HARTNELL COLLEGE

Supplement to the

Self Evaluation Report of Educational Quality and Institutional Effectiveness

in Support of Reaffirmation of Accreditation

Progress on Agenda Items Listed in the Planning Summary

Spring 2013

This supplement documents progress made by the college relative to the agenda items listed in the Planning Summary.

The status of each Planning Agenda item is provided with supporting evidence for the progress that has been made.

Evidence is ordered sequentially from the respective evidence lists that appear in the Self Evaluation Report.

Progress on Agenda Items Listed in the Planning Summary
Supplement to the Self Evaluation Report of Educational Quality and Institutional Effectiveness

Standard	Planning Agenda	Completion Status
I.A.3	The Superintendent/President will initiate a review of the mission statement during 2012-13. An outcome of the review will be the development and implementation of a process and schedule for the regular review of the mission statement.	☐Not at All ☒Partially Completed ☐ Done The college is currently engaged in a review of vision, mission, and values statements. Initial input for the review is being gathered through an online survey. (I.A.24) After the initial input is gathered and summarized, open forums will be held to present the findings of the survey and to gather additional input. After all input has been gathered, the findings will be reviewed by a governance task force. The task force will make final recommendations to the superintendent/president, who will in turn take the final versions of vision, mission, and values statements to the Board of Trustees for approval. An additional outcome of the review will be establishing a calendar for the regular review of the college's mission statement.
I.B.2	The dean of institutional planning and effectiveness will lead a strategic planning effort during 2012-13 that will culminate in the development of a strategic plan by the end of the spring 2013.	☐Not at All ☒Partially Completed ☐ Done A presentation was made to the president's executive cabinet (see attached PowerPoint), and the Strategic Planning Groups (SPGs) have been formed. (I.B.34) On February 6, 2013, an informational report was made to the members of the college's administration team (I.B.35), and on February 25, 2013, a presentation was made to the Academic Senate. (I.B.36) An orientation session for the SPGs has been scheduled for March 7 and 8, 2013. Immediately after that date, the SPGs will begin meeting.

I.B.3		☐ Not at All ☒ Partially Completed ☐ Done
	The linking of the budget development to the systematic program review process was successful with instructional programs in developing the budget for fiscal year 2012-13. The college Vice Presidents, working within the participatory governance structure, will be responsible for implementing this to all other operational areas of the college in developing the budget for the 2013-14 fiscal year.	The Business Office developed a budget process which includes a timeline that serves as a guide for the various activities to be undertaken from the beginning of the budget development process in January to the adoption of the final budget in September. (I.B.37) Several budget preparation workshops were held in the month of February to train staff in creating their respective budgets. (I.B.38) Resource allocation requests require description of and justification for each request, and alignment to current strategic priorities. (I.B.39) Examples below briefly demonstrate how senior administrators have prepared for budget development. Development of the Office of Advancement's funding plan has been a joint college and community effort that includes evaluation of the previous process and prioritization of prospective initiatives moving forward. The funding plan is reviewed annually via a work plan document. (I.B.40) The April 2006 Foundation Funding Plan was completed in 2012 (I.B.41); the 2012 Foundation Funding Plan is now in effect. (I.B.42) A 10 year plan that projects IT initiatives has been shared with the college and shared governance committees. (I.B.43) As initiatives identified in the plan require discussion, revision and approval, they are brought before the Resource Allocation Committee (RAC) in addition the Technology, Human Resources, Facilities Committee, and Finance Committee for discussion, prioritization and approval. Service perceptions and outcomes reported in program reviews are considered in the budgeting process for specific services, such as library services (I.B.44)

I.B.4		☐Not at All ☒Partially Completed ☐Done
	The linking of the budget development to the systematic program review process was successful with instructional programs in developing the budget for fiscal year 2012-13. The college Vice Presidents, working within the participatory governance structure, will be responsible for implementing this to all other operational areas of the college in developing the budget for the 2013-14 fiscal year.	See response to and evidence provided in I.B.3.
I.B.6		☐Not at All ☒Partially Completed ☐Done
	The college Vice Presidents, working within the participatory governance structure, will fully implement the integrated planning and resource allocation processes in budgeting for the 2013-14 fiscal year. This will include developing methods for assessing the effectiveness of those processes.	As an example, the Technology Master Plan is written (1) to ensure that initiatives flow from and are congruent with board priorities, (2) to assist in budget development, and (3) to encourage performance measurement. (I.B.43) Continuous improvement is a goal and part of the technology planning process. This plan delineates specific and regular measures of performance; a complete cycle of evaluation and improvement can be shown in some areas, but not all. Both the plan and the comprehensive review template (I.B.45) encourage regular review of IT initiatives and their impact on resource allocation, in addition to ongoing assessment of the overall effectiveness of the integrated planning and resource allocation process.

Also see response to and evidence provided in I.B.3. |

I.B.7		☐Not at All ☒Partially Completed ☐Done
	During the 2012-13 academic year the college Vice Presidents, working within the participatory governance structure, will be responsible for more fully developing and implementing procedures for assessing the effectiveness of evaluation mechanisms necessary for improving instructional programs, student support services, and library and other learning support services.	See responses to and evidence provided in I.B.3 and I.B.6.
II.A.1		☐Not at All ☒Partially Completed ☐Done
	The Dean of Curriculum and Instructional Support, with the collaboration of the Vice President of Information and Technology Resources and the Curriculum Committee Chair, will evaluate the effectiveness of CurricUNET and improve its functionality or seek other alternatives for course and program management by spring 2013.	Transition from CurricUNET has been discussed during Committee meetings. As a result of these discussions, the VP of Information and Technology Resources presented information on Kuali and demonstrated curriculum management features at multiple meetings. (II.A.93)
	The process for aligning resource allocation through the Program Planning and Assessment Committee that worked for allocating resources to Academic Affairs divisions in 2011-12 will be revised and expanded in 2012-13 to include the identification of resources by program evaluation and assessment in Student Affairs, Information Technology & Library Services, and Support Operations. Full implementation for institutional planning	The PPA/SLOA Committees have reviewed and revised the PPA Annual Review and Action Plan for Instructional Disciplines, which includes a new form for requesting resources. An Executive Summary Template is also under review. (II.A.94)

	would be completed in the 2013-14 academic year.	
II.A.1.a		☐Not at All ☒Partially Completed ☐ Done
	During the 2012-13 academic year, the Superintendent/President, interim Dean of Institutional Planning and Effectiveness and college planning subcommittees will consider the need for additional research to update the Salinas Valley Vision 2020 Project to contribute to an updated Educational and Facilities Master Plan.	The Salinas Valley Vision 2020 report will be reviewed in 2013–14 to determine whether there is a need to update the existing report or to conduct a new assessment of the external environment. Also, the Educational and Facilities Master Plan will be updated. The college is engaging in a strategic planning process that will culminate in a Strategic Plan. (II.A.95)
	The Program Planning and Assessment Committee will work collaboratively with internal and Title V grant-funded research analyst support to develop additional research tools, technology and processes to facilitate educational planning and assessment by June 2013.	The interim Dean of Institutional Planning and Effectiveness (a new position at the college) will work with the Program Planning and Assessment Committee to determine the additional research tools that will be necessary to support educational planning and assessment at the college.
	The interim Dean of Institutional Planning and Effectiveness will lead strategic planning efforts for the college that will result in institutional goals and performance indicators by June 2013.	See response to and evidence provided in I.B.2.

II.A.1.b		☐ Not at All ☒ Partially Completed ☐ Done
	College Administration working in collaboration with the Distance Education Committee will take steps to plan and implement student and instructor evaluation procedures for distance education courses during the 2012-13 academic year.	The Distance Education (DE) committee developed an evaluation form and process that can be used to evaluate faculty teaching online classes. The Academic Senate approved the form and process on February 26, 2013. Evaluation of DE courses will be addressed in negotiations with the faculty union.
	Working collaboratively with the Vice President of Information and Technology Resources, the Distance Education Committee will facilitate training and evaluation of the pending transition of course management delivery software from *eCollege* to *Etudes* during spring 2013.	The institution transitioned from *eCollege* to *Etudes* between the Fall 2012 and Spring 2013 semesters. Faculty scheduled to teach Distance Education courses in Spring 2013 were trained on utilization of *Etudes*.
	The interim Dean of Institutional Planning and Effectiveness will work with faculty and administration to identify research tools that may be used to determine why success and retention in online courses is lower than the rates in traditional courses in some discipline areas. This data will be integrated into the regular program review of disciplines offering online courses. The process and timeline will be determined during the strategic planning process that will be completed by June 2013.	The strategic planning process will include key performance indicators related to student success, including those pertaining to online courses.

II.A.1.c		☐Not at All ☒Partially Completed ☐Done
	The SLO and PPA Committees will evaluate and refine the assessment process and timelines for course-, program-, and institutional-level SLOs during the 2012-13 academic year.	The Student Learning Outcome Assessment (SLO) and Program Planning and Assessment (PPA) committees began combining efforts over the past few years when the instructional side of the college found a convergence in the assessment aspects of the learning assessment and Program Planning and Assessment processes. As a result, assessment processes including methodology and timelines were addressed collectively by both committees. Recognizing the challenges faced by the college in the absence of an IR office and limited resources, the committees considered how to refine assessment processes in order to make them sustainable. Streamlined assessment methods were proposed, and one of those methods (a graduate survey instrument) was implemented in June 2012. Results from the 2012 Graduate Survey were tabulated and entered into spreadsheet format. This document was discussed by the SLO/PPA Committee at its meeting on December 10, 2012. (II.A.96) Further consideration led to the decisions that more data is required and that the content of the survey must be addressed. Timelines for course and program assessment have been integrated into the annual planning and assessment template, which was brought to the meeting on February 25, 2013 for final review and approval. (II.A.97) Once implemented, the template will serve as the mechanism for building the annual calendar for course level and program level assessment.

II.A.2	The interim Dean of Institutional Planning and Effectiveness will collaborate with the Student Learning Outcomes and Program Planning and Assessment Committees to review the current assessment processes of all courses and programs, including those courses delivered by Distance Education modalities. This review will identify additional research tools and data that may be integrated into the regular program review of all courses and programs. The process and timeline will be determined during the strategic planning process that will be completed by June 2013.	☐Not at All ☒Partially Completed ☐ Done Substantial work has been undertaken to initiate a systematic and consistent process for the review of all non-instructional programs and services, such as throughout Administrative Services areas. (II.A.98) Templates to be completed across all non-instructional areas request the same types of information. Work is being coordinated with the Program Planning and Assessment Committee to try achieving consistency—to the extent possible—between instructional and non-instructional program reviews. (II.A.99)
II.A.2.a	By spring 2013, the SLO and PPA Committees will collaborate with the interim Dean of Institutional Planning and Effectiveness to review the program evaluation process and forms to ensure that program needs are being expressed and supported with sufficient data and evidence to justify budget expenditures. Working with the PPA Committee, the Financial Information Subcommittee, and Resource Allocation Committee, the interim Dean of Institutional Planning and Effectiveness will establish formal processes and timelines linking comprehensive	☐Not at All ☒Partially Completed ☐ Done The interim Dean of Institutional Planning and Effectiveness has been working with the Chair of the SLO/PPA Committee toward fine-tuning, and ensuring consistency between, program review forms designed for instructional and non-instructional areas. All areas, including Administrative Services (II.A.100), are required to request resource allocations and justify their budget expenditures. The FY 2013-14 budget development calendar includes activities for the months of July and August that allow for the revision of the tentative budget approved by the Board in June. (II.A.101) During this time period the departments will align their final budget to the Annual Action Plan resulting from the Program Review.

	program review documents to resource allocation and the shared governance process by spring 2013.	
II.A.2.e	The interim Dean of Institutional Planning and Effectiveness will collaborate with the Student Learning Outcomes and Program Planning and Assessment Committees to review the current assessment processes of all courses and programs. This review will identify additional research tools and data that may be integrated into the regular program review of all courses and programs and the college budget and master education/facilities planning process. The process and timeline will be determined during the strategic planning process that will be completed by June 2013.	☐Not at All ☒Partially Completed ☐ Done See response to and evidence provided in II.A.2.
II.A.2.f	The interim Dean of Institutional Planning and Effectiveness will collaborate with the Student Learning Outcomes and Program Planning and Assessment Committees to review the current assessment processes of all courses and programs. This review will identify additional research tools and data that may be integrated into the regular program review of all courses and programs and the college budget and master education/facilities plans. The process and	☐Not at All ☒Partially Completed ☐ Done See response to and evidence provided in II.A.2.

	timeline will be determined during the strategic planning process that will be completed by June 2013.	
II.A.3.a	The Curriculum Committee will review procedures and criteria for acceptance of courses into general education by fall 2013.	☐Not at All ☒Partially Completed ☐ Done Our Articulation Officer reviews courses for inclusion into general education categories. BP 4025 (Philosophy and Criteria for Associate Degree and General Education) is pending Board of Trustees review. (II.A.102) It was discussed during the Curriculum Committee meeting on November 1, 2012 (II.A.103), and approved by the Academic Senate on February 26, 2013.
II.A.3.c	By spring 2013, the Program Planning and Assessment and Student Learning Outcomes Committees will review the core competencies and their associated performance indicators. The PPA and SLO Committees will collaborate with the interim Dean of Institutional Planning and Effectiveness to review the current assessment processes of all core competencies; this review will identify additional research tools and data that may be integrated into the systematic review of all core competencies.	☒Not at All ☐Partially Completed ☐ Done No progress to report.

II.A.4	The Curriculum Committee will encourage the further development of AA-T and AS-T degrees.	☐Not at All ☐Partially Completed ☒ Done During the 2012-13 academic year, four new AA-T and AS-T degrees have been approved by Curriculum Committee, including: • AA-T in Elementary Teacher Education • AS-T in Administration of Justice • AA-T in Psychology • AA-T in Sociology In addition, an AS-T in Business Administration was presented to Curriculum Committee for its first reading on February 21, 2013. (II.A.104) (II.A.105) The Curriculum Committee continues to encourage further development of AA-T and AS-T degrees.
II.A.6.a	The Curriculum Committee and Dean of Curriculum and Instructional Support will work with the Articulation Officer and discipline faculty to develop additional degrees for transfer by spring 2013.	☐Not at All ☐Partially Completed ☒ Done The Curriculum Committee Chair and Articulation Officer presented Flex Day activities regarding C-ID descriptors and development of transfer model curricula (TMC) on January 17, 2013. (II.A.106) Since that date, the Curriculum Committee Chair, Dean of Curriculum and Instructional Support, and Articulation Officer have engaged in ongoing communication with discipline faculty concerning specific issues in developing their respective AA-T and AS-T degrees. The Curriculum Committee and Dean of Curriculum and Instructional Support continue to work with the Articulation Officer and discipline faculty in developing additional degrees for transfer. Also see response to and evidence provided in II.A.4.

II.A.6.b	The Academic Senate will collaborate with the interim Dean of Institutional Planning and Effectiveness to review the current discontinuance processes by spring 2013.	☒Not at All ☐Partially Completed ☐Done No progress to report. The review will be accomplished by the end of the spring 2013 semester, and the academic program discontinuance process will result in the development of a Board Policy and corresponding Administrative Procedure.
II.A.6.c	The Vice President of Information and Technology Resources will implement recommended changes to the college website by fall 2013.	☐Not at All ☒Partially Completed ☐Done Improvements associated with outdated and ineffective information are currently being identified and made. Additionally, the web master is working with a campus steering committee representing various disciplines and areas of the institution to design and implement a new web site organization and appearance. Goals are to strengthen college and program brands, enhance navigation, and provide useful and current information. Mock ups have been approved by the steering committee; phase two work has begun to deliver a new website by fall 2013. (II.A.107)
II.B.1	The college completed the PEER evaluation of Division of Student Affairs student programs during fall 2011. Each area within the Division has finalized and staggered the implementation of a consistent student feedback survey form. The college will use the data generated by the evaluation and student feedback forms to improve program performance, support and reinforce those services deemed by students to be particularly helpful, and search for additional external funding opportunities to	☐Not at All ☒Partially Completed ☐Done Seven of the eleven Student Affairs areas fully completed their PEER evaluations in the 2011-2012 year. The other four areas are calendared to complete in the 2013-2014 year. (II.B.49) (II.B.50)

	ensure continued student learning and success. During the 2012-13 academic year, Student Affairs personnel will work with other colleagues to look at the feasibility of modifying PlaNET so that the college could transition from the PEER assessment tool to the program review and assessment software system used by the academic services. In addition, the resource needs of Student Affairs will systematically be integrated into the college's planning and assessment process.	The college is currently reviewing whether PlaNET can feasibly be utilized. Resource needs of Student Affairs will continue to be integrated into the institutional planning and assessment process according to the cycle followed for the various departments and grant-funded services.
II.B.3.b	Hartnell College will continue to partner with the ASHC and Student Senate to support a full-time Student Life Coordinator that will provide advisory and support services to the ASHC, student government, and student clubs. The college and Coordinator will continually work with student government leaders to identify any additional training these leaders may need in order to continue to develop their leadership skills. The ASHC and Coordinator will work with student senators representing the CAT and the King City Education Center students to ensure that students attending those centers feel connected to student government and, too, have access to those programs that promote personal development.	☐Not at All ☒Partially Completed ☐ Done ASHC has remained committed to supporting a Student Life Coordinator position; however, this program is currently under program review to be completed during the spring 2013 semester. Student Senate outreach efforts were made in the 2012-13 year to identify students interested in representing the King City Education Center/South County and Alisal Campus/Center for Advanced Technology. (II.B.51) Unfortunately, we have not been successful in finding students to serve in these positions.

II.B.4	During the 2012-13 academic year, Student Affairs personnel will work with other colleagues to look at the feasibility of modifying PlaNET so that the college could transition from the PEER assessment tool to the program review and assessment software system used by the academic services. In addition, the resource needs of Student Affairs will systematically be integrated into the college's planning and assessment process.	☐Not at All ☒Partially Completed ☐Done See response to the same item in II.B.1.
II.C.1	Based on the recommendations in *A Blueprint for Student Success at Hartnell College,* Learning Support Services staff will collaborate with college administration, faculty and staff to begin planning for a Student Success Center during the 2012-13 academic year.	☒Not at All ☐Partially Completed ☐Done No progress to report.
II.C.1.a	Library staff will continue to evaluate its collections, deselecting older materials, and purchasing updated items that meet the curricular needs of students. Electronic publications that can be accessed by distance learning students and students at the other campuses will be given a high priority. Support for faculty requesting technical assistance will be provided.	☐Not at All ☐Partially Completed ☒Done The Collections area actively evaluates books, periodicals, and databases that meet curricular needs. The Head Librarian meets with the curriculum management team to be advised of new and upcoming curriculum needs. New online digital media titles have been licensed and added to circulation.

II.C.1.b		☐Not at All ☒Partially Completed ☐ Done
	Librarians will continue to look for new ideas, methods, and opportunities to teach information competency skills. The library faculty and staff will also continue to encourage implementation of an information competency graduation requirement and inclusion of information competency in the freshman/first year college experience. Filling the vacant Student Services Librarian position is a high priority among library classified staff and library faculty.	Librarians have created and are in process of creating guides with links to selected library and web content for specific disciplines and topics, such as for Nursing, Administration of Justice, and Early Childhood Education ([II.C.31](II.C.31)).
II.C.1.c		☐Not at All ☒Partially Completed ☐ Done
	Library staff and college administration will collaborate to review library staffing including the needs of the education centers for library services by spring 2013.	The Library underwent a program review in 2011 and justified the budget and purpose for specific library staffing to support student success and student services. ([II.C.32](II.C.32)) ([II.C.33](II.C.33)) Budgetary considerations have not allowed the college to fill this position, though the underlying research and planning has been conducted to support this recommendation when the budget allows. Additionally, the Student Tutorial Center was moved into the Library and Learning Resource Center to bring resources closer to the place where students spend the most time studying and researching. The library provided one of the most coveted studying locations in the building for the purpose of student support, tutoring and mentoring. The library administration continues to discuss plans to fill positions with library employees and campus staff, in addition to considering how services can be provided until such time that more appropriate spaces and funding can be made available. No progress to report.

	Learning Support staff will collaborate with college administrators, counselors, faculty and others to secure funding and establish plans for a Student Success Center during the 2012-13 academic year. These plans may include conversion of the current science building (Merrill Hall) upon completion and occupation of a new science building.	
II.C.1.d	Library staff will work to raise awareness of library building security issues among other college departments and personnel.	☐Not at All ☒Partially Completed ☐ Done The VP of Information and Technology Services has raised security issues in both President's executive cabinet meetings and administration meetings.
II.C.1.e	Library staff will continue to work towards finalizing the Voyager agreement between CSUMB-Community College Library Voyager/ExLibris consortium members by fall 2013.	☐Not at All ☒Partially Completed ☐ Done A draft memorandum of clarification has been written and vetted at the college. We are awaiting agreement from the other institutions. (II.C.34)

III.A.1.b		☐Not at All ☒Partially Completed ☐Done
	The college has developed a recruitment calendar to stabilize the organizational structure, and replace interim appointments with regular hires.	The recruitment calendar is nearly completed. Recruitment of two interim management positions has been completed (VP of Administrative Services, VP of Student Services), recruitment for one retiring manager (Dean of Academic Affairs, South County) has been completed, and recruitment for three additional interim manager positions is now under way (VP of Academic Affairs, Dean of Institutional Planning and Effectiveness, and Dean of Academic Affairs, Nursing) with an advertised start date of July 1, 2013. One additional interim position, Dean of Instruction, will likely go into recruitment in the next two weeks, also with a start date of July 1, 2013.
	The college will address timely evaluation processes for managers and part time faculty.	The evaluation processes are partially completed. The Associate VP of HR is working with the President to develop evaluation tools and a calendar for management evaluations. Evaluation of adjunct instructors will be addressed in academic administrator recruitments and in negotiations with the faculty union.
III.A.5.a		☐Not at All ☒Partially Completed ☐Done
	The college's strategic plan will address the development of its employees. The college will continue to seek funding for such a program.	The college is currently undertaking the development of a strategic plan, with the formation of six planning groups, one centered on each of the Board's six strategic priorities. One planning group's task will be to develop a strategic plan around the goal of "employee diversity and development." (III.A.33) The group's first training meeting will occur on March 6. Even before strategic plan development, two proposals were submitted to the President's Task Force, a special fundraising planning committee of the Hartnell College Foundation, requesting support for faculty and staff development programs. Proposals for these two programs—an Employee Scholars Program and a Leadership Institute—were not judged likely to attract private support, and were not included on the group's final funding plan. The college nevertheless continues to seek funding for these programs. The Foundation has applied for a planning grant from the California Endowment.

III.C.1		☐ Not at All ☒ Partially Completed ☐ Done
	The Technology Task Force needs to establish quarterly surveys of faculty, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions.	Surveys have been drafted, but not yet finalized and administered. ([III.C.9]) ([III.C.10])
III.C.1.a		☐ Not at All ☒ Partially Completed ☐ Done
	The Technology Task Force will conduct semi-annual surveys to further integrate resource and technology prioritization with goals and objectives and program review. Additionally, plans for future leveraging of technology to optimize and automate specific business processes and operations of the college need to be integrated with the larger college planning process.	A survey has been drafted, but not yet finalized and administered. ([III.C.11])
III.C.1.b		☐ Not at All ☒ Partially Completed ☐ Done
	The Faculty Resource Center will continue to develop varied and helpful training options for the staff on relevant tools and technologies. The IT organization will conduct a needs assessment in spring 2013 via a survey in order to determine specific educational technology training needs. Upon completion of the needs assessment and, in coordination with the Learning Resource and Faculty Resource Centers, training plans will be adjusted and augmented to prioritize and address the various areas of need.	An important step in completing this task was to budget for and hire a new Instructional Technologist. An Instructional Technologist position has been opened and applicants have been interviewed. Our new Instructional Technologist should be in place by mid- to late March 2013.

The Instructional Technologist will evaluate technologies offered and planned, and query the campus community for their opinion about which areas of faculty educational training needs remain unfulfilled. Based on the combined feedback and discovery, the new hire will develop training and devise a schedule in coordination with Academic Affairs, Academic Senate and the VP of Information and Technology Resources. |

III.D.2.a		☐Not at All ☐Partially Completed ☒ Done
	Update the health benefits actuarial report every two years as required by GASB. The District has contributed approximately 85% of the funding requirements as of June 30, 2011.	The latest actuarial study of Retiree Health liabilities as of November 1, 2012 was completed on January 18, 2013. The report shows that the District's Actuarial Accrued Liability (AAL) is $4.2 million. (III.D.42) The District has designated $4.3 million for this purpose covering 100% of the AAL. (III.D.43) The District is planning to put a certain percentage of these funds in an irrevocable trust per GASB 43 and 45.
	Develop strong modeling tools for the monthly calculation of the college's performance on the 50% law. This will provide timely data to management to respond quickly to any negative trend in the 50% requirement.	The Controller created a 50% calculation template that is used monthly to monitor the status of compliance with the law. (III.D.44) Since December 2012, the CBO has included this monthly update on his Budget status report to the president's executive cabinet and the Board.
III.D.3.f		☐Not at All ☒Partially Completed ☐ Done
	Complete the comprehensive student financial aid procedures manual, which will include the default management program.	The financial aid staff continues to keep their financial aid manuals up-to-date annually as both federal and state mandates are issued. A broader group of College personnel – the Default Prevention Task Force – is addressing issues of student default. (III.D.45) The default management program manual is currently being written.
III.D.3.h		☐Not at All ☒Partially Completed ☐ Done
	Establish business services evaluation survey to be provided to college community. The survey will request input from staff and faculty on how business services can improve in generating access to financial information, training in use of financial systems and participation in budget process.	Multiple surveys across Administrative Services areas have been drafted, including human resources, facilities and maintenance, campus security, and food services, in addition to surveys focused on student satisfaction with business services and employee satisfaction with workshops provided by business services. (III.D.46)

IV.A.1		☐Not at All ☒Partially Completed ☐Done
	The new Superintendent/President will lead a collegial review during the 2012-2013 academic year of the administrative structure to support the District's infrastructure and sustain its commitments.	In the fall of 2012 an assessment of the college's organizational structure was completed. A summary of the results of the assessment along with the actual responses to the survey were shared with the college community and posted on the college's web site. (IV.A.78) Results from the assessment were also presented to the Resource Allocation Committee. Based on these results and other considerations, the superintendent/president is finalizing the college's organizational structure with a goal of having the structure and all administrative positions in place for the 2013-14 academic year.
IV.A.2.a		☐Not at All ☒Partially Completed ☐Done
	Review and implement recommendations from the committee self evaluations. A shared governance retreat is planned for November 2012 with participation from faculty, classified staff, students, and administrators. The recent history of the shared governance structure and its implementation, its assessment, and the roles of shared governance and administrative procedures will be addressed.	An assessment of the college's governance model and structures was completed through a governance planning retreat held on November 19, 2012 that included participation from all constituent groups. The summary report was posted on the college's website. (IV.A.79) The next step in the continued assessment and review of the college's governance model and structures is the formation of a task force that will take into consideration the results from the retreat and other information in making recommended changes and improvements to the existing governance model. The goal of the restructuring is to implement a governance model and structures that facilitate decision-making and resource allocation.
IV.A.3		☐Not at All ☒Partially Completed ☐Done
	Review the results of the self evaluation of shared governance committees and make recommendations for populating and/or reorganizing committees.	See response to and evidence provided in IV.A.2.a.

IV.B.1	The Board will continue its comprehensive update of Board Policies, and establish a regular schedule of review thereafter.	☐ Not at All ☒ Partially Completed ☐ Done Updating of board policies and administrative procedures will take several years. A matrix of all board policies and administrative procedures is under development as a method to track our progress and updates. (IV.B.113) Additionally, at a recent president's cabinet meeting, board policies and administrative procedure directly related to accreditation standards were prioritized for completion by July 2013. (IV.B.114)
IV.B.1.g	The Board will assess its self evaluation instrument and encourage participation by all Board members in the self evaluation in November 2012.	☐ Not at All ☐ Partially Completed ☒ Done The Board of Trustees reviewed the self-evaluation instrument and procedure at its December 18, 2013 board development session. The Board decided to utilize the previous instrument and procedure. (IV.B.115) The Board conducted a self-evaluation at its January 15, 2013 meeting. The results from the survey that was utilized as part of the self-evaluation are included in the minutes from the meeting. (IV.B.116) The Board will review the instrument and procedure utilized for self-evaluation at its April 2013 meeting. It is anticipated that the Board will adopt the instrument and procedure at its May 2013 meeting and conduct another self-evaluation at its June 2013 meeting.
IV.B.2.a	During the 2012-13 academic year, the new Superintendent/President will create an administrative structure in an inclusive planning process that recognizes the continuing fiscal challenges.	☐ Not at All ☒ Partially Completed ☐ Done See response to and evidence provided in IV.A.1.
IV.B.2.b	Evaluate the decision-making model integrating program review, budget, and resource allocation, and revise as necessary.	☐ Not at All ☒ Partially Completed ☐ Done See response to and evidence provided in IV.A.2.a.

Standard I A: Evidence

I.A.24   Online Survey to Review of Hartnell College Mission, Vision, and Values

Standard I B: Evidence

I.B.34   Strategic Planning Presentation to President's Executive Cabinet
I.B.35   Agenda for Administration Meeting on February 6, 2013
              Administration Meeting
I.B.36   Strategic Planning Presentation to Academic Senate on February 26, 2013
I.B.37   Calendar for Budget Development for HCCD FY 2013-2014
I.B.38   2013-14 Budget Workshop
I.B.39   Resource Allocation Request / Reduction Form FY 2013-2014
I.B.40   Foundation Work Plan 2012-2013
I.B.41   Foundation Funding Plan 2006
I.B.42   Foundation Funding Plan 2012
I.B.43   Hartnell College Technology Master Plan 2011-2021
I.B.44   Library Program Planning and Assessment Report
I.B.45   Information and Technology Resources Program Planning and Assessment –
              Comprehensive Review/Executive Summary Template

Standard II A: Evidence

II.A.93   Curriculum Committee Agenda and Minutes Regarding Potential Transition from
              CurricUNET
II.A.94   SLO/PPA Committee Agenda and proposed Annual Review and Executive Summary
II.A.95   Strategic Planning Presentation to President's Executive Cabinet
II.A.96   Agenda for SLO/PPA Committee Meeting on December 10, 2012 and Core
              Competency Survey Results
II.A.97   Agenda for SLO/PPA Committee Meeting on February 5, 2013 and PPA
              Annual Review and Action Plan
II.A.98   Non-Instructional Comprehensive Program Planning and Assessment (Program
              Review) and Annual Action Plan – Administrative Services
II.A.99   Comprehensive Program Planning and Assessment (Program Review) Guidelines
II.A.100   Administrative Services Annual Action Plan
II.A.101   Calendar for Budget Development for HCCD FY 2013-2014
II.A.102   BP 4025 (Philosophy and Criteria for Associate Degree and General
              Education)
II.A.103   Curriculum Committee Meeting Minutes for November 1, 2012
II.A.104   Curriculum Committee Meeting Minutes for November 15, 2012
II.A.105   Curriculum Committee Meeting Minutes for February 21, 2013
II.A.106   Flex Day Agenda for January 17, 2013
II.A.107   Web site Mock Ups and Specifications

Standard II B: Evidence

Standard II C: Evidence

Standard III A: Evidence

Standard III C: Evidence

Standard III D: Evidence

Standard IV A: Evidence

Standard IV B: Evidence