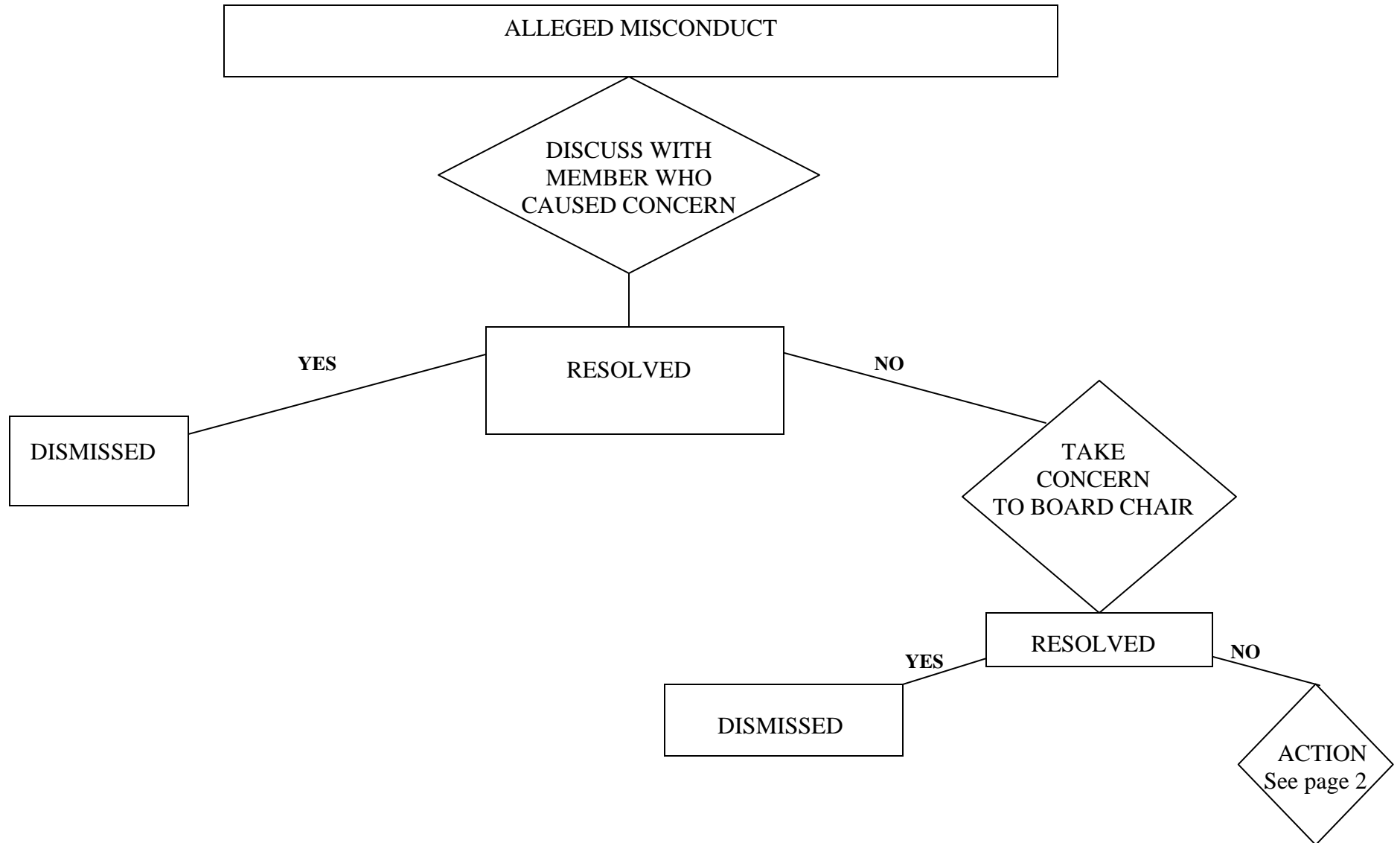
Adopted by the Board of Trustees as an operational statement on: June 4, 1992

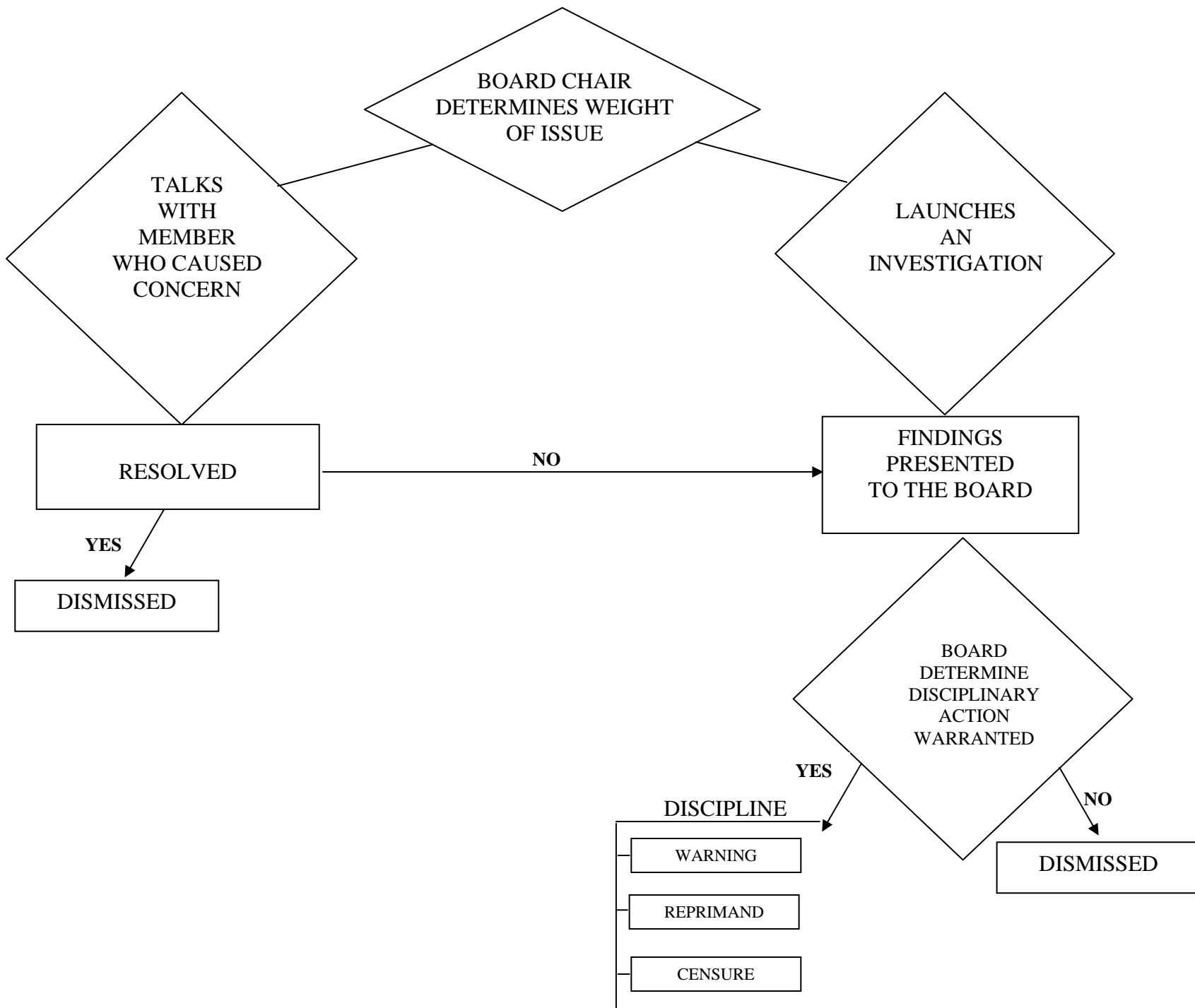
Adopted as Board Policy: 3-5-96

Revised and Adopted: 7-14-05, 9-13-07

# PROCESSES FOR ENSURING ETHICAL CONDUCT

(Stewardship vs Whistle Blowing)







# HARTNELL COLLEGE

## Accreditation

### Special Report: Progress Report with Visit

## Appendix B

### Ethics in Public Service Training

Board Members, Board Candidates, Faculty, Staff and Students attaining  
AB 1234 Ethics in Public Service Certification

Brian Adair	Al Grainger	Leda Polio
Craig Adams	Kerry Gray	Ligia Polio
Phil Adams	Beverly Grova	Cassidy Porter
Melanie Allison	Frances Gutierrez	Eric Price
Arthur Alvarado	Linda Gutierrez	Terri Pyer
Alma Ariaga	Richard Haro	Alicia Ramirez
Jesse Asinas	Phyllis Hashimoto	Clara Ramirez
Edwin Baptista	Dr. Phoebe Helm	Louann Raras
Dr. Celia Barberena	Heather Hernandez	Irene Rasmussen
Gerry Barrera	Dr. Allan Hoffman	Gina Rauchenstein
Yolanda Barroso	Dr. Susan Hovde	Brad Rice
Diana Bergado	Gary Hughes	Joanne Ritter
Manuel Bersamin	Antonia Jaime	Ashley Robinson
Valarie Berthiaume	Aaron Johnson	Melissa Romero
Bruce Brandt	Langston Johnson	Susan Rosales-Nava
Paulette Bumbalough	Scott Johnson	Dr. Kathleen Rose
Rosa Cabrera	Carla Juarez	Roberta Ruiz-Camacho
Peter Calvert	Irene Kamimura (Haneta)	Dr. Catherine Ryan
Carole Caraccioli	Kimberly Kessler	Lourdes Sanchez
Lola Carlson	Molly Lewis	Dora Sanchez
Monica Carrasco	Marek Lipowski	Dr. Kathleen Schrader
Larry Carrier	Elizabeth Lopez	Jon Selover
Paul Casey	Peter Lucido	Lucy Serrano
Lenni Chavez	John Martinez	Tammy Sharp de Avalos
Paul Chen	Karen Martinez	Melissa Stave
Matt Collins	Alena Matsui	Elizabeth Stern
Leticia Contreras	Cicely McCreight	Kris Summers
Denise Cook	Patty McEfee	Rachell Summers
Gemma Cruz	Richard McGrath	Marlene Tapia
Michael Cunnane	Nathaniel McGriff	Linda Taylor
Jeaninne Curtis	Steve McShane	Dan Teresa
Maria De Leon	Julia Mena	Mary Ann Toney
Abel Del Real	Patrick Mendez	Nora Torres-Zuniga
Karen Denning	Frank Mendoza	Jessica Tovar
Joe DeRuosi	Dyan Miller	Joanne Trevino
Mary Dominguez	Dr. Lisa Miller	Fanny Urquizo
Patricia Donohue	Elza Minor	Kari Valdes
MaryHelen Dorado	Juana Montelango	Ana Valles
Sharon Eckhart	Lorena Moreno	Andy Vasher
Delia Edeza	Denise Moss	Lolinda Velasquez
Denyss Estrada	Dr. Christopher Myers	Joanne Venegas
Dr. Jennifer Fellguth	Dania Navarro	Jaime Villarreal
Jose Luis Fernandez	Augustine Nevarez	D.C. Washington
Valarie Fisher	Cathy Noble	Andy Watt
Annette Fore	Jerry Noble	Jutta West
Bill Freeman	Lorena Nunez	Margie Wiebusch
Olga Galvan	Daniel Ortega	Ann Wiley
Roberto Garcia	Steve Otero	Dustin Wood
Belen Gonzales	Tamberly Petrovich	Dr. Ann Wright
Sandra Gonzalez	Joann Pleak	Barbara Yesnosky

# LIEBERT CASSIDY WHITMORE

EMPLOYMENT LAW \* LABOR RELATIONS \* EDUCATION LAW | MANAGEMENT TRAINING

## ETHICS TRAINING - ACKNOWLEDGEMENT OF RECEIPT

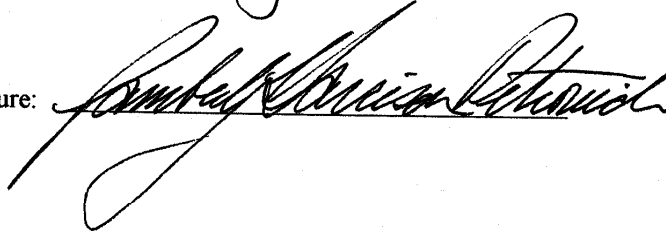
**Hartnell Community College District**

I, Tamberly H. Petravich, acknowledge receipt of the three (3)  
Please print  
hours of ethics training on September 6, 2007 provided by Liebert Cassidy Whitmore. I  
understand that this training meets all of the requirements of AB 1234.

Name:

Tamberly Harmon Petravich  
Please print

Signature:



A PROFESSIONAL LAW CORPORATION

Los Angeles (310) 981-2000 □ Fresno (559) 256-7800 □ San Francisco (415) 512-3000

## Public Service Ethics Education Online Proof of Participation Certificate

**Date of Completion:** 07/18/2007

This course is an overview course on all public service ethics issues necessary to satisfy the requirements of Article 2.4 of Chapter 2 of Part 1 of Division 2 of Title 5 of the Government Code, including the following:

- Laws relating to personal financial gain by public servants, including, but not limited to, laws prohibiting bribery and conflict-of-interest laws.
- Laws relating to claiming perquisites ("perks") of office, including, but not limited to, gift and travel restrictions, prohibitions against the use of public resources for personal or political purposes, prohibitions against gifts of public funds, mass mailing restrictions, and prohibitions against acceptance of free or discounted transportation by transportation companies.
- Government transparency laws, including, but not limited to, financial interest disclosure requirements and open government laws.
- Laws relating to fair processes, including, but not limited to, common law bias prohibitions, due process requirements, incompatible offices, competitive bidding requirements for public contracts, and disqualification from participating in decisions affecting family members; and
- General ethical principles relating to public service.

The Fair Political Practices Commission and Attorney General have reviewed this course for course sufficiency and accuracy.

To be completed by participant:

By signing below, I certify that I fully reviewed the content of the entire online AB 1234 course approved by the Attorney General and Fair Political Practices Commission and am entitled to claim two hours of public service ethics law and principles credit.

  
Participant Signature

Tamberly Harrison Petrovich

Participant Name

Hartnell Community College District

Agency Name

**NOTE TO PARTICIPANT:** Please provide a copy of this proof of participation to the custodian for such records at your agency. In addition, we recommend you make a copy of this proof of participation for your own records to retain for at least five years. To preserve the integrity of the online certification process; **these certificates are only available upon completing the online session; duplicates will not be issued.**

## The Firm

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- [Practice Areas](#)
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## Training

## News & Publications

## Reference Materials

## Contact Us

## Our Attorneys



### Laura Schulkind | San Francisco

*Partner*

153 Townsend Street, Suite 520  
San Francisco, CA 94107  
(415) 512-3000

[lschulkind@lcwlegal.com](mailto:lschulkind@lcwlegal.com)

Laura Schulkind has developed an extensive background in the successful resolution of employment and education-related issues and is experienced in all phases of school and employment law. Her areas of expertise include student rights and discipline, certificated classified evaluation and discipline, harassment, employee investigations, education services for non-English speakers, employment and educational testing and accountability, school safety planning and hate crime prevention, OCR investigations, special education, desegregation, affirmative action, and complex litigation.

Prior to joining Liebert Cassidy Whitmore, Laura was a partner at a Bay Area law firm that specializes in education and employment law. While there, she represented school districts, community college districts, and other public entities on a wide range of school law and employment issues. Among other things, she has twice represented coalitions of school districts challenging aspects of the STAR testing program and has a particular interest in psychometrics and legal issues relating to testing.

A sought after presenter, Laura has conducted workshops for school districts, community college districts and professional organizations across the State in areas such as student discipline, special education, certificated evaluation and discipline, sexual harassment, school safety. She is an Instructor at the University of California at Berkeley, School of Education, where she teaches education law in the Principal Leadership Institute and School Psychology Program. She has also served as the legal member of the State Department of Education's hate crimes training team.

Laura's legal experience includes a variety of complex litigation matters involving Titles V and VII and the enforcement of consent decrees. Her work has covered a wide array of civil rights issues and affirmative action hiring strategies.

### Legal Expertise

- Education Law
- Community College Law
- Student Rights
- Student and Employee Discipline
- Investigations
- Litigation

### Education

- J.D., New York University School of Law, Root-Tilden Scholar
- B.A., Wesleyan University, Phi Beta Kappa

HARTNELL COLLEGE

Accreditation

Special Report: Progress Report with Visit

Appendix C

Board of Trustees Development Plan

## **Board of Trustees Development Plan**

### **Materials**

#### Hartnell College

Board Goals – Adopted, August 2007

Board Self Evaluation

Board Evaluation of Board Meeting

Board Policies

(Note Policy 1055, Ethical Conduct of the Governing Board and Sanction Process –  
Revised in Fall 2007)

Legal Aspects of Being a Board Member – Lozano Smith

College Organizational Chart

District Area Map

Budget Fiscal Year 2008

Audit Fiscal Year 2006

### **Community College League of California Publications**

Budget Basics

Preventing Micromanagement: Creating High Performing Board

Trustee Handbook

### **Activities**

Campus Tours (Main Campus, East Campus, King City)

#### Review Websites

- Hartnell (board packets/agendas; minutes, accreditation, reports)
- ACCT
- CCLC
- FCMAT (Fiscal Crisis and Management Assistance Team)

#### Mentor Assignments

#### Workshops

- Local
- CCLC
- ACCT

HARTNELL COLLEGE

Accreditation

Special Report: Progress Report with Visit

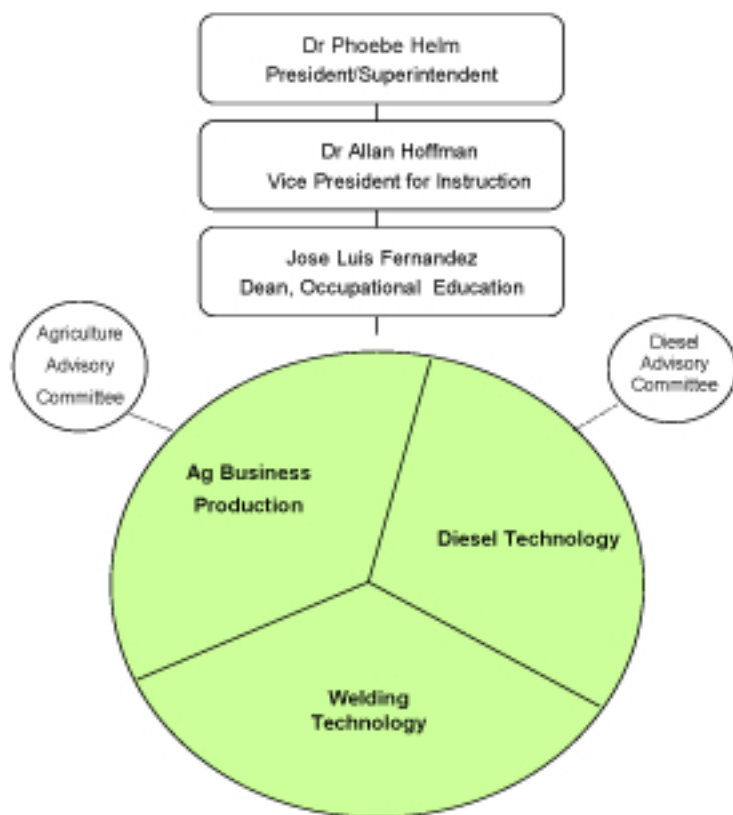
Appendix D

Agricultural Technologies Program

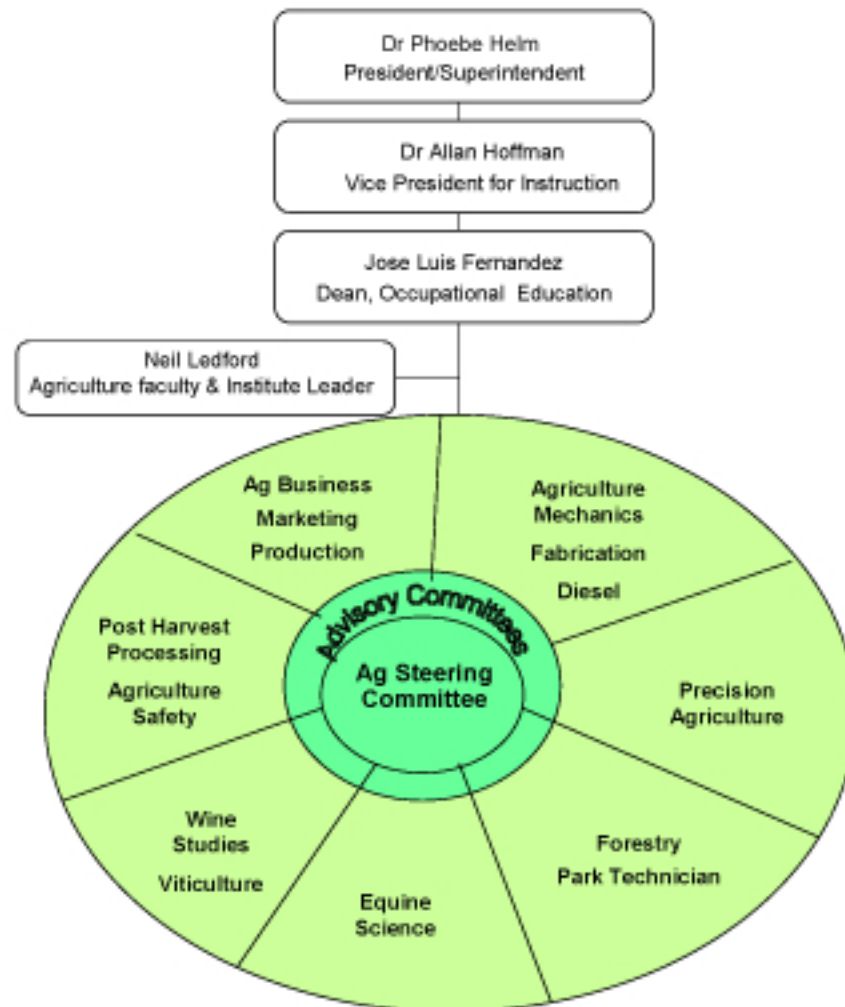


# AGRICULTURAL BUSINESS AND TECHNOLOGY INSTITUTE AT HARTNELL COLLEGE

## CURRENT PROGRAM



## FUTURE PROGRAM



# HARTNELL COLLEGE

## Accreditation

### Special Report: Progress Report with Visit

#### Appendix E

##### Development of Guaranteed Schedule

### Timeline to create a guaranteed schedule

