Flex Day
January 16, 2015

Willard Lewallen, Superintendent/President
Vision

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

Mission

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.
Values Statements

Values

Values are the essential enduring tenets that guide Hartnell College. They set forth what we believe and they define how we conduct ourselves. At the core of these values is the student.

• **Students First**
  We believe the first question that should be asked when making decisions is “What impact will the decision have on student access, learning, development, achievement, and success?”

• **Academic and Service Excellence**
  We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student.

• **Diversity and Equity**
  We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds.

• **Ethics and Integrity**
  We commit to respect, civility, honesty, responsibility, and transparency in all actions and communications.

• **Partnerships**
  We develop relationships within the college and community, locally and globally, that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve.

• **Leadership and Empowerment**
  We commit to growing leaders through opportunity, engagement, and achievement.

• **Innovation**
  Through collaboration, we seek and create new tools, techniques, programs, and processes that contribute to continuous quality improvement.

• **Stewardship of Resources**
  We commit to effective utilization of human, physical, financial, and technological resources.
Employee Giving Campaign 2014

Returning Donors with Monthly Deductions
$3,480 84

New Donors with Monthly Deductions
$1,224 51

Monthly Increase from Existing Members
$275 16

One Time Gifts
$5,590 19 members

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
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<tbody>
<tr>
<td>Total Participants</td>
<td>154</td>
<td>111</td>
<td>78</td>
<td>39</td>
<td>27</td>
</tr>
<tr>
<td>Total Raised so far</td>
<td>$62,253</td>
<td>$44,520</td>
<td>$27,000</td>
<td>$19,352</td>
<td>$23,885</td>
</tr>
</tbody>
</table>

Average gift : $27.50/ Month
President Circle Members: 25
Percentage of participation by employee group:
  Management: 100%
  Staff: 32%
  Faculty: 23%
Number of Employee Participants

- 2010: 27
- 2011: 39
- 2012: 78
- 2013: 111
- 2014: 154

Total Participants
Total Dollars Contributed by Employees

- 2010: $23,885
- 2011: $19,352
- 2012: $27,000
- 2013: $44,520
- 2014: $62,253

Total Raised so far

Proposed 2015-16 Augmentations for CCCs

$200M for student success - These funds will be split evenly between Student Success and Support Program (SSSP) and Student Equity Plans. We are aware that districts will want to know what local match will be required for the budget year, and we're committed to informing you of that decision soon.

$125M to increase base allocation funding - This increase is intended to ease the constrained discretionary funding environment colleges have experienced since the economic downturn. These funds can help colleges address the scheduled increases in STRS and PERS contribution rates, for example.

$106.9M for Increased Access - This funding would increase access for approximately 45,000 students (headcount).

$92.4M for COLA - This would fund the statutory cost-of-living-adjustment of 1.58%.
$49M to fund CDCP rate equalization - Legislation passed concurrently with the 2014 Budget Act equalized the CDCP rate to that of the resident credit rate commencing with the 2015-16 year. This augmentation would fund that increased cost.

$48M for Career Technical Education - These one-time funds are proposed for support of the SB 1070 Career Technical Education Pathways Program.

$29.1M for Apprenticeship - $14.1M of these funds would restore the rates and seats of current programs back to the 2007-08 levels and an additional $15M is proposed for innovative apprenticeship projects that focus on new and emerging industries with unmet labor market demand.

$39.6M for Proposition 39 - These funds support projects and workforce development related to energy sustainability, consistent with the provisions of Proposition 39.
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$39.6M for Proposition 39 - These funds support projects and workforce development related to energy sustainability, consistent with the provisions of Proposition 39.
$94.5M to retire deferrals - Legislation passed concurrently with the 2014 Budget Act identified deferrals as the first call on any new current year Proposition 98 expenditures. This funding would completely retire system deferrals, which had reached as high as $961M just prior to the passage of Proposition 30.

$353.3M to pay down outstanding mandate claims - These one-time funds would be allocated to districts on a per-FTES basis. They would retire outstanding mandate claims, to the extent districts have any such obligations on the books. While the majority of these funds are attributable to the current and prior years, approximately $125M counts against the 2015-16 minimum guarantee.
• Removed from probation and issued warning July 2014
• 2007 deficiencies completely resolved
• Recommendations 1, 6, 8, 10, 12 completely resolved
• Recommendations 2, 3, 4, 5, 7, 9, and 11 to be resolved by March 15, 2015 follow up report.
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Action Description</th>
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<tbody>
<tr>
<td>Now - November 2014</td>
<td>Drafts of recommendation responses</td>
</tr>
<tr>
<td>November - December 2014</td>
<td>Editing of report, review by constituent groups</td>
</tr>
<tr>
<td>January 2015</td>
<td>Review by entire college community, review and approval by Accreditation Council</td>
</tr>
<tr>
<td>February 2015</td>
<td>Review and approval by College Planning Council</td>
</tr>
<tr>
<td>February 2015</td>
<td>First reading by Governing Board</td>
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<tr>
<td>March 2015</td>
<td>Consideration of approval by Governing Board</td>
</tr>
<tr>
<td>March 2015</td>
<td>Submit follow up report to ACCJC</td>
</tr>
<tr>
<td>April 2015</td>
<td>Site visit from Commission representatives</td>
</tr>
</tbody>
</table>
• 15 colleges will have an opportunity to develop and implement one bachelor’s degree program
• Over 30 districts submitted an application
• Deadline to submit application was December 19
• Announcement of selected colleges January 21
• Bachelor’s degree cannot be a degree currently offered by any CSU or UC
• Hartnell’s proposed degree – FOOD SAFETY
INSTITUTIONAL PLANNING

• Student Success and Support Program (SSSP) Plan - $1.2 million
• Student Equity Plan (SEP) - $460,000
• Facilities Master Plan
• Strategic Plan
SB 850 – BACHELOR’S DEGREE PILOT PROGRAM

Antelope Valley CCD  
Butte-Glenn  
Coast CCD  
Feather River CCD  
Foothill-De Anza CCD  
Gavilan CCD  
Glendale CCD  
Grossmont-Cuyamaca CCD  
Hartnell CCD  
Kern CCD  
Lake Tahoe CCD  
Los Angeles CCD  
Mira Costa CCD  
Napa Valley CCD  
North Orange County CCD  
Ohlone CCD  
Peralta CCD  
Rio Hondo CCD  
San Bernardino CCD  
San Diego CCD  
San Jose-Evergreen CCD  
San Luis Obispo County Community College  
San Joaquin Delta CCD  
San Mateo County CCD  
Santa Clarita CCD  
Santa Monica CCD  
Shasta-Tehama-Trinity Joint CCD  
Solano CCD  
Sonoma County Junior CCD  
South Orange CCD  
Southwestern CCD  
State Center CCD  
Ventura County CCD  
Yosemite CCD  
Yuba CCD  
Airframe Manufacturing Technology  
Product Process Technology  
Community Corrections  
Watershed Restoration OR  
Equine and Ranch Management  
Dental Hygiene  
Aviation Maintenance Technology  
Health Information Technology and Management  
OR Real Estate Appraisal and Property Valuation  
Environmental Health & Safety Management  
Food Safety  
BAS in Industrial Automation and Design  
Public Safety Administration  
TBD  
Biomaterials  
Respiratory Therapy  
Mortuary Science  
Respiratory Care  
Sustainable Facilities Management and Operations  
Automotive Technology  
Emergency Services and Allied Health Systems  
Health Information Management  
Automotive Technology  
Information Studies  
Electron Microscopy  
Respiratory Therapy  
TBD  
Interaction Design  
Health Information Management  
Engineering Technology  
Computer-Cyber Security  
Applied Science in Sustainable Environmental Design  
Allied Health  
Dental Hygiene  
Applied Management  
Respiratory Care  
Applied Academics (Auto/Manu/Weld) OR Applied Imaging (Rad Tech)
Approved on October 1, 2013, Hartnell’s Strategic Plan is Scheduled for Completion in Spring 2018.

6 PRIORITIES:
1. Student Access
2. Student Success
3. Employee Diversity and Development
4. Effective Utilization of Resources
5. Innovation and Relevance for Programs and Services
6. Partnerships with Industry, Business, Agencies, and Education
11 GOALS:
• Key Level for Evaluating Overall Progress
• Each Initiative Included in Long Term Plans, Comprehensive Plans, and Annual Plans is Linked to One or More Strategic Plan Goals

38 OUTCOMES:
• Level for Evaluating Different Components of a Particular Goal

OVER 100 KEY PERFORMANCE INDICATORS (KPIs):
• Level for Assessing Specific Measures
Goal 1A

Hartnell College will provide higher education workforce development, and lifelong learning opportunities - with seamless pathways - to all of the college’s present and prospective constituent individuals and groups.
Outcome 1A.1
Increase the first time student, recent high school graduate enrollment rate from service area high schools and maintain the rates at or above the California Community College statewide average.
KPI 1A.1a

Participation Rates of High School Graduates

- Greenfield: 52.6%
- Everett Alvarez: 48.1%
- North Salinas: 41.3%
- Gonzalez: 41.1%
- Soledad: 40.1%
- Alisal: 39.2%
- Overall District: 38.5%
- King City: 33.0%
- Statewide Rate: 32.0%
- Salinas: 31.5%
- N. Monterey County: 8.2%
Outcome 1A.2
Increase the enrollment rate for adults 18 years and older for all communities within the District and maintain the rates at or above the California Community College statewide average.
KPI 1A.2a

Adult Participation Rates (per 1,000)

- Chualar: 107.1
- Statewide Rate: 82.0
- Gonzalez: 72.3
- Salinas: 70.1
- King City: 64.5
- Greenfield: 63.9
- San Lucas: 54.5
- Spreckels: 54.2
- Overall District Rate: 52.6
- Castroville: 42.6
- San Ardo: 32.3
- Soledad: 31.0
- Prunedale: 14.4
Outcome 1A.3

Increase enrollment rates for historically underrepresented students.
KPI 1A.3a Enrollment rates by ethnicity

Hartnell and District Service Area

- African American: 2.5%, 2.7%
- American Indian/Alaskan Native: 0.5%, 0.3%
- Asian: 2.3%, 4.4%
- Pacific Islander: 3.8%, 3.5%
- Hispanic: 72.8%, 74.7%
- Unknown/Multi-ethnicity: 5.4%, 2.3%
- White, Non-Hispanic: 12.8%, 16.3%

HARTNELL COLLEGE - FALL 2014
DISTRICT POPULATION - CENSUS 2010
Goal 2A

Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.
Outcome 2A.3
By 2017-18, Hartnell College will be at or above the statewide average for all student success measures on the California Community College Chancellor’s Office “Student Success Scorecard”
KPI 2A.3a

Student Success Scorecard Measures
2007-08 to 2012-13 cohort

- Remedial: Math: Baseline 31.8%, Target 43.6%
- Remedial: English: Baseline 43.6%, Target 43.6%
- Remedial: ESL: Baseline 27.1%, Target 11.7%
- Persistence: Unprepared: Baseline 63.7%, Target 70.1%
- Degree/Transfer: Unprepared: Baseline 67.2%, Target 65.3%
- Career Technical Education: Baseline 39.4%, Target 40.5%
- 30 Units: Unprepared: Baseline 46.2%, Target 53.9%

Baseline vs. Target: Statewide Averages
Goal 2B:
Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.
Outcome 2B.1

By academic year 2017-2018, Hartnell College will achieve approximately equal success rates for ethnic/racial groups and for gender.
KPI 2B.1a

Course Retention and Success Rates - Gender (Fall 2013)

- Female: Course Retention 84.9%, Course Success 72.4%
- Male: Course Retention 83.9%, Course Success 70.5%

Benchmark (80% rule): 58.0%
KPI 2B.1a

Course Retention Rates by Ethnicity - Fall 2013

- African American: 82.5%
- Asian: 82.0%
- Hispanic: 90.4%
- Multi-ethnicity: 83.0%
- Pacific Islander: 81.5%
- Unknown/White, Non-Hispanic: 94.8%
- Benchmark (80% rule): 76.0%

Benchmark 76%
### Course Success Rates by Ethnicity - Fall 2013

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Course Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>67.4%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>67.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>81.0%</td>
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<tr>
<td>Hispanic</td>
<td>68.5%</td>
</tr>
<tr>
<td>Multi-ethnicity</td>
<td>67.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>80.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>82.6%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>80.6%</td>
</tr>
<tr>
<td>Benchmark (80% rule)</td>
<td>66.0%</td>
</tr>
</tbody>
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- **Benchmark 66%**
KPI 1A.3a

Degrees Awarded by Gender 2013-14

- Female: 49.2% (Student Population), 66.9% (Degrees Awarded)
- Male: 50.8% (Student Population), 33.1% (Degrees Awarded)
KPI 1A.3a

Degrees Awarded by Ethnicity 2013-14

- African American: 1.8% (Degrees Awarded), 2.5% (Student Population)
- American Indian/Alaskan Native: 0.5% (Degrees Awarded), 0.5% (Student Population)
- Asian: 5.0% (Degrees Awarded), 2.3% (Student Population)
- Hispanic: 74.4% (Degrees Awarded), 72.8% (Student Population)
- Pacific Islander: 0.5% (Degrees Awarded), 3.8% (Student Population)
- Unknown/Multi-ethnicity: 5.3% (Degrees Awarded), 5.4% (Student Population)
- White, Non-Hispanic: 11.5% (Degrees Awarded), 12.8% (Student Population)
Outcome 2B.2
By academic year 2017-2018, Hartnell College will be at or above national benchmarks for measures of student engagement.
KPI 2B.2b Results of the SENSE

**Results of the SENSE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Baseline</th>
<th>National Benchmark</th>
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<tbody>
<tr>
<td>Effective Track to College Readiness</td>
<td>55.9</td>
<td>50.0</td>
</tr>
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<td>Engaged Learning</td>
<td>47.1</td>
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</tr>
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<td>Academic and Social Support Network</td>
<td>44.7</td>
<td>50.0</td>
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<td>Early Connections</td>
<td>47.6</td>
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<tr>
<td>High Expectations and Aspirations</td>
<td>42.3</td>
<td>50.0</td>
</tr>
<tr>
<td>Clear Academic Plan and Pathway</td>
<td>39.1</td>
<td>50.0</td>
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### Strategic Priority 2
**Student Success**

#### KPI 2B.2b Results of the SENSE

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Baseline</th>
<th>Actual</th>
<th>Target</th>
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<tr>
<td>Effective Track to College Readiness</td>
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<td>50</td>
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<tr>
<td>Clear Academic Plan and Pathway</td>
<td>39.1</td>
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<td>50</td>
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</table>

#### Aspects of Lowest Student Engagement

- An advisor helped me to select a course of study, program, or major
  - Baseline: 46.3%  
  - Actual: 46.3%  
  - Target: 62.2%

- An advisor helped me to identify the courses I needed to take during my first semester/quarter
  - Baseline: 51.2%  
  - Actual: 51.2%  
  - Target: 72.3%

- Discussed an assignment or grade with an instructor
  - Baseline: 52.7%  
  - Actual: 52.7%  
  - Target: 67.1%

- Used writing, math, or other skill lab
  - Baseline: 20.0%  
  - Actual: 20.0%  
  - Target: 35.8%

- Used computer lab
  - Baseline: 34.9%  
  - Actual: 34.9%  
  - Target: 53.4%

#### Aspects of Highest Student Engagement

- Prepared two or more drafts of a paper or assignment before turning
  - Baseline: 76.9%  
  - Actual: 76.9%  
  - Target: 71.7%

- Worked with other students on a project or assignment during class
  - Baseline: 82.0%  
  - Actual: 82.0%  
  - Target: 78.6%

- Worked with classmates outside of class on class projects or assignments
  - Baseline: 40.3%  
  - Actual: 40.3%  
  - Target: 34.4%

- Participated in a required study group outside of class
  - Baseline: 21.0%  
  - Actual: 21.0%  
  - Target: 17.3%

- Used an electronic tool to communicate with another student about coursework
  - Baseline: 76.8%  
  - Actual: 76.8%  
  - Target: 57.1%