HARTNELL COLLEGE

Accreditation
Special Report: Progress Report with Visit

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

March 4, 2008

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President, Governing Board of Trustees

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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 2006-2007 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 would be followed by a visit of commission representatives, with the first visit the end of October.

On October 30 – 31, 2007, a two-person team visited the college and reviewed the October 15th Progress Report, interviewed key individuals and groups, and reviewed the evidence and electronic information provided in the Office of Academic Affairs. The college demonstrated that during a short period of time significant work had been achieved in the areas of concern cited in the June 29, 2007, letter, and was well on its way to resolving the seven recommendations and two Commission Concerns.

ACCJC, at its meeting on January 9-11, 2008, reviewed the October 15th Progress Report submitted by the college and the report of the evaluation team that visited on Tuesday and Wednesday, October 30-31. The Commission took action to accept the report, remove Hartnell College from probation and place the college on warning.

While the level of activity required to respond to the Commission has been exceptionally demanding, the work itself has sparked an ongoing dialogue and spirit of involvement and collaboration that can be sustained. Hartnell’s culture is shifting toward a solution-focused examination of performance data and related issues, promoting open discussions, brainstorming activities, and the evaluation of new models for intervention and improvement. Participatory governance and shared accountability are taking root while the revised shared governance systems are being launched. A new spirit of involvement is pervasive and the college community is committed to institutionalizing systems that will sustain continuous improvement processes regardless of campus leadership. Town Hall meetings have included all employees – maintenance, management, classified, and faculty – and student leaders. This level of inclusiveness communicates that we are all responsible for “making Hartnell a better college each and every year.” Posting documents on the website and attaching a blog as well as an email address has encouraged everyone, internally and externally, to have a “voice.” We have open access to information and communication channels, which will sustain transparency and inclusiveness.

This second Progress Report is faculty-driven and administratively supported. Everyone has had the opportunity to review and respond to each draft, posted on our website. The Office of Academic Affairs continues to be a hub of accreditation and faculty activity, and continues its mission to resolve the recommendations and implement long-term, sustainable academic processes district-wide.
The following is a list of the individuals and groups that provided information for submitting this second required Progress Report to the Accrediting Commission on March 15, 2008.

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Executive Summary

Introduction

As a result of the October 2007 report and visit, the Commission indicated that Concern 1 had been resolved and that the Board’s Ethics Policy and Sanctions, under Recommendation 7, had been completed but requested more detail with regard to the Board’s Development Plan, particularly with regard to timelines, responsibility, and evaluation cycles. In January 2008, the Commission informed the college that its accreditation status had been moved from probation to warning.

This second progress report, together with the October 15, 2007, progress report, provides evidence of the resolution of the balance of Recommendation 7 and fully resolves Recommendations 1 – 6 as well as Concern 2 as specified in the Commission’s letters dated June 29, 2007, and January 31, 2008.

Hartnell College has initiated significant changes since July 1, 2007, that have touched every aspect of college operations with the intent not only of meeting the accreditation requirements, but of creating a deep cultural change and doing so by putting systems in place that can nurture and sustain those shifts. With each Town Hall, small group dialogue, planning session, and assessment strategy, we further understand the intent of the Commission’s letter and recommendations.

In fact, in a recent discussion of Kotter’s Book Leading Changes, it was suggested that his eight-step process for initiating comprehensive culture transformation not only applied but could be used to describe the changes at Hartnell College.

Kotter’s eight steps are: 1) Establishing a Sense of Urgency; 2) Creating a Guiding Coalition; 3) Developing a Vision and Strategy; 4) Communicating the Change Vision; 5) Empowering Broad-Based Action; 6) Generating Short-Term Wins; 7) Consolidating Gains and Producing More Change; and 8) Anchoring New Approaches in the Culture. Below is a summary of the changes at Hartnell that are in alignment with Kotter’s eight steps.

Being placed on academic probation established a sense of urgency in the college and throughout the community. The leadership—Presidents of the Board, college, faculty and classified senates and union – created a guiding coalition that, from the beginning, has led this change with conviction and transparency. Together they commissioned a comprehensive assessment of the education and training needs of the entire district. This massive undertaking involved partnerships with virtually every government entity, segment of education, and business sector in the Valley. The result – Salinas Valley 2020 Vision – has guided the college’s vision and strategy for change. The 2020 Vision
Study has been the subject of town hall meetings, public forums, small group discussions, and workshops on and off campus. The documents are available on Hartnell’s website and at all partner sites. Blogs and emails, as well as face-to-face discussions, support the communication of this compelling change in the vision of Hartnell College. The findings from this study have become the driver for the college’s decisions, plans, and strategies. This study, combined with the change in leadership behavior at all levels, has empowered broad-based action – from the creation of shared governance and changes in board policies, to college-wide involvement in the development of the Educational and Facilities Master Plans. These changes have generated some short-term wins – from the Commission’s decision to upgrade the accreditation status from probation to warning to major curricular work where student learning outcomes have been embedded in 63 newly revised degrees and 505 courses. Also an additional 488 courses, including special topics, and 6 degrees have been deleted or placed in an inactive status. This work was critical to the integrity of the college catalogue.

The 2020 Vision Study, along with analysis of the district’s finances, led the Board to direct the president to work with the leadership of the governance groups to reorganize the college and to do so in a manner that cut costs and responded to the findings in the 2020 Vision Study. The reorganization committee laid out its transformation of the college in five phases. Phase one responds to the Board’s directive to address the priorities from the 2020 Vision Study and cuts $1.03 million from the budget. Phases two through five consolidate gains to date and produce more change – a cycle of assessment and planning that is taking hold. Finally, we believe the stories – one written by students and the other as a result of their inspiration – included in the reorganization documents, give evidence to the intent to anchor new approaches in the culture. The culture of Hartnell College is becoming one of continuous improvement. We believe we have truly adopted a new code of ethics and attendant processes that are sustainable and transparent and hold individuals as well as the collective college responsible and accountable for meeting the mission of the college and realizing the Vision for the district.

Accomplishments and Timelines

To provide the reader with a greater sense of continuity, the Accomplishments and Timelines are inclusive July 2007 to March 2008.

July

- 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 2020 Vision – will be used by the college to update its Educational 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 12th. 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 14th, faculty and staff reviewed and discussed initial drafts and processes involved in Recommendations 1 – 6. 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 were provided a link to the website. Feedback was obtained via a blog and email.
- The student, classified, and faculty senates and the Board passed resolutions embracing shared governance.
- Board approved the October Accreditation Report.
- Faculty and students were trained on assessment and student learning outcomes by Marcy Alancraig from Cabrillo College.
- Town hall meetings of all employees and student representatives reviewed the final progress report and prepared for the team visit.
- President conducted focus groups with 50 students, replicating Raymond Padilla’s research on student success.
- Western Association for Schools and Colleges Team Visit with Board, college, students, faculty, and staff occurred on the 30th and 31st.

November
- Guaranteed Course Schedule was launched.
- Four Board members elected, including three new members.
- Three faculty hired – English, Physics, and PE/Soccer.

December
- Six town hall meetings held to discuss results of the district-wide needs assessment – Salinas Valley 2020 Vision.
- Instructional Planning Day held to begin the development of an Educational Master Plan based on the themes derived from the 2020 Vision Study.
- The 2016 Financial Realignment Plan – which resulted from the financial trend analysis conducted by Steve Mangelsen – was presented to the Academic Senate.
- Board passed Resolution noticing all administrators and directing the reorganization of the college.
Holiday social introducing Board members to the college and recognizing the retirement of the Vice President of Administrative Services.

Presentation to King City Chamber of Commerce updating them on the college and work on accreditation.

Presentation to Alisal Community regarding outreach programs, services, and partnerships with public schools and community and family services.

Presentation to Foundation Board regarding new programs in agriculture and commercial construction and progress with accreditation.

Small Business Development Assessment and expansion options with California Community Colleges Chancellors Office.

January

Ad hoc Audit Committee of Board, controller, and president interview and recommend new auditors, Vicenti, Lloyd, and Stutzman.

First meeting of Trustees, including new Board members called by New Chairperson Kari Lee Valdés.

Registration rally – registering 2,600 units in 30 hours and ultimately, with other efforts, resulting in an increase of 1,700 students (23%) and 8,500 units (14%).

Faculty completed Certificate and Degree Program outcomes and began the course mapping of core competencies at Flex Day.

Five Board members, assistant to the Board, and the college president participated in California League of Community College’s Effective Trusteeship Workshop. Two trustees stayed for the Legislature workshops.

Ad hoc Audit Committee of the Board reviewed quarterly report and adopted the 15 check points as guide for future reviews of the college’s finances in relation to budget projections.

College president gave an update on the college to the Salinas Union High School District Board. Five trustees, including the student trustee, attended.

President addressed the Steinbeck Rotary and the Hartnell College Retiree Club on the Board/college’s goals and accomplishments, including accreditation.

Professional Code of Ethics for all college employees available on the web. The basic promise underlying this document is that we agree to examine our performance – individually and collectively as a college – in a systematic way and with integrity and transparency.

Presidential search launched.

February

Salinas Valley 2020 Vision Study presented to the Statewide Agriculture Advisory Committee.

Draft of March Progress Report posted on the website for community – internal and external review and comment.

Draft of Reorganization/Transformation of the college posted to website for review and comment.

Campus-wide hearing on reorganization.

Statewide Presidents (CEOs) Meeting on 08-09 Governors Budget.

March

- Board approved second Accreditation Progress Report for submission to Western Association for Schools and Colleges.
- Board approved Reorganization/Transformation of the College.
- Board approved recommendations to grant tenure to 15 faculty, deny tenure to two faculty, and grant an additional year to 12 tenure track faculty.

After eight months, the level of involvement and public disclosure continues to serve as an indication 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.

The report has two major parts. Part one responds to the October requirement and completes the Resolution of Recommendation 7. Part two provides evidence of the resolution of Recommendations 1-6 and Commission Concern 2.
REPORT ON RESOLUTION OF RECOMMENDATION 7
BOARD DEVELOPMENT PLAN

Recommendation 7  The team recommends that the Board of Trustees complete 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.f; IV.B.1.g.; IV.B.1.h)

Resolution of Recommendation 7  In January, the Commission indicated that the Ethics Policy and Sanctions portion of Recommendation 7 had been resolved in the October Report and visit but asked for greater detail regarding the Board’s Development Plan. This response describes the college’s resolution of that request.

Board of Trustees Development Plan and Activities

Introduction  – Trustee development, not unlike overall college development, requires a continuous improvement process. In this case, the assessment, analysis, planning, resource allocation, and implementation model applies. However, at Hartnell circumstances demanded an intensive short-term plan to address Board goals, ethics (including sanctions), governance, and finance. The recent strike and broken relationships coupled with poor communication created an atmosphere of distrust amongst the Board members and between the Board and employee groups, and the Board and community. The need for transparency, open dialogue, integrity, and accountability was obvious. Thus, as one step in developing and restoring trust, the Board invited members of the faculty, staff, and community to observe and/or participate in its deliberations at the workshops.

The Board Development Plan consists of workshops, orientation materials and activities, conferences, and recommended readings, all of which focus on identified issues at Hartnell. The development plan is laid out on a calendar that begins with the election of trustees in November, addresses board basics – legal, financial, ethical, and policy – over the first few months and includes board evaluations in April and goal-setting in June. The calendar is a planning tool to help the Board chair and the college president support the activities and encourage participation of all the members. The Development Plan is new for Hartnell and thus, it will need to be evaluated and revised as it is implemented. Since July, the Board has completed five workshops, attended one conference, completed an Orientation Notebook, and revised three of its policies. We are now ready to launch the calendar of activities, which will include the use of a blog on our website to encourage dialogue about the articles board members are to read.
Workshops – To date, five workshops have been conducted:

1) **Annual Goal-Setting** - 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). About 40 members of the faculty and staff, as well as members of the community, observed these deliberations.

**Outcomes:** The Board reached a greater understanding that they should have a limited number of goals – goals that they could recite, monitor, and hold themselves and the college responsible for meeting. Further, they agreed that the goals had to be focused on district/college needs and had to be monitored. As a result, the goals appear on each month’s agenda with a progress report at each Board meeting.

2) **Ethics Policy and Sanctions** – The Board candidly discussed the need for clear ethics policies and sanctions. They reviewed past infractions and the need to demonstrate respect. They completed a psycho-geometric activity designed to improve communication. Mr. Stephen Collins, a consultant in organizational leadership, facilitated the workshop.

**Outcomes:** The Board adopted a very clear-cut set of policies and sanctions (Appendix A) that included agreement that the chair speaks for the Board and the president serves as spokesperson for the college. Further, the members agreed to uphold the majority opinion once a vote was cast and acknowledged that they are a Board only when they are convened as a “body.” Equally important, they adopted a disciplinary process, including sanctions, and have implemented it twice since its adoption.

3) **Ethics Training and Certification** – The Board and 150 employees completed the Ethics in Public Service Training Certification required under Assembly Bill 1234. The workshops were conducted by the Liebert, Cassidy, Whitmore law firm. Two Board members completed their certification online.

**Outcomes:** This process is required for some entities under the government code, but that requirement does not apply to community colleges in California. Nevertheless, the trustees agreed that this training and certification was very worthwhile and recommended that it be repeated every two years or as needed.
4) **Shared Governance** - 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 on 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 planning, and decision-making activities 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.

**Outcomes:** This workshop led to a common understanding and commitment to ensuring that all constituents have a voice in governance. Simply put, it was agreed that prior to making certain decisions, the matters at issue should be fully vetted with two groups: those who would be most impacted by the decisions and those who had expertise regarding the matters to be decided. Specifically, the Board revised its policy #2005 to “rely primarily” on the Academic Senate regarding the 11 items listed in Title 5. In October the Board and the academic, classified, and student senates adopted resolutions in support of shared governance (Appendix B). Furthermore, the Board chair directed that the resolutions be framed and hung in the Board room as a reminder of their commitment. In February 2008, the Board approved as a first reading a revision of policy #2010 to bring CSEA into the shared governance process in compliance with SB235.

5) **Assessment of District Needs and Financial Planning** - The Board completed a workshop, December 4, 2007, on the assessment of district needs – Salinas Valley 2020 Vision – A Study, conducted by Dr. Esteban Soriano, in which more than 1,300 business, government, and education leaders, along with hundreds of heads of households and individual residents were interviewed regarding their education and training needs and the role of Hartnell College. Numerous opportunities and gaps were identified – particularly the need for a robust ESL, GED, and Basic Skills Program as well as the need to expand distance learning, evening and weekend programs, and both credit and non-credit training for business and industry. An outline of this study is in Appendix C and the full study is available in the Resource Room and on the college website.

Following this presentation was a workshop on the budget. Steve Mangelsen, an external financial consultant, presented the results of his “forensics analysis” of the district’s finances and laid out a plan whereby the district could achieve a healthy budget position within
eight years. The critical aspects of this plan were to reduce expenses and redundancy mostly in management and Western Stage, and invest in new programs to achieve growth and sustainability, and restore the reserves. Details of this plan are described later in this report and the 2016 Financial Plan is included in Appendix D.

Outcomes: The Board followed this workshop with a resolution (Appendix E) giving a six-month notice to all administrators and managers and directing the president to reorganize the college to reduce redundancy, improve efficiency, decrease costs, and address district needs identified in the 2020 Vision Study. It further directed that this work be accomplished prior to March 15, 2008, and that representatives of the various governance groups assist the president in accomplishing these goals.

The draft reorganization was placed on the website and links sent to the employees on February 20 and 22, 2008. A blog and emails were used to elicit and capture input. On Monday, February 25th, a college-wide hearing was conducted to obtain input and provide clarification. The reorganization was labeled “Transformation” and the organizational chart was presented “upside down” to convey the intent to create a new culture – one of transparency and accountability – but one in which the question becomes, not “who reports to me?” but, “who am I responsible for supporting?” The community and the students are at the virtual top of the organizational chart in this paradigm.

The transformation began with a dream written by student leaders. This inspired the reorganization committee to develop a collaborative dream or vision for Hartnell College in the year 2020. The transformation is set forth in five phases. The first phase is projected to reduce costs by $1.03 million in FY ’08-’09 and addresses the new bodies of work identified in the Salinas Valley 2020 Vision study. Phase two is devoted to implementing phase one and then launching an intense process analysis of major functions in student services, technology, and support operations at the college. The Board approved the Transformation/Reorganization (Appendix F) March 4, 2008.

Additionally, since the financial planning workshop in December, the Board chair appointed an Ad hoc Audit Committee of the Board. That committee, in addition to the president and the controller, reviewed the audit, met with the auditors, interviewed three audit firms, and recommended a new firm, Vicenti, Lloyd & Stutzman, for the next three years. Also, they agreed to use the quarterly report and a 15-item checklist recommended by CCLC (Appendix G ) to monitor the college’s revenue and expenditures in relation to budget projections. This oversight will help the budget become the organic document it should be.
Conclusion

As a result of these workshops and some very intense and immediate goals, the Board has made – and has led the college to make – significant shifts in a very positive direction. Indeed, it has laid the groundwork for a very realistic and sustainable strategic plan. Also, it should be noted that three new Board members were elected in November and seated shortly after the December 4th meeting. The new chairperson, now in her third year as a trustee, and three new members have managed to assimilate quickly. The transition has been almost seamless.

Annual Calendar of Board Development Activities

Introduction – Effective trusteeship requires knowledge of the district, and the college. Also, it requires understanding the role of the board, the president, and other stakeholders, as well as other governing bodies and agencies such as the Board of Governors and the Western Association of Schools and Colleges. This is a lot for a new trustee to assimilate and requires all trustees to stay focused and provide leadership as they strive to improve their performance and that of the college.

The Annual Calendar of Activities is designed to encourage continuous growth and to avoid common pitfalls such as micromanagement or not having a process whereby Board members can hold themselves and the college accountable. The calendar includes significant workshops on finance, governance, ethics, and policy roles and responsibilities. Also, social activities are critical in facilitating board members getting to know each other as well as members of the college leadership groups. A copy of the Orientation Notebook and the Board Policies are available in the Accreditation Resource Room. In addition, significant resources are housed on the college’s website. These include Board agendas, packets, minutes, accreditation reports, budgets, and links to ACCT and CCLC, as well as articles and other information useful to trustees. The calendar includes an orientation to the website by Lucy Serrano, assistant to the Board, to ensure members are comfortable in navigating the site and finding the resources they need.

The Board members were surveyed as to what they wanted to learn. Two topics surfaced as priorities: bond funds and board policy. A workshop has been scheduled to review the bond, including its priorities and restrictions, in April 2008. Starting in May, twenty minutes at the beginning of each meeting will be devoted to the review of a segment of the Board policies. The intent of these discussion is to educate the public as well as the Board regarding the policies.

The Annual Board Development Calendar begins in November to coincide with the election of trustees and ends in October. The calendar identifies growth and development activities for each month.
some topics, such as goals and evaluations would happen each year, other topics would vary depending on the needs of the trustees. The articles chosen for reading assignments will be posted on the website and a blog attached to encourage the Board to dialogue about these Board Development Topics. The Board Chair and the College President are responsible for implementing the calendar.

**Annual Board Development Calendar**

**November**

Board Elections (alternate/odd years)
- Orientation Materials (available in Resource Room)
  - Trustee Handbook
  - Annual Budget
  - Annual Audit
  - Board Policies
  - Organizational Chart
  - College Catalogue
- Orientation Tours
  - College Website – board agenda, resources (Serrano)
  - Main campus – various college leaders per building

**December**

1) Election of Officers
   - Seating of new members if applicable
   - College and board holiday reception
   - Tour of district, King City Center and Alisal Campus
   - Reading assignment: *Legal Aspects of Being a Trustee*
2) Review Board Policies

**January**

1) Discussion of article: *Legal Aspects of Being a Trustee*
2) Reading Assignment: *Budget Basics*
3) CCLC sponsored Effective Trustee Workshop
4) CCLC sponsored Legislative Conference
5) Review of Board Policies

**February**

1) Discussion of article: *Budget Basics*
2) Reading Assignment: *Preventing Micromanagement*
3) Ad hoc audit committee review of quarterly report and budget
4) ACCT sponsored Legislative Conference, Washington, D.C.
5) Review of Board Policies

**March**

1) Discussion of article: *Preventing Micromanagement*
2) Reading Assignment: *Upholding Board Ethics*
3) Review of Board Policies

**April**

1) Discussion of article: *Upholding Board Ethics*
2) Reading Assignment: *Introduction to the Brown Act*
3) Board’s self-evaluation (personal and group performance)
4) Review of Board Policies
May
1) Discussion of article: *Introduction to the Brown Act*
2) Board’s evaluation of president’s performance
3) Overview of program review outcomes
4) Review of Board Policies

June – August
Annual Evaluation and Goal-Setting Workshop includes:
1) Review service to District
   - compare enrollment demographics to district.
   - compare market share of high school graduates.
2) Review service to students
   - compare completion rates to past rates, comparable districts, and the state (see CCCC CO Accountability Pilot Study).
   - consider program review and student learning outcomes data
3) Identify gaps/opportunities for growth and improvement.
4) Review finances in relation to the eight-year – 2016 Financial Plan
   - Are projections on target?
   - Are adjustments needed?
   - Identify new targets, if needed.
5) Review governance
   - Review shared governance processes.
   - Are adjustments needed?
   - Review ethics policies.
   - Are ethical behaviors being demonstrated?
   - Brainstorm and prioritize topics that Board members want to learn more about. Identify process – workshop, conference, tours, materials, etc.
   - Evaluate and rate the Board’s performance.
   - Identify and discuss strategies for improvement.
6) Identify and prioritize goals for the year. Limit to 2-6 measurable goals for which the Board is willing to hold itself and the college accountable.

September
1) Ethics training and certification for Board members and employees. (alternate years)
2) Review enrollment
3) Review of Board Policies

October
1) Budget and Finance Workshop
   - Sources of funds
     - local (tuition, fees)
     - state (credit hour reimbursements, etc)
     - grants (federal, state, private)
     - bond
     - other
   - Type of funds
     - general purpose
     - restricted purpose
     - other
   - Ad hoc Audit Committee review of quarterly report and budget
2) Review of Board Policies
Summary

The Trustees are committed to their own growth and development and have pledged to hold themselves and the college accountable for meeting the needs of the District.

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:

The Academic Senate has worked with the student and employee groups to adapt and adopt the model as the Shared Governance Planning and Assessment Model. The Shared Governance model has four committees that take responsibility for the assessment and planning model. The work of these four committees flow through the Institutional Action and Resource Allocation Committee to the president and the Board. See Appendix H for a more detailed description of the Shared Governance Committees, their membership, and responsibilities.

While much work is yet to be done, the college believes that processes and resources are in place to sustain a culture of ownership, accountability, and continuous improvement. The college believes that this report contains evidence sufficient to resolve Recommendations 1-6 and Concern 2. 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 process, including the governance process. (Standards I.B.1; III.A.1.d.; IV.A.1)

Resolution of Recommendation 1  The college has developed a professional ethics code for all personnel that embraces self-examination and demands professional integrity of all college personnel such that our actions, and thus our decision-making, must demonstrate excellence, fairness, and transparency. As such, this code will serve as a foundation for data-driven processes that will guide us in improving student learning and institutional and governance processes and procedures.

From the moment that the Commission notified Hartnell of its decision to place us on probation, the college mapped out the many things it would need to do to completely respond to the Commission’s recommendations and concerns. Underlying all of our work was our knowledge that we would need to develop, articulate, and breathe life into a shared Code of Ethics to guide all of our work. But, rather than fret about the details of what this Code would look like, we began living it.

Mindful of the urgency of our task, we agreed to engage in respectful, professional, cooperative behavior that included the opportunity for input from all, and that valued the contributions of everyone. Most of all, our work had to result in excellent programs and services for our students and community, access to appropriate educational opportunities for our community members, and a transparency in decision-making that would allow our community to hold us accountable for delivering on the promise of a community college education.

We engaged in ethics training, and studied the codes adopted by others, including our Board of Trustees. We educated ourselves about how a college should work, including the mechanisms of shared governance. We learned as much as we could about our community and its needs, and took a hard look at where we were meeting them and where we were failing to do so. As we worked diligently on making all of the required “fixes,” we were simultaneously developing and implementing this code.

An Ethics Code Task Force met at the end of January to pull together all of the suggestions and concerns from throughout the college community about what should be included in our code, including input from all employee groups that were solicited by e-mails and in group meetings. The resultant draft of a code was presented for discussion and comment at a Town Hall meeting in early February.

The purpose of a college-wide Code of Ethics is to provide a unified statement that will reflect our institutional and collective values, professional responsibilities, and beliefs to be used as the foundation for conducting on-going, collegial, self-reflective dialogues, not just now but as a matter of practice throughout the year.
Our Code requires that we engage in thoughtful planning, that our professional obligations be carried out in the best interests of our students and the community, and that our behavior at all times supports our shared goals of excellence, fairness, and transparency.

The discussions surrounding the creation of the Code have taken this college to a new tenor of decision-making and cooperation, grounded in respectful exchange of diverse ideas and critical analysis to reach a common ground.

We have been using our Code of Ethics and pledge to continue to do so as the foundation for the following essential functions of the college:

- Continuing our honest, open dialogue to examine our performance data and our shared governance processes throughout the college;
- Maintaining on-going evaluations of outcomes, process, and governance, and scanning the community for pertinent factors that impact the college’s mission and the delivery of programs, e.g., the Hartnell College Salinas Valley Vision 2020 Project;
- Developing and piloting processes to keep courses, programs, and the college catalogue current;
- Developing a systematic way for the college to identify and meet the community’s business training opportunities while also preparing our students for a global environment; and
- Encouraging and facilitating dialogue that supports, develops, and sustains a vibrant faculty and staff.

Inherent in the Hartnell College Code of Ethics, developed with input from faculty, staff, and management, is the belief that each employee has the right to dignity and respect.

Hartnell College Professional Code of Ethics

We, the employees of Hartnell College, agree to act in a responsible and ethical manner by adhering to the principles listed below, by modeling those principles in our everyday lives, and by acting in a way that allows our peers, students, and colleagues to do the same.

We support the following principles:
- Excellence
- Fairness
- Transparency

We are individually accountable for our own actions and as members of the college community are collectively accountable for upholding these standards of behavior and for compliance with all applicable laws and regulations.
Inherent in the notion of “excellence” is the belief that we cannot be excellent unless we fully meet the needs of our students and community. To do that requires that we know what those needs are and develop a system for assessing how well our efforts have worked. We must continually refine our data-gathering and planning processes (e.g., student learning outcomes, shared governance, and program planning and assessment), and analyze those findings to set priorities and allocate resources.

The Professional Code of Ethics reflects the shared commitment of compliance with all applicable laws and regulations, with a focus on excellence, fairness, and transparency. The college has completed this phase of the task, and 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.B.2.b; III.C.2; III.D.2; III.D.2.b)

Resolution of Recommendation 2

Assessment and Planning Model

The college has adopted the continuous improvement model described earlier in this report. These processes have been well vetted throughout the college beginning with convocation in August. The college has completed three major efforts in launching this assessment and planning model. They were the: 1) Assessment of district-wide needs (2020 Vision Study) and financial analysis; 2) electronic screening model for program review and; 3) completion of schedule and processes for all Program Reviews and Assessment of Student Learning Outcomes (SLO) at the program and institutional level.

Through the new shared governance structures, a collaborative process that integrates program review, institutional planning, budgeting, and hiring will be implemented by June 2008. These processes will be communicated to the college community by electronic mail, discussion with the senates, and town hall meetings. The impact of these processes is evident already. The district-wide needs assessment and financial analysis led to reorganization of the administration of the college to address identified gaps and redundancies. Furthermore, these studies will guide the development of the Educational and Facilities Master Plans.

Program Planning and Assessment
(formerly know as Program and Services Review)

Overview – In order to clearly focus on the need for program review to be integrated with assessment and planning, what was formerly called Program and Services Review is now known as Program Planning and Assessment (PPA). The PPA Committee, as newly reconstituted, convened for its first meeting on October 1, 2007. The first task of the group was to research and redefine the process that the college would use to analyze program data and plan for continuous improvement of programs.

The group developed a working philosophy that led to the following Philosophy Statement:

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each instructional program, student services department, or administrative unit receives assessment data and uses it to plan for improvement.
Program Planning and Assessment is a formative and cyclical process, by which faculty and staff analyze data, prepare annual plans, implement the plans, and reassess. The results of this cycle will feed into a periodic (every five years) self-study showing evidence of improvement and outlining long-range goals. The self-assessment process will also be the foundation upon which programs advocate for their needs in achieving educational excellence. It will result in recommendations that will be addressed in the college plans and budgets. Program Planning and Assessment will provide fundamental information for college-wide decision making and resource allocation. Finally, the Program Planning and Assessment process will improve the flow of information about student learning at Hartnell College. It will provide communication to the governance process and to decision makers. The end result will be to improve institutional effectiveness and student success.

During October 2007, committee members reviewed models used at other colleges and discussed the assessment data that would lead to continuous improvement of the college’s programs. The committee also defined the term “program” within the context of program planning to be instructional programs, student services, and administrative units. Thus Program Planning and Assessment will apply not only to all instructional programs, but also to student services (e.g., Financial aid, EOPS, Admissions and Records Office, and library services) and administrative units (e.g., purchasing, Business Office, maintenance, and institutional research).

Chief among the goals that surfaced from both the campus dialogue and the initial work of the committee was the need for the Program Planning and Assessment process to be useful for improving our programs and services. For the process to be useful, it must be an annual self-study process that includes data assessment that faculty and staff find relevant to their functions, careful analysis of the data, and a clear link to other planning efforts (including technology, facilities, and human resource planning), budget development, and other campus decision-making processes.

The college has implemented a three-tiered system: 1) the district-wide assessment and planning process, to be repeated every five years or so; 2) the annual college-wide study – Focus on Results – conducted in conjunction with the Chancellors Office; and 3) the Program Review Electronic Screening model. The latter process provides five data elements: 1) enrollments; 2) course completion; 3) revenue/cost-ratios; 4) efficiency/WSCH; and 5) number of degrees and certificates earned. These factors can be compared annually across time, between disciplines, programs, and divisions, and by college. The State study – Focus on Results – provides for peer group comparisons based on factors that are not in the college’s control. For example, Hartnell’s outcome data would be compared with districts that share similar socio-economic factors.
The key to the sustainability of the college’s assessment plan is that detailed program reviews will be conducted on a rotating basis such that all programs will be reviewed at least every five years. Included in this process will be an assessment of the student learning outcomes at the program level. Student learning outcomes at the institutional level are discussed later in this report under Concern 2.

**Program Planning and Assessment Pilot-Year: 2007-2008** – In the October 2007 Progress Report, the college reported that self-study review would begin in Fall 2008 according to a discipline rotation grid. However, further dialogue in the PPA committee and with the Shared Governance Task Force led to the determination that an annual process is the best way to effectively link instructional planning into the annual budget process. Therefore, to further enhance the integration of the multiple planning activities on campus, the decision was made to complete a pilot Program Planning and Assessment cycle for all instructional programs (including the instructional component of counseling and library) in Spring 2008, using the instructional plans developed for the Educational Master Plan (EMP) as the primary document. They will include short- and medium-term goals and objectives, as well as resource needs and measures of success. The instructional plans for the pilot year will be based on the following data:

- the external data scan and analysis provided by the Salinas Valley 2020 report
- the Annual Screening Report for all degree and certificate programs (see Annual Screening Report in the Accreditation Resource Room)
- review of all degree and certificate programs by department faculty (see Recommendation 5)
- mapping of Core Competencies for all courses (see Recommendation 4)
- assessment data for Core Competency #1: Communication (see Recommendation 4)

This is a small subset of the data that have been identified by the Program Planning and Assessment Committee as important for instructional planning. Additional data will be phased in each semester for the next two years. This initial data set, although limited, is a blend of curricular data, external market demand data, and internal performance data.

With this process, the college is demonstrating integration of the Program Planning and Assessment process with the larger institutional planning efforts of the Educational Master Plan (Appendix I) and its companion, the Facilities Master Plan. In addition, the Program Planning and Assessment process (Appendix J) is being developed with links to Student Learning Outcomes activities. (Appendix K)

A timeline has been developed for 2007-2008 showing the integration of the Pilot Program Planning and Assessment process, the development of the
EMP, and the assessment of SLOs. In addition, a five-year schedule has been
drafted showing the integration of planning processes. The schedule will be
reassessed each year and modifications made to align activities more
effectively. The schedule includes activities of Program Planning and
Assessment, SLOs, budget development, EMP development and updating,
and accreditation. The timeline shows how the above listed activities are
integrated and linked.

Expanding Program Planning and Assessment 2008-2009 and Beyond –
For Program Planning and Assessment to be fully integrated with the
planning, budgeting, and hiring cycle, as well as with the assessment cycle for
student learning outcomes, the data used in the Program Planning and
Assessment process is of several types:

- Output data
- Input data
- Process data
- Student Learning Outcomes data

Each type will be discussed below. The purpose of the data is to answer
“useful questions” about the quality of the program and/or the extent to which
it is meeting the needs of students and the community. The answers to the
“useful questions” will provide meaningful guidance for improving the
college’s programs. While the process and data definitions for student
services and administrative services will be developed next year, the
preparatory work for instructional programs is well under way. For each
instructional program the data will be annually collected and analyzed and
plans will be reported in an Annual Program Planning and Assessment report.
The program review module of CurricUNET will facilitate the report
development process. It will allow for the tracking of data from one year to
the next and aid in monitoring plans and outcomes, as well as
recommendations made by the Program Planning and Assessment Committee
and the actions taken by the college on hiring and budget requests.

In the fifth year of the cycle, programs will compile plans, data, and
assessment results into a Fifth Year Report. Approximately 20 percent of all
programs will be compiling a Fifth Year Report each year, enabling all
programs (including student services and administrative units) to complete
one Fifth Year Report every five years. In the early years of implementation,
however, 50 percent will complete the Fifth Year Reports in 2010-2011 and
the balance will complete the Fifth Year Report the following year, 2011-12.
This will enable all programs to have completed Fifth Year Reports by the
writing of the next self-study for affirmation of accreditation. In addition,
annual reports including all forms of data along with analysis, goals, and
planned interventions will be completed each year.

Output data – The primary document used for reporting output data for each
instructional program is the Annual Screening Report. This review is
conducted annually and provides baseline comparisons by college, division,
and academic discipline on five factors. Those factors are: enrollment, successful course completion rate, revenue to cost ratios, efficiency/WSCH, and degrees and certificates.

These data enable the college to examine all of its programs annually to determine priorities and goals and for measuring progress from year to year. While these data provide only a “macro” view, they are sufficient to stimulate faculty and staff dialogue and inspire greater examination as to how the college can improve its performance on these baseline factors.

Additionally, it is possible that reviewing these factors (especially course completion rates, revenue to cost ratios, efficiency and certificates/degrees earned) across the college on an annual basis will provide faculty and staff with a greater sense of the college’s overall “health” and performance.

The table below provides comparisons by college and division on five of the baseline factors for 2006-2007.

<table>
<thead>
<tr>
<th>Area</th>
<th>Enrollments (duplicated)</th>
<th>Successful Course Completion Rate</th>
<th>Revenue/ Cost Ratios</th>
<th>Efficiency/ WSCH</th>
<th>Degrees &amp; Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>60,959</td>
<td>70%</td>
<td>2.3 : 1</td>
<td>477</td>
<td>567</td>
</tr>
<tr>
<td>Fine Arts/LA/SS</td>
<td>22,666</td>
<td>66%</td>
<td>2.5 : 1</td>
<td>455</td>
<td>58</td>
</tr>
<tr>
<td>PE, Health</td>
<td>7,558</td>
<td>76%</td>
<td>2.2 : 1</td>
<td>816</td>
<td>0</td>
</tr>
<tr>
<td>Math, Science, Nursing</td>
<td>11,681</td>
<td>61%</td>
<td>2.0 : 1</td>
<td>450</td>
<td>47</td>
</tr>
<tr>
<td>Occ. Ed.</td>
<td>15,078</td>
<td>76%</td>
<td>2.3 : 1</td>
<td>466</td>
<td>134</td>
</tr>
<tr>
<td>Student Services</td>
<td>4,230</td>
<td>82%</td>
<td>1.7 : 1</td>
<td>417</td>
<td>326</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>5,915</td>
<td>64%</td>
<td>2.2 : 1</td>
<td>431</td>
<td>1</td>
</tr>
<tr>
<td>ESL</td>
<td>1,558</td>
<td>71%</td>
<td>2.0 : 1</td>
<td>376</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>5,822</td>
<td>52%</td>
<td>2.2 : 1</td>
<td>514</td>
<td>5</td>
</tr>
</tbody>
</table>

Examination of the above data should provoke questions regarding the teaching and learning process and should suggest research as to models for improving student success. For example, could it be that the low completion rates in English and Math are responsible for the relatively low rate of attainment of degrees and certificates? What actions can or should the college take to improve success in these areas? Ideally, these data will provoke more questions initially than they answer and thus, inspire further study as well as significant improvement plans.

**Input data** – The input data that have been identified as important and that will be used in future years for analysis of instructional programs are FTE faculty, facilities and equipment inventories, budget allocations, and student preparation data from placement test summaries. While not a direct measure of the quality of the program, input data are important components for
ongoing improvements. The Program Planning and Assessment Committee is currently discussing how these data can be provided to the departments by the institution. Discussions about and identification of the input data needed for student services and administrative services units will occur in 2008-'09.

**Process data** – As a part of the Program Planning and Assessment process, departments will analyze data that describe the program’s processes and operations. The Program Planning and Assessment Committee has begun defining this data for instructional programs. Some of this data will be provided to the program faculty by the institution and other data will be obtained by the department faculty. Analysis of process data will focus on the quality of the program and how well it is meeting the needs of the students and the community. Examples of the process data that will be used by departments are course syllabi, course outlines, scheduling history, and student surveys about scheduling. Discussions about and identification of the input data for student services and administrative services units will occur in 2008-'09.

**Student Learning Outcomes data** – Each year after the Pilot Year the college will assess three of the six Core Competencies. To assess a Core Competency, course sections will be selected randomly and the faculty will be notified. Each faculty member involved will choose an assignment from that semester’s syllabus that addresses the competency being assessed. (For example, the Core Competency that is being assessed in the Pilot Year 2007-'08 is Communications).

Copies of all assignments addressing the identified competency will be assessed by teams according to a set rubric for that competency. Although the assignments turned in will differ from one faculty member to another, the criteria used to assess them will be the same for all assignments addressing a particular competency. All assignments will be scored by the scoring team according to the agreed upon rubric.

Results from the assessments will be provided to the campus annually in a Core Competency Report and will enable the college to determine the quality across times of day, locations, and modalities. This report will provide data for the annual program planning process. Department faculty will analyze the results found in the Core Competency Report and use this information (along with the other data described above) to plan interventions and make requests for resources. Results found in the assessment of Core Competencies also can be used in the development of institutional and Governing Board goals.

Course-level student learning outcomes data will also be used in the Program Planning and Assessment process. The courses and outcomes selected for assessment of course-level SLOs will be determined and justified by each department according to the departments’ identified goals and objectives for that year. Specific details of how course-level assessments will be utilized are in discussion by the SLOA and Program Planning and Assessment committees.
The chairs of both committees have studied the course portfolio model used by Truman College and are in the process of adapting it for use at Hartnell. The proposed course portfolio will contain the results of course-level SLO assessment, samples of student work, sample tests and assignments, the course syllabus, the course outline, and the Core Competencies met by the course.

In the proposed model, instructional departments will meet annually to review the course portfolios of the faculty teaching the selected courses. The completed adaptation of the model will be proposed to the SLO and Program Planning and Assessment committees for discussion and vote in spring 2008.

**Linking Program Planning and Assessment to Governance Structure**

**Role of the Committee—Timelines and Actions** – This year the Program Planning and Assessment Committee is scheduled to review the program plans for instructional programs during March and April, and to make recommendations to the disciplines/departments for refining and clarifying their goals and objectives. Goals and objectives will be measured against the needs identified in the Salinas Valley 2020 report. These findings, including the need for ESL, GED, Basic Skills, and an expanded range of delivery methods, as well as the need for increased credit and non-credit training for industry, are expected to be reflected in the program plans submitted. The committee also will be reviewing the Annual Screening Report. Programs will be notified of their results in the Annual Screening Report, and where data show vulnerability, program faculty will be asked to address the vulnerability in their program plans. Reflective dialogue between the Program Planning and Assessment Committee and program faculty, in addition to dialogue among program faculty, will be an important aspect of the process of refining and clarifying the goals in the program plans.

The process of reviewing the program plans began on March 10, 2008. Here is an example of the process at work. The Annual Screening Report shows that the course completion rate in mathematics is 52 percent. The Program Planning and Assessment Committee noted that improving retention and success is one of the goals of the math department and recommended that the department strengthen its program plan by refining its objectives for that goal. In particular, the committee asked the department to be more specific about the actions it would take to improve retention and success. It also recommended that the department consider focusing its initial efforts on developmental mathematics, to maximize the impact of its work.

By May, the Pilot Year instructional program plans will be completed, with recommendations from the PPA Committee incorporated into the plans. These plans will contain resource needs, including equipment, facilities, technology, and human resources. The resource needs will be compiled, identifying redundancies or efficiencies, and recommendations will be made to the Institutional Action and Resource Allocation Committee in September.
In this venue, priorities will be identified and funding needs ranked. Each year an additional 20 percent of programs will complete the Fifth Year Report. In addition to the regular schedule produced by the Program Planning and Assessment Committee, any programs showing a need for attention, based on the Annual Screening Report or any external industry changes, will be added to the list of programs required to provide the in-depth Fifth Year Report.
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.6; III.B.1.a.; III.B.2; III.2.a; III.B.2.b; III.C.1.c; III.C.2)

Resolution of Recommendation 3

The college has significantly modified its processes for assessment, planning, and resource allocation utilizing a continuous improvement model. This model relies heavily on the college’s broad-based shared governance processes to openly examine its decision-making processes, evaluate the results, and make refinements. The most significant and transparent use of this assessment and planning system, to date, is conducting a district-wide needs assessment – Salinas Valley 2020 Vision Study – and the Financial Realignment Plan assessment of the college’s finances and alignment of resources. As a result of these two comprehensive studies, the college is engaged in the following activities:

1. Reorganization of the management of the college to:
   a. Respond to the 2020 Vision Study
   b. Reduce redundancy and improve efficiency, and
   c. Control costs and redirect savings into new programs and infrastructure.
2. Development of an Educational Master Plan that responds to the findings in the 2020 Vision Study and is in alignment with the realities made clear in the eight-year financial analysis and projections in the Mangelsen Study.
3. Development of a Facilities Master Plan that responds to the above mentioned studies and the Educational Master Plan. Technology infrastructure, equipment, and staffing needs will emerge and be prioritized as part of the overall planning processes required to support the Educational Master Plan.

Over the past several months, facilities consultants assisted Hartnell personnel in correcting our Five-Year Construction Plan and drafting a template for a new Facilities Master Plan. These documents will be reviewed, expanded, and edited by the new shared governance committee members. One consultant assisted staff in long-range planning for construction projects, another worked with Hartnell staff on the Chancellor’s Office Facilities Utilization and Space Inventory Options Net (FUSION) to correct the Five-Year Construction Plan and the third, a retired Hartnell dean, drafted a template of a new Facilities Master Plan. Hartnell staff members also have met with the Chancellor’s Office Facilities Specialist to review potential projects for the future.

To document the broad-based involvement of the college in these processes, consider the following: 1) the Salinas Valley 2020 Vision
Study identified the need for a significant increase in evening, weekend, and distance education classes as well as a greatly expanded basic skills, ESL, and GED program; and, 2) the Board gave notice to all managers and directed the superintendent to work through the shared governance process to develop an organization that was responsive to the needs identified in the Vision Study and aligned with the financial projections and shifts in the Financial Realignment Plan.

One of the areas identified is the area of technology. The reorganization committee sees a need to consider technology in three categories: 1) infrastructure – the backbone and Datatel services; 2) instructional support; and, 3) web services for marketing, student activities, and instruction. Other areas identified as needing significant improvement were student services, human resources, and facilities management. Examination and revision of the aforementioned processes listed will happen in 2008–2009.

The eight-year financial projection resulting from the Financial Realignment Plan assumes a 3% growth in both revenue and wages and benefits and identifies a consistent funding stream of approximately $800,000 annually for technology infrastructure. The largest shift identified in this plan is the reduction in institutional management and increase in efficiency estimated at $1.2 million in 2008-2009. These funds are expected to be invested in new programs and infrastructure needs. Additionally, efficiencies are anticipated in the reorganization of Western Stage (theater program) and the establishment of a negotiated indirect cost rate that is expected to generate an additional $500,000 in revenue annually. The financial plan, which is designed to invest in new programs, balance the budget, and restore the reserves in eight years, will require constant monitoring and refinement by the controller/business manager, the budget committee, the Ad hoc Audit Committee of the Board, and the superintendent.

Facilities
The Facilities Master Plan includes opening two new buildings – one on the main campus in 2009-2010, and one on the Alisal Campus in 2011 – 2012. The opening of these buildings will require additional staffing for maintenance and technology support as well as increases in insurance and utilities. These increases are anticipated in the financial projections as “other operating expenses” and “investments.” The number of maintenance and technology staff needed will be determined by an analysis of the square footage and technology demands. Whether to hire new personnel and/or retrain and redeploy existing personnel to meet those demands will be decided through the shared governance planning processes.

On February 5, 2008, the Board of Trustees approved a new facilities planning manager position and the appointment of an interim Manager. This individual will assume “the primary role in ensuring that the
District plans, designs and builds capital projects that are functional, well designed, sustainable, and cost effective.”

In addition to new buildings, the Facilities Master Plan will include remodeling of the Student Center and certain classroom buildings and significant “refreshing” of instructional spaces using Measure H bond funds. The college has made a huge shift in philosophy by investing in capacity building internally rather than reliance on external consultants to provide these critical services on an ongoing basis. For example, Aan Tan, retired Associate Vice Chancellor of Facilities, Design and Construction from Riverside Community College, was retained to advise and train staff in the technical aspects of facility planning and development. Five staff persons, including the newly appointed facilities planning manager and the interim associate vice president of academic affairs were trained on FUSION – the software package used by the Chancellors Office to classify and maintain facility usage data. So, for what appears to be the first time, the college community is developing a better understanding of the processes and connections among enrollment, facility usage, and the flow of funds.

As indicated earlier, the Reorganization Committee has determined that the technology staffing needs should be analyzed in relation to: 1) infrastructure; 2) instructional support; and, 3) web services. This recommendation appears to differ from the plan identified in the self study and on page three of the October 15, 2007 Progress Report, which relied primarily on a report provided by the Gartner Group to the Chancellors Office in 2000. The college has 21 technology positions, including three vacancies. The standards set in the 2000 study indicate the need for eight to 11 more positions in 2010. However, a deeper analysis is needed to determine the required skill sets and positions needed at Hartnell, given the major changes in technology since 2000.

The build-out of the Alisal 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 Hartnell 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. Both programs will be located on the Alisal Campus.
The Financial Realignment Plan and the Foundation’s leadership in identifying start-up funding for new programs in the build-out of the Alisal Campus will provide the opportunities for the college to grow.

New enrollments, increased retention, and grants from public and private sources are expected to enable the college to balance its budget. Planning processes regarding all resource allocations continue to improve.

In summary, it is important to recognize that the data collection, analysis, planning, and evaluation processes, as well as the shared governance processes put in place subsequent to July 1, 2007, are “great new beginnings.” They are comprehensive and they are designed to promote ownership and continuous improvement; but, they are still new. Careful stewardship will be required for these systems to reach their full capacity and for the new culture to take hold. Nevertheless, it is clear from the level of involvement that the college has achieved a new level of transparency in its planning and decision-making processes. This, in turn, has inspired a new level of trust. As one faculty commented, “I am happier and more involved than I have been in years” and another said, “I know more about the college now (since July) than I had known in all of my years here.” These comments and the renewed community support provide evidence of a higher level of morale and involvement.
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.e; II.A.2.f; II.A.2.g; II.A.2.h; II.A.2.i; II.A.3)

Resolution of 4 Recommendation

Introduction – The Student Learning Outcomes and Assessment Committee (SLOA) has been and is working on several activities which include: a SLOA Committee/Senate Retreat, drafting of an Assessment Philosophy statement, development of an assessment model for General Education/Institutional Outcomes (defined at the college as the Core Competencies), linking of SLOA and Program Planning and Assessment, defining and publishing program level outcomes (later addressed under Commission Concern 2) and development and assessment of course level SLOs. Multiple discussions have taken place within the SLOA Committee, the Academic Senate, and the Curriculum Committee in terms of the recommendations, approval and processes of these various activities.

SLOA/Senate Retreat

The SLOA committee, the Academic Senate and management attended a retreat on October 18, 2007. The training was conducted by Marcy Alancraig, the SLO coordinator from Cabrillo College, and covered basics for assessing courses, programs, and institutional outcomes for instructional, student services, and administrative units on campus. As a result of the retreat, a sub-group of SLOA Committee members and Senate members met to define Assessment Categories for Hartnell College. These categories were then presented to the entire campus for review/feedback. Feedback was incorporated and the categories were presented to the Academic Senate on February 12, 2008.

Assessment Model for Core Competencies

The SLOA Committee reviewed models of assessment for the college’s core competencies. The model that was agreed upon adheres to the following principles:

- General education is the responsibility of the collective faculty and not individual departments.
- The assessment method will be minimally intrusive for both faculty and students using course-embedded assessment as agreed upon by the SLOA Committee and approved by the Academic Senate.
- Assessment will utilize “artifacts,” or examples, of existing student work.
• Scoring teams will be used, one team per competency. Each scoring team will have two content experts and three interdisciplinary faculty.
• Holistic scoring criteria (rubrics) will be used.

The steps in the assessment model are as follows:
• Core competencies to be assessed for a given semester are selected. The selection will be based on the Program Planning and Assessment cycle for a given year (See Recommendation 2).
• Sections of courses that will participate in the assessment are identified. Sections will be spread across the curriculum.
• 50 artifacts will be collected each semester for assessment of specified competency.
• After scoring is complete, the data will be reported to the Office of Academic Affairs to be compiled and analyzed.
• Results will be reported to the appropriate committees and/or academic divisions and management levels.
• Faculty will use assessment results as part of their Program Planning and Assessment cycle.
• Disciplines will examine the data to determine if an intervention will be chosen to address a particular competency. If yes, then intervention will be implemented in the following year of assessment.
• Three competencies will be assessed in a given year, thus creating an assessment cycle of six core competencies every two years. Alternating years in the cycle will allow for application of intervention and reassessment in the following cycle, thus closing the loop.
• Opportunities for discussions with faculty across the curriculum will occur via town hall meetings, flex day activities, and other activities.

Assessment Pilot Spring 2008

The college’s first Core Competency assessment has been launched. In implementing the assessment it was agreed that a single competency would be assessed for the Pilot phase of this process. The core competency to be assessed is the Communication competency. Eventually, three competencies will be assessed in a given year. The timeline for the Pilot Assessment is as follows:

December 2007  Collection of writing samples
February 2008  Development of scoring rubric to be used. This was done by the SLOA Committee, which has representation by faculty, classified, and management.
March 2008    Scoring of samples
March 2008  Results given to Institutional Research Office
April 2008  Data disseminated to campus for use in Program Planning and Assessment activities teams to be used for those competencies.
April 2008  Campus-wide training on assessment at all levels. Consultant from a conference attended by both faculty and management will facilitate.
April 2008  SLOA Committee development of scoring rubrics for remaining competencies and the scoring with the assistance of the consultant.
April-May 2008  Flex day activities and area meeting workshops to select courses to be assessed for the 2008 – 2009 academic year.

Assessment Fall 2008
• Core Competency Assessment (#2)
• Campus wide launch of course level assessment. Every discipline participates

Assessment Spring 2009
• Core Competency Assessment (#3)
• Town hall meeting with focus on faculty dialog about assessment results for both core competencies and course level assessments

**Link between SLOA and Program Planning and Assessment**

Numerous meetings have occurred between the chairs of the Program Planning and Assessment Committee and the Student Learning Outcomes and Assessment Committee to ensure that there is a direct link between student learning assessment and program planning. A result of these meetings was the creation of timelines for assessment of core competencies, analysis of data, identification and implementation of possible interventions and reassessment of the competencies to close the loop. The chairs of each committee, Kelly Locke and Cheryl O’Donnell, are participating in the other’s committee meetings to promote and ensure effective communication and linking of activities and strategies as they pertain to the assessment component.

**Development and Assessment of Course-level SLOs**

To date, 505 courses have had SLOs developed. Student Learning Outcomes and Assessment summary forms are being reviewed by SLO area leaders in terms of syntax and assessment tools, and the SLOA Committee is working with various disciplines to revise, as needed, SLOA summary forms. In addition to course level SLOs being developed as part of the curriculum revision process, courses that are current in terms of their course outlines also need SLOAs to be identified.
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.

**Student Learning Outcomes and Assessment Website**

A website has been created to serve as an information resource for the college community. This framework of the website was initially created by a group of students who were enrolled in our CSS 87, Web Authoring course. The SLOA Committee approved an expenditure of its block grant money to be used for the continued development of the website. The website will be accessible from the Hartnell website. Upon completion, students using the website will be able to identify a course and have the identified outcomes for that course be displayed. This will occur via a link to the CurricUNET site.
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)

Resolution of Recommendation 5
The college initiated an analysis of its credit courses to ascertain program requirements and general education specific requirements, as well as general education and program electives. We have placed emphasis on revising course outlines and programs to accurately reflect what is taking place in the classroom and to provide all faculty with an outline that truly represents expected student outcomes and the tools by which they are measured. The result of this analysis will enable us to set priorities in developing course schedules, in hiring new faculty, and in allocating resources. The college believes that these concerted efforts will lead to increased enrollment, greater efficiency, and a stable financial future.

Review of Course Outlines
Since August 30, 2007, the Curriculum Committee has met weekly to review courses. As of February 29, 2008, learning outcomes have been embedded in 53 new and/or revised degrees and 505 courses. Also, an additional 488 courses, including special topic courses, and 6 degrees have been deleted or placed in an inactive status. Both the Curriculum Committee and faculty have demonstrated increased competency and proficiency in creating and reviewing outlines for completeness and correctness, which enables the approval process to flow efficiently and effectively to ensure that quality is not compromised.

The Office of Academic Affairs will continue to maintain the Master Course List until CurricUNET is implemented. The Master Course List is now posted by division/program for review.
(http://www.hartnell.edu/accreditation/master_course_list.html)

Review of Degrees and Certificates
As part of the spring 2008 flex day activity, faculty reviewed each degree and certificate by discipline. Faculty checked their existing programs to guarantee correctness based on course changes (titles, units, status) made through the curriculum review process. Those disciplines completing the review and revisions brought their updated degrees and certificates to the Curriculum Committee meeting that same day, during which 20 degrees and certificates were either approved or passed through their first reading.

In addition to updating the programs, the Curriculum Committee approved a new certificate and degree format that underwent scrutiny by students, the Counseling Departments, and the Curriculum Committee. This new format is designed as a planning tool to be more user-friendly to both students and counselors.
Hartnell College, like many other community colleges, had two non-compliant degrees: General Studies and Transfer Studies. When the college became aware of this issue, the Counseling Department immediately began planning the revision of these existing degrees so that they would comply with the Chancellor’s Office mandate to include an area of emphasis. Although the college’s Liberal Studies degree was believed to be compliant, the Counseling Department included it in its revisions. On December 20, the following three degree revisions were brought to the Curriculum Committee for first reading: Elementary Teacher Preparation, Transfer Preparation with a Major Emphasis, and General Education with an Area of Emphasis.

Changes were suggested by the committee and advice was sought from Stephanie Low, Chancellor’s Office, Specialist, Academic Planning and Development. On January 25, the revised degrees reflected the changes recommended by both the committee and Ms. Low and were approved. By completing this degree-revision process and submitting the required documentation to the Chancellor’s Office by the February 12, 2008, deadline, the college will be protected against a finding of noncompliance by the Chancellor’s Office.

In March 2008, the Curriculum Committee will resume its bi-monthly meeting schedule. The Committee is expected to retain its efficiency in processing curriculum at both the course and program level.

**CurricUNET**

The steering group’s efforts and attention has been centered on course and program revisions, while meeting regularly with our CurricUNET representative via CCCConfer (an interactive meeting environment), resulting in implementation of CurricUNET in March.

It was clear that our method of operation had to change from processing curriculum in a paper-based manner to a more-efficient electronic method. The new process will allow course changes to be made in real-time, which expedites processing without sacrificing quality.

Our home-grown electronic process, which includes Curriculum Committee agendas and minutes, courses and programs, and a Master Course List, was, in fact, excellent preparation for our transition to CurricUNET.

As a result of faculty success working with the home-grown electronic process, faculty now look forward to the implementation of a database curriculum processing program to which they will have access any time and anywhere.
In March, representatives from Governet (parent company of CurricUNET) will conduct a four-day training at Hartnell. There will be a minimum of seven different training sessions for faculty and staff along with separate training for the CurricUNET steering group and the Curriculum Committee. Implementation of CurricUNET will begin immediately after training is completed in March; however, faculty will have the choice to submit course and program materials either via the electronic system currently in use or CurricUNET until fall 2008.

To maintain its currency in offerings, the scheduling of course outlines (new and revised) and programs through the Curriculum Committee is necessary. Once all of the obviously outdated courses have been revised, courses last updated in 2002 will be scheduled for review. A plan will be developed to schedule disciplines that will enable them to review a reasonable number of their courses on a yearly basis. Eventually, once all of the courses are uploaded into CurricUNET, it will be an essential tool in developing this schedule. The Master Course List will be maintained until all courses are uploaded.

**Update and Publishing of College Catalogue**

The intent of the Curriculum Committee is to either revise or inactivate all existing degrees and certificates to ensure the accuracy of the college catalogue. Those programs that are not current and cannot be supported or revised will be made inactive and reviewed to determine their final status. In addition, the catalogue will reflect the 500 plus outlines revised since its last publication.

The 2008-2009 college catalogue will be published in parallel with the fall 2008 schedule of classes. The fall 2008 schedule of classes will be available on the college’s Personal Access Web Services (PAWS) in April; subsequently, the catalogue will be finalized, printed, and available at the end of May 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)

Resolution of Recommendation 6

Nowhere in the college has the District’s commitment to the continuous assessment and planning model described in the introduction to this report been more important than it is here, in developing a long-range plan that provides enhanced fiscal stability and increased student enrollment and retention.

By embarking on two major assessment efforts—the Salinas Valley 2020 Vision Study and the Financial Realignment Plan—and doing an internal assessment of our student enrollment data, and then bringing the results of those studies back to share with all faculty, staff, administrators, and the Board, we have been able to utilize our many diverse talents and strengths to begin analyzing the data and using those analyses in our planning processes.

Our initial work – involving faculty, students, the Board, the Business Office, all student services departments, our academic and instructional personnel, and all employees of the college as stakeholders in improving the long-term prospects for the college – has resulted in a unified effort by disparate departments to plan the future of Hartnell. Whereas those entities used to see their functions as distinct, we believe that people throughout the college now know that their different areas of expertise and responsibility all serve the same goal – to ensure that Hartnell is a better college today than it was yesterday, and that it will be even better in the future.

We now have a financial plan to take us to 2016, a comprehensive understanding of our district’s characteristics and immediate and future needs, and an assessment model that is driving our program planning, our outreach and enrollment management planning, and the allocation of our resources.

Below we describe the different areas of this continuous improvement loop that we already have employed, as well as our progress in taking the next steps to plan for the future.

Assessment and Analysis

District-wide Needs Assessment – Utilizing the expertise of an outside consultant, Hartnell completed a district-wide needs assessment and vision study – Salinas Valley Vision 2020. More than 1,300 heads of households and business and community leaders participated, and
relevant data from other national and local organizations were integrated into the study. (E.g., data from U. S. Census Bureau, Monterey Business Counsel, and Association of Monterey Bay Area Governments (AMBAG)). The results were compiled into three basic stakeholder documents: 1) Ensuring a College that Matters; 2) Ensuring a Valley that Matters; 3) Ten Action Volumes that detail the education and training of business and industry. The findings were presented to administrators, faculty, staff, the Board of Trustees, and the Board of the Hartnell College Foundation. Copies of the report were made available to sponsoring business and government partners, and were posted to our website. Copies of these reports are available in the Resource Room.

The college faculty and staff spent a day reviewing the data and developing responses and priorities. Some of the critical findings were:

1. Fifty-eight percent of those surveyed want more evening and weekend offerings. Twenty-five percent want classes on Sundays.
2. Almost 70 percent wanted more distance learning options and 98 percent indicated they had access to high speed internet services.
3. The demand for ESL, GED, and basic skills training was verified with more than 32 percent of the population needing these services.
4. Credit and non-credit training courses are needed by local businesses and industry for both entry level workers and for promotional opportunities of incumbent workers. Eighty-two percent of the companies surveyed requested these services.
5. As compared to area colleges, the student services area of Hartnell College was rated quite low while its instructional programs were rated as above average.
6. The average age of the population of the Valley is 24.5 years – half the age of the surrounding communities, with the greatest growth anticipated along Highway 101 in the communities of Greenfield, Soledad, and Gonzales. Clearly Hartnell has both an opportunity and responsibility to provide the Valley’s future education and workforce needs.

Financial Analysis and Assessment – In September 2007, the Board secured the services of Steve Manglesen to complete an objective assessment and analysis of the college’s finances and develop a plan that would: 1) reduce costs; 2) respond to community needs by investing in new programs and supporting growth; 3) improve efficiency, and 4) restore the reserves.

This study made it clear that Hartnell was top heavy in management and inefficient in other areas. Also it showed that the college had failed to invest in new programs and infrastructure, which was critical to growth.

The resulting 2016 Financial Plan projects: 1) revenue growth at 3 percent; 2) added revenue from the application of an indirect cost rate
from applicable grants; 3) wages and benefits held at no more than a 3 percent annual increase; 4) reduced cost of operating Western Stage; and 5) investment of an additional $1.2 to $2.3 million annually in new programs and infrastructure. By implementing this eight-year financial plan, the college will have stopped deficit spending, invested in new programs, and restored the reserves by the year 2016.

The results of both assessment vehicles--this financial analysis and the 2020 Vision Study--were presented to the Board of Trustees and the college leadership groups on December 4, 2007.

As a result of the workshop on these studies, the Board of Trustees passed a resolution giving notice to all managers that their employment contracts would end June 30, 2008, and further directed the superintendent/president and a Shared Governance Reorganization Committee to complete its reorganization recommendations (designed to respond to these two studies) before March 15, 2008.

**Student Enrollment Assessment and Analysis**—The Office of Instruction provided two years of data on student enrollment so that we could determine how many sections were offered, how many seats were filled, and which sections and classes were oversubscribed or undersubscribed.

In the past, if classes did not reach an efficiency threshold, those classes might be canceled during the first week of the semester, without regard to the impact these cancellations might have on a particular student’s education plan. Conversely, Hartnell did not always review the data to see which classes had filled early in the registration process so that we could add sections to meet student demands. Waiting lists were compiled, but most students on wait lists were never offered spaces in the course.

**Planning, Resource Allocation, and Implementation**

After reviewing our assessment efforts, several things became very clear:

1) Hartnell would have to become leaner, more efficient, and more flexible so that it could respond to the community’s needs.

2) Hartnell’s financial future would need to be carefully monitored if we are to stay on track with a carefully laid out plan to eliminate redundancies, increase efficiencies, and build new programs.

3) Services in several areas—notably student services, technology, and human resources—will require further assessment and analysis to improve our processes, but that student enrollment must be a top priority that needed immediate action.

**Reorganization**—To address the first concern, the Board approved a reorganization plan that eliminated 15 positions and added seven, saving the college $1.03 million. Additionally, the reorganization shifted
resources to address major gaps identified in the 2020 Vision Study. These include focusing on ESL and basic skills, as well as distance learning and evening and weekend programs. Credit and non-credit career programs will be expanded to meet industry needs. The organization was labeled a “transformation” to signal a new culture – one that is focused on meeting district needs.

**Ad hoc Audit Committee** – To respond to the second concern, the Board appointed an Ad hoc Audit Committee to monitor and review finances in a more focused way, and to become better stewards of the college. On February 5, the Ad hoc Audit Committee reviewed the Quarterly Financial Status Report (311Q) with the president and the controller. For the next quarterly meeting the group decided to utilize the California Community Colleges Self-Assessment Checklist. This checklist highlights areas that the board should be reviewing on an ongoing basis.

**Enrollment Management** – To respond to the third concern, the college embarked on two major efforts designed to increase student enrollment by: 1) restoring confidence and trust in the schedule; and 2) making it easy and fun to register for classes to become a student.

The first effort was the implementation of a guaranteed course schedule. This schedule was offered with the explanation that every class, every section, that was offered in the schedule would, in fact, be offered. Since the school would honor its promise of offering particular sections, we encouraged returning students to register for classes early so that they could plan their future. We called it a guaranteed, rather than a final, schedule, because we would continue to add sections as long as we kept having demand for them.

Managers from academic and student services, technical and support staff, faculty leadership and ultimately most of the faculty and counselors and many students participated in the planning, revision and implementation processes. The October Progress Report contains a flowchart and timelines for the development of the guaranteed course schedule for spring 2008.

Using two years of data of enrollment patterns, we initially offered 851 sections and a total of 36,112 seats for spring 2008. This represented 111 fewer sections and 5,300 fewer seats than were offered in spring 2007. In spring 2007, a total of 21,214 seats were filled and the average class size was 23.2.

Throughout the registration period we continued to open shadow sections as the demand for sections continued. By opening day of spring 2008, the college had a total of 918 sections – 67 more than the 851 initially scheduled but 45 fewer than the previous year. On opening day, 26,075
of the 32,767 seats were filled. The average class size was 28.4; an average increase of five seats per section. In addition, during the first week of the spring 2008 term – drop/add week – approximately 2,000 seats were dropped and 4,000 seats were added, resulting in a net gain of 2,000 seats.

The second effort was a registration rally, held on Friday and Saturday, January 11 and 12 (two weeks before classes started), for a total of 30 hours, at the main campus in Salinas and at the King City Education Center. These rallies were designed to be a fun, entertaining, one-stop registration shop. Food, prizes, and entertainment lasted all day, while students were able to accomplish everything they needed to do to apply, register for classes, take placement exams, apply for financial aid, and get assistance from academic counselors. Every student service office was represented as well as many academic disciplines, student clubs, and support services. Significant numbers of faculty, staff, and students voluntarily participated in the registration rallies during the semester break – on their own time.

Spring 2008 enrollment increased 23 percent (1,700) in the number of students and 15 percent (8,500) in the number of units. This increase will enable the college to restore the base (FTES borrowed in prior years) and slightly exceed the growth cap.

The college’s initial analysis indicate that these results were due to a number of factors: 1) the guaranteed course schedule and getting students and faculty involved in the planning; 2) a greater involvement of the counselors, faculty, and staff throughout the implementation process; 3) the registration rallies held at the main campus and the King City Center; 4) an increase in community outreach and positive press; and 5) a renewed energy and spirit of cooperation on campus.

While we are pleased with these two efforts, using the continual improvement model has helped us identify factors for improvement. It is now clear that better data systems for the processes of assigning classes to rooms are needed. The combined sections need to be more readily identified and monitored for both efficiency and effectiveness. The college has purchased Astra, a scheduling software program, to support the needed improvements.

While significant shifts have occurred with regard to the schedule planning and registration processes there is much room for improvement. The college anticipates completing an analysis of its students flow processes this spring. This analysis will include first contact through enrollment, as well as the development and maintenance of student educational plans. Additionally, the college expects to implement its graduation audit within the next 18 months and make other technology based advisory tools available to students.
Outreach – As a subset of enrollment management, the college has identified outreach as an area that needs focused attention. Currently, several areas of the college have outreach components, but no one office or person coordinates the efforts. The reorganization plan should allow the college to expand, coordinate, and sustain its outreach efforts.

Several efforts are already under way: the superintendent/president has met with Monterey County Schools superintendent of schools, the administration of the Regional Occupational Program, the Alisal Community schools and support services, and the Salinas Union High School District Board and superintendent. A similar meeting is scheduled with North Monterey County Unified School District in April. Relationships with the Salinas Adult School have been revived, with the college offering the Adult School’s ESL students extensive tours of the college this fall, with the hope that these English learners will continue their studies at Hartnell. To date, the groups have collectively identified the need to expand 2+2 programs, re-examine and enhance articulation and dual enrollment, and expand after-school and summer bridge program. The federally funded GEAR-UP and TRiO programs provide support for these efforts.

Hartnell College has a strong reputation with the National Science Foundation (NSF), National Aeronautics and Space Administration (NASA), United States Department of Agriculture (USDA), National Institutes of Health (NIH), and other agencies and institutes in math and science. Thus, a Math and Science Committee with members from the community and the college met throughout the fall of 2007 for the purpose of expanding this image and reputation. As a result, 60 college, university, and high school faculty, as well as industry leaders, met to develop the concept of a Math and Science Magnet College where students would engage in primary research, earn internships with scientists in universities and industry settings, learn in teams, and develop extracurricular academic clubs and projects. We believe the results of this effort will lead to the development of the theoretical knowledge, skills, and inquisitiveness needed to support strong research careers in agriculture, construction technology, energy, health, and a myriad of other options. Most importantly, we believe this program will open and support a clear pathway to higher skill levels and higher wages for our primarily Mexican-American, low income students.

Sustaining the Model

To sustain a financial stability and enrollment management plan, Hartnell recognizes the importance of all areas of the college working together at all points of the assessment and planning loop. To develop in-house expertise, appreciation for the assistance and expertise that other offices can bring, an ability to integrate the Business Office into the process, and experience in working with this model, there are several additional
efforts already initiated and planned for the future. Those efforts are described below.

**Efficiency Targets** – Hartnell will host a training session on cross-departmental collaboration as it relates to enrollment management led by Judy Miner, president of Foothill College. Ms. Miner will present the role of the CEO, CBO, and CIO in enrollment management, and teach us how Foothill College develops and tracks efficiency targets. Representatives of the President’s Office, business, academic affairs, instruction, admissions, and information technology will attend.

**Projecting and Reporting FTES** – To ensure that people throughout the college understand this aspect of Hartnell’s finances, the college plans a cross-departmental training session, to be coordinated with the Chancellor’s Office in July or August, on attendance reporting and apportionment, important for both long- and short-term planning.

**Position Control** – On March 27 and 28, 2008, a consultant from Datatel will be on-site visiting with Human Resources and Payroll so that we can assess and enhance our use of the software application. During this visit the consultant will address position control, electronic timecards, and assignment contracting.

**Summary**

The college has made significant gains in putting in place planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long-range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff, and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite the impending State budget cuts for FY 2009.
The Commission asks Hartnell College to demonstrate that it meets Eligibility Requirement 10 which requires that the institution “defines and publishes for each program, 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.

Resolution of Commission Concern 2

The college is committed to quality student learning outcomes and achievements; the transparency of its processes; and, the integrity of its data and publications. Furthermore, the college believes that students have the right to high quality programs and services regardless of time of day, location, or mode of delivery. The college’s response to Recommendations 4 and 5 above provide evidence that the college will meet Eligibility Requirement 10.

The student learning and achievement outcomes, at the institutional and program level will be published on the college’s web site and in the course catalog. The course level student learning outcomes (SLOs) will be published in the course outlines. All three levels of SLOs will be retained in CurricUNET and tracked electronically through the Program Planning and Assessment module of this software. In addition to publishing the expected SLOs the college will publish results of those outcome measures as stated above.

The college has defined the expected Student Learning Outcomes at the course, program and institutional level. At the institutional level the SLOs are referred to as core competencies. The core competencies have been embedded in designated courses through a course mapping process. Rubrics have been developed for measuring the core competencies. Sampling plans and data comparisons have been devised to support the systematic examination of achievement outcomes and testing of assumptions, as described below.

To determine if the achievement outcomes are similar across time of day, location and modality, data will be compared across three primary segments: day vs. evening and weekend; on campus vs. off campus; and classroom vs. distance learning. Institutional (core) competencies performance will be measured across programs by comparing data by credit hours attained. The assumption here is that the greater the number of credit hours attained the higher the performance will be on the core competencies. For example, a student who has completed 60 or more credit hours would be expected to write, compute, and reason at a higher level than one who has finished 30 credits or only 15 credits. 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.
APPENDICES

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Appendix A:
Board Ethics and Sanctions Policy

Board Policy 1055, Ethical Conduct of the Governing Board

Board Development Plan
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.

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

ALLEGED MISCONDUCT

DISCUSS WITH MEMBER WHO CAUSED CONCERN

RESOLVED

YES

DISMISSED

NO

TAKE CONCERN TO BOARD CHAIR

RESOLVED

YES

DISMISSED

NO

ACTION

See page 2
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)
- 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
- Assessing the Performance of the Chief Executive

Legal Aspects of Being a Board Member – Lozano Smith

Activities
- Campus Tours
  - Main Campus
  - East Campus
  - King City Education Center
  - Natividad Medical Center – Health Professions Center

Review Websites
- Hartnell College (board packets/agendas; minutes, accreditation, reports)
- Association of Community College Trustees (ACCT)
- Community College League of California (CCLC)
- Fiscal Crisis and Management Assistance Team (FCMAT)

Mentor Assignments

Workshops
- Local
- Community College League of California (CCLC)
- Association of Community College Trustees (ACCT)
Appendix B: 
Resolutions Embracing Shared Governance

Resolution 07:13
To Establish a Sustainable Culture of Transparency and Collegiality at Hartnell College

Resolution 2.08
Commitment to Develop and Adopt a New Shared Governance Process
HARTNELL COMMUNITY COLLEGE DISTRICT

Resolution 07:13

To Establish a Sustainable Culture of Transparency and Collegiality at Hartnell College

WHEREAS, on October 18-21, 2007 members of the Board, the administration, the faculty, the classified and student senates completed workshops on “collegial consultation” and shared governance with the assistance of Leon Baradet, retired professor of political science Mira Costa College; and,

WHEREAS, the Board, the Administration, and the Senates are committed to developing and maintaining transparent processes that seek the involvement of those constituents with the greatest expertise and/or are most impacted by the policies and procedures being developed; and

WHEREAS, the Board and the Administration are committed to a sustainable, transparent and collegial process for the implementation of Shared Governance in compliance with the spirit and intent of Title V of the California Education Code; and

WHEREAS, the Board recognizes that resources are needed to sustain such processes, the Board hereby directs the administration to provide reasonable clerical support, time, and budget to support collegial involvement of the Academic, Classified and Student Senates;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Hartnell Community College District adopt this resolution as an affirmation of the Board’s commitment to the development and maintenance of a culture of transparency and collegiality in the development of policies and procedures in compliance with Title V of the Education Code of California.

PASSED AND ADOPTED ON THIS 9th day of October 2007, upon motion of Brad Rice, seconded by Berna Mava, a vote of not less than two-third of the membership of the Board of Trustees of the Hartnell Community College District.

APPROVED: October 9, 2007

ATTEST:  
Secretary of the Board of Trustees

Board President
Resolution 2.08

Commitment to Develop and Adopt a New Shared Governance Process

Whereas, effective shared governance unites the Hartnell College community in planning, resource allocation, problem-solving, and decision making; and,

Whereas, Title 5, AB 1725, and the Education Code Sections 70901 and 70902, affirm the right of Hartnell College faculty, staff, and students to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration; and,

Whereas, Academic, Classified, and Student Senates are working together toward a common goal to develop a sustainable process that leads to a collaborative, shared governance culture, one that relies primarily upon the Senates to provide expertise and recommendations during planning, policy development and decision-making,

Therefore be it resolved, that the Academic, Classified, and Student Senates are united in this joint resolution and do affirm our commitment to develop and adopt a viable and collegial shared governance process; and,

Therefore be it resolved, that the Academic, Classified, and Student Senates will jointly petition Hartnell College Administration for the resources and support necessary to implement said process.

Dated: October 9, 2007

[Signatures]

Jennifer Lagier Fellguth, Academic Senate President

Tammy Sharp De Avalos, Classified Senate President

Lorena Moreno, Associated Students of Hartnell College President
Appendix C:
District Needs Assessment –
Salinas Valley 2020 Vision Study

Ensuring a College That Matters
Ensuring A College That Matters

The Hartnell College Salinas Valley Vision 2020 Project

Data In Support of Sustainability and Program & Institutional Planning

☑ Salinas Valley Population and Economic Current Trends and 2020 Projections
☑ Workforce Training/Education Needs of Salinas Valley Employers by City and Need
☑ Employer-Preferred Training/Education Programs by Topic and by Delivery Format
☑ Salinas Valley Resident Education and Training Needs by Topic and City
☑ Why Residents Enroll in Hartnell College Courses and Why They Don’t
☑ Resident-Preferred Course Topics and Educational Programs by City
☑ Resident Preferred Structure, Delivery Format, and Timing of Courses

December 2007

For Internal Distribution Only:
Various tables and displays in this document were created specifically to support current course/program reviews and planning. A final, public document will feature the inclusion of additional databases and analyses.
Ensuring A College That Matters

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74 What Leaders Envision as the Job and Industry Mix in the Salinas Valley in 2020
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Ensuring A College That Matters
The Hartnell College Salinas Valley Vision 2020 Project

Purpose:

This report and data volume has been designed to provide a body of contemporary and specific data for use by Hartnell College faculty, staff, and administrators and in support of current program reviews, accreditation activities, the upcoming educational master plan update and facilities master plan update, and future planning initiatives. *Ensuring a College That Matters* reports on the key findings of the multi-faceted Hartnell College Salinas Valley Vision 2020 Project, and is an effort to assemble in one volume a diverse body of data to help facilitate the creative and analytic processes we undertake as ideas are considered, goals identified, and new plans unfold.

Content:

The document provides a variety of tables, graphs, and trend analysis bullets derived from the collection and analysis of new data, an examination of historical data, and an informed effort to project future demographic trends and conditions. This volume represents the aggregation of data from several sources:

- Findings from the project survey of businesses
- Findings from the project survey of residents & households
- Findings from the interviews with business, governmental, and community leaders
- Salinas Valley historical data from various state and federal sources
- Demographic projections generated via special runs by Assoc. of Monterey Bay Area Govs.
- Select college data from campus sources

Data Sources and Research Notes:

Much of the original data are derived from four related surveys and data collection efforts conducted by the Hartnell College effort known as the Salinas Valley Vision 2020 Project:

- 2007 Salinas Valley Business Census
- 2007 Salinas Valley Community Education and Training Survey
- President's Construction Technology Task Force Training Needs Survey
- Valley Visionaries Executive Interviews

Nearly 1,300 surveys and interviews were completed, including some 540 businesses, 680 residents and households, 60 valley visionaries/leaders and senior executives, and eight construction industry CEOs. Business surveys were direct mailed to all 7,400 businesses in the Valley, 1,000 were delivered door-to-door, and hundreds more were distributed through chamber and service club presentations, special mailings by Valley mayors and city managers, and by offering the survey online. These same strategies were utilized to distribute the separate survey for residents. Both the business and resident surveys were available in English and Spanish, as a hard document and online. Bilingual Hartnell College students distributed both surveys door-to-door. Campus and community leaders helped to identify the 60+ valley leaders who participated in the executive interviews.
While fielding and survey collection continued until November 3, 2007, October 29th was used as the date to begin producing the runs that comprise this volume. Statistical significance at the p<.05 required at least 387 businesses and residents responding to their respective surveys. On October 29th, we used a sample of 484 businesses from the 540 collected and a sample of 628 residents from the 680 collected to generate data tables and produce this volume. These sample sizes assure statistical validity. Combining these data with data from the valley leader interview component, the original data presented in this volume reflect some of the views of the nearly 1,300 responding businesses, residents, and interviewed Valley leaders.

As campus colleagues use this volume (among other sources) to prepare the educational master plan update and for other program purposes, the project team will begin constructing a series of partner reports and presentation materials.

The first section of this report represents trends teased from existing data collected via a partnership effort by project researchers, Salinas Valley Memorial Healthcare System, and the Association of Monterey Bay Area Governments (AMBAG). AMBAG undertook special runs to provide the projection data in this volume. The association’s analytics and formulae are used as official data for planning purposes by the governments of Monterey County and other counties, cities, and political districts.

Special Thanks to the Campus Project Team:

The 2020 project represents a significant undertaking by the college. Many campus personnel have demonstrated tremendous leadership in this effort. In particular, we acknowledge the members of the campus team overseeing this initiative and providing creative and editing advise throughout the process.

   Tammy Sharp de Avalos         Beverly Grova         Elza Minor
   Paulette Bumbalough            Phoebe Helm        Chris Myers
   Jennifer Fellguth               Gary Hughes        Terri Pyer
   Jose Luis Fernandez             Langston Johnson   Kathleen Rose
   Mike Foudy (from TMI)          Scott Johnson      Ann Wright

We appreciate the efforts of faculty members Dr. Yoshiko Matsushita-Arao and Mr. Larry Adams to help us identify Hartnell College students who served as bilingual research assistants. Paulette Bumbalough and Beverly Grova deserve special mention for their untiring and quite remarkable efforts.

Recognizing Project Partners:

While the Salinas Valley Vision 2020 project is an initiative of Hartnell College, it enjoys the support of several project partners, including: City of Salinas, City of Gonzales, King City, Monterey County Office of Education, Mission Trails Regional Occupational Program, Salinas Valley Memorial Healthcare System, AMBAG, Hartnell College Small Business Development Center, PG&E, and the Hartnell College School-to-College Program.
Appendix D:
2007-08 Budget and 2016 Financial Plan

Fiscal Year 2008 Budget Presentation

2016 Financial Plan
Hartnell Community College District

Fiscal Year 2008 Budget
General Fund Revenue - FY08 Budget

Restricted, 12,039,557, 25%

Unrestricted, 36,666,260, 75%
## HARTNELL COMMUNITY COLLEGE DISTRICT
### GENERAL FUND SUMMARY
#### 2007-2008 ADOPTED BUDGET

<table>
<thead>
<tr>
<th></th>
<th>Total General Fund</th>
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<tr>
<td></td>
<td>2006-07 Budget</td>
<td>2006-07 Actual</td>
<td>2007-08 Budget</td>
<td>2007-08 Act Difference</td>
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<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Federal</td>
<td>$7,029,604</td>
<td>$7,178,445</td>
<td>$6,782,433</td>
<td>$396,012</td>
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<td>State</td>
<td>23,091,755</td>
<td>20,905,036</td>
<td>22,848,841</td>
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<td>Local</td>
<td>18,422,276</td>
<td>22,707,376</td>
<td>19,074,743</td>
<td>3,722,633</td>
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<td>Total</td>
<td>48,543,435</td>
<td>50,880,857</td>
<td>48,705,417</td>
<td>(2,175,440)</td>
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<td><strong>EXPENDITURES:</strong></td>
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<td>Academic Salaries</td>
<td>14,770,489</td>
<td>15,075,716</td>
<td>15,433,799</td>
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<td>Classified Salaries</td>
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<td>8,917,372</td>
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<td>Employee Benefits</td>
<td>7,915,356</td>
<td>8,765,857</td>
<td>9,033,015</td>
<td>267,158</td>
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<td>Supplies &amp; Materials</td>
<td>830,806</td>
<td>709,530</td>
<td>804,588</td>
<td>95,052</td>
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<td>Other Operating Expenses &amp; Services</td>
<td>8,698,229</td>
<td>9,790,714</td>
<td>9,619,685</td>
<td>(171,029)</td>
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<tr>
<td>Capital Outlay</td>
<td>2,510,481</td>
<td>1,803,396</td>
<td>202,468</td>
<td>(1,400,918)</td>
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<tr>
<td>Total</td>
<td>44,312,400</td>
<td>44,862,881</td>
<td>45,019,515</td>
<td>126,834</td>
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<td><strong>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</strong></td>
<td>4,231,444</td>
<td>5,988,176</td>
<td>3,666,302</td>
<td>(2,301,874)</td>
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<td><strong>OTHER FINANCING SOURCES (OTHER OUTGO):</strong></td>
<td></td>
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<tr>
<td>Interfund Transfers</td>
<td>-</td>
<td>(58,405)</td>
<td>-</td>
<td>58,405</td>
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<td>Student Financial Aid</td>
<td>(4,822,462)</td>
<td>(4,504,024)</td>
<td>(5,027,015)</td>
<td>(522,991)</td>
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<tr>
<td>Total</td>
<td>(4,822,462)</td>
<td>(4,562,596)</td>
<td>(5,027,015)</td>
<td>(464,419)</td>
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<tr>
<td><strong>NET INCREASE (DECREASE) IN FUND BALANCE</strong></td>
<td>(591,017)</td>
<td>1,425,658</td>
<td>(1,340,713)</td>
<td>(2,786,371)</td>
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<tr>
<td><strong>BEGINNING BALANCE - JULY 1</strong></td>
<td>3,007,231</td>
<td>3,007,231</td>
<td>4,432,888</td>
<td>1,425,656</td>
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<tr>
<td><strong>APPROPRIATION FOR CONTINGENCIES</strong></td>
<td>$2,416,214</td>
<td>$4,432,889</td>
<td>$3,082,170</td>
<td>(1,340,713)</td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT
GENERAL FUND SUMMARY
2007-2008 ADOPTED BUDGET

REVENUE
1. a) 2005-07 one time deferred revenue $2,105 million

2007-08 Decreases in Revenue
    One time deferral 2,105
    Federal grants 300
    State categorical Programs 251

2007-08 Increases in Revenue
    One time transfers of accumulated revenue 300
    Misc. increases 71

Difference in Revenue 2006-07 Actual to 2007-08 Budget (2,175) million

EXPENDITURES 2006-07 Actual to 2007-08 Budget
Increases
    Academic Salaries $358
    Classified Salaries 1,009
    Employee Benefits 257
    Supplies & Materials 25

Decreases
    Operating Expense & Services 172
    Capital 1,400

2. $400,000 Transferred from GIF to Prop Acquisition 1,572
   $34,000 Decline in expenditures in grant capital

Expenditures in Excess of Revenues 2007-08 (2,302) million

1. b) Unrestricted Fund Allocation to Child Care Fund 2006-07 not in 2007-08 0.058
   PELL Increase in 2007-08 Due to New Legislation (0.523)

Because of infusion of One Time Revenue in 2008-07 the fund balance at the end of 2008-07 and beginning of 2007-08 is $1,426 million larger 1,426

Reduction in 2007-08 Fund Balance (1,341) million

1. One-time revenue in 2006-07 as follows:
   a) Deferred apportionment from 2005-06 $2,047 million
   b) ENRON settlement of bankruptcy case .936

2. General Fund (GIF) capital equipment expense in 2007-08 moved to Property Acquisition Fund .496
2016 FINANCIAL PLAN

Hartnell College

Compiled by Steve Mangelsen
## Financial Projection – Unrestricted Funds

($ in millions)

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<td><strong>Sources of Funds</strong></td>
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<tr>
<td>Base</td>
<td>36.3</td>
<td>36.3</td>
<td>36.3</td>
<td>36.3</td>
<td>36.3</td>
<td>36.3</td>
<td>36.3</td>
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<tr>
<td>Revenue Growth</td>
<td>0.0</td>
<td>1.4</td>
<td>2.5</td>
<td>3.7</td>
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<td>6.1</td>
<td>7.4</td>
<td>8.8</td>
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<tr>
<td>Fund Transfer</td>
<td>0.8</td>
<td>0.9</td>
<td>0.6</td>
<td>0.4</td>
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<td>0.4</td>
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<td>Indirect Cost Recovery</td>
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<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
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<tr>
<td><strong>Total Sources</strong></td>
<td>37.1</td>
<td>39.1</td>
<td>39.9</td>
<td>40.9</td>
<td>42.1</td>
<td>43.3</td>
<td>44.6</td>
<td>46.0</td>
<td></td>
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</tbody>
</table>

| **Uses of Funds**    |           |           |           |           |           |           |                     |           |           |
| Wages and Benefits   | 29.3      | 30.2      | 31.1      | 32.0      | 33.0      | 34.0      | 35.0                | 36.0      | 36.0      |
| Other operating expenses | 9.1   | 8.9       | 9.0       | 9.1       | 9.4       | 9.7       | 9.8                 | 10.0      |           |
| Reorg/Downsize       | -1.2      | -1.7      | -2.1      | -2.6      | -2.6      | -2.6      | -2.6                | -2.6      |           |
| Investments          | 0.0       | 1.2       | 1.3       | 1.6       | 1.8       | 2.0       | 2.3                 | 2.3       |           |
| (new pgms, infrastructure) | 0.2    | 0.2       | 0.2       | 0.2       | 0.2       | 0.2       | 0.1                 |           |           |
| **Total Uses**       | 38.6      | 39.3      | 39.9      | 40.8      | 41.7      | 43.1      | 44.5                | 45.7      |           |
| Net                  | -1.5      | -0.2      | 0.0       | 0.1       | 0.4       | 0.2       | 0.1                 | 0.3       |           |
| Beginning Reserve    | 3.7       | 2.2       | 2.0       | 2.0       | 2.1       | 2.5       | 2.7                 | 2.8       | 3.1       |
| Ending Reserve       | 2.2       | 2.0       | 2.0       | 2.1       | 2.5       | 2.7       | 2.8                 | 3.1       |           |
| Reserve Percentage   | 5.7%      | 5.1%      | 5.0%      | 5.1%      | 6.0%      | 6.3%      | 6.3%                | 6.8%      |           |

**Assumptions:**

1. Revenue growth from FTES is projected at 3%. This growth must come from increased efficiency, a COLA increase, or an increase in FTES. There can be no additional cost. Other revenue growth will come from expansion of the community education program.
2. Establish a negotiated indirect rate to be applied to all federal grants beginning July 1, 2008.
3. Wages and benefits are projected at a 3% increase each year.
4. Other operating expenses include business insurance, utilities, payments to JPAs, contract services, travel, supplies, etc.
5. 2013/2014 is considered to be the break-even year because a) there is a slight budget surplus, b) there is no borrowing from other fund reserves, and c) the district is fully funding investments in new programs and infrastructure.
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<td>Instruction</td>
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<td>0.3</td>
<td>0.4</td>
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<tr>
<td><strong>Total Investments</strong></td>
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<td>1.3</td>
<td>1.6</td>
<td>1.8</td>
<td>2.0</td>
<td>2.3</td>
<td>2.3</td>
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## Support of The Western Stage

**Fiscal Year 2007:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>FTES revenue (218 FTES @ $4,367/FTES)</td>
<td>952,000</td>
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<tr>
<td>Direct costs:</td>
<td></td>
</tr>
<tr>
<td>Artistic director's salary and benefits</td>
<td>(139,000)</td>
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<tr>
<td>Part-time faculty salaries and benefits</td>
<td>(412,000)</td>
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<td>Difference</td>
<td>401,000</td>
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<td>Annual allocation</td>
<td>(680,000)</td>
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<td>Average annual overspending</td>
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<td>Total annual contribution</td>
<td>(820,000)</td>
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<tr>
<td>Annual Budget Impact</td>
<td>(1,221,000)</td>
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</tbody>
</table>

### Options:

1. Do nothing.
2. Reduce the contribution.
3. Exert budgetary control.
Appendix E:
Board Resolution – Reorganization

Resolution 07:17
Reorganization
HARTNELL COMMUNITY COLLEGE DISTRICT
Resolution 07:17

Reorganization

Whereas, the Board of Trustees of Hartnell College District has directed that the college reorganize for the purpose of reducing costs, addressing the budget deficit, and improving efficiency; and,

Whereas, the college intends, in compliance with Board’s directive, to convene a committee to study the organization and make recommendations for the purpose of reducing costs, addressing the budget deficit, and improving efficiency; and,

Whereas, the Board and the college wishes, consistent with Education Code 72411, to give appropriate notice to employees of the possible elimination, consolidation, or revision of their position as a result of this process; does,

Hereby notice all managers that their current employment contracts will be terminated, effective June 30, 2008 and that all managers will have the right to apply for any or all positions for which they are qualified once those positions are determined according to a plan of reorganization to be produced no later than March 15, 2008. This action is consistent with the contract terms under which all management employees serve, and is intended to provide the six month notice contemplated in the California Education Code for Contract Managers, allowing the District and management employees to sever, enter, or not enter into new management employment contracts.

PASSED AND ADOPTED ON THIS 4th day of December 2007, upon motion of John Martinez, seconded by Kari Lee Valdés, a vote of not less than two-third of the membership of the Board of Trustees of the Hartnell Community College District.

APPROVED: December 4, 2007

AYES: Bill Freeman, Aaron Johnson, John Martinez, Berna Maya, Brad Rice, Kari Lee Valdés

NOES: None

ABSENT: None

ATTEST: [Signatures]
Board President
Secretary of the Board
Appendix F:
Transformation (Reorganization)
Hartnell College 2008-2012

The Transformation of Hartnell College
The Transformation of Hartnell College

To begin the transformation process, the reorganization committee reflected on the Salinas Valley 2020 Vision Study and what its implications might be for the future of Hartnell. The committee also had the benefit of another vision of Hartnell's future, created by leaders from the Student Senate, called “A New Learning Culture.” Inspired by this student vision, the committee allowed themselves to think beyond just a reorganization chart to create a Dream – A Dream or vision of what Hartnell could be in the year 2020 and how employees and students might be learning and interacting at that time.

As you read these “Dreams,” imagine being there.

A New Learning Culture

There were groups or teams and each group had their own leader to represent them. That leader works in the group with the members so they always know the needs/challenges/successes of the group with the perspective of a group member, because they are group members. Each group overlapped with other groups and every Friday a different group hosts a free lunch and the other groups drop in and there is an opportunity to have contact and exchange ideas and talk about different challenges they face and successes they’ve had. The visiting groups take that information back to their own group and maybe some of it will be applicable and useful to the group. Maybe now, maybe later, either way.

When people are hired into a group they understand the job description of the group as a whole. The new member sees their particular job as shares of the group. In the middle of it all are the people that used to be called administration. They provide ideas, empowerment, incentive and support. Since it is a resource to the surrounding groups it is in the center and it’s not called management because it isn't management. And if it did try to manage the groups it would be really weird.

We have a career academy. This academy is so connected to local industry that one drives the other. Industry needs affect the curriculum and the graduates affect the industry and they grow and improve each other. Local industry has events on campus all the time and they get to meet students and students get to meet them as a result.

We have a health and wellness center. Community members and students go there and learn about dietary choices that are good for them and their local environment. They learn about healthy physical activity available to them in their community. We have a recycle center on campus and the community comes to use it. In every class there is an application of community care. Instructors use examples from the local environment to illustrate the lessons they teach.

The student center remodel is our sustainability showcase. This building is amazing and beautiful and nothing in our community compares to it. Hartnell leads the community in environmental responsibility. It's in the papers and on the TV. And it's crazy. When it's complete the entire community is on campus to see it and learn from it. We lead them. Everyone wants to be there because it's so unbelievably great. It is so great that the community has events here all the time and they are proud of us.

The student center remodel is the way for our students to engage with one another. This place is so great that it's better than their other options, which it has to be for them to choose the student center over any other place to be. They are all there so much and they meet one another and network and study together and connect to make their own community. And the whole thing is driven by faculty and students.
HARTNELL COMMUNITY COLLEGE IN THE YEAR 2020

Hartnell Community College, pulsating with energy and enthusiasm, has become the heart of the educational, cultural and social community of the Salinas Valley. Since its shift to a full stakeholder model in 2008, and its assumption of a community leadership role, the Hartnell faculty and staff have built extraordinary relationships throughout the region with community and industry leaders, public officials and other educational institutions, Non-Governmental Organizations (NGOs) and foundations, as well as youth and adult learners from every segment of the population. The innovative Neighborhood Learning Centers (NLCs) have penetrated deeply into the community, building trust and strong bonds between the neighborhoods and the school while bringing educational opportunities to significant segments of a previously underserved population in the region. For the traditional recent high school graduates to the migrant learners, and local workforce, as well as the burgeoning retirement community, the Hartnell team has built and delivered creative, relevant programs that have challenged, engaged and prepared these individuals to successfully contribute in their neighborhoods and the region.

Particularly successful has been the shift to project based learning and the establishment of the strategically selected Institutes in Agribusiness, Nursing & Health Services, Sustainable Construction & Engineering, Future Educators and the Science & Technology Academy, Social Science, Theatre, Art, music, and others. Hartnell is today well regarded throughout California for each of these programs and their innovative development of student cohorts that include on campus gathering sites, functional champions, academic and industry advisors, student retreats, internships and scholarships, all which have contributed to a better than 90% program completion rate. The focus on building and maintaining strong industry relationships has contributed tremendously to the relevance and currency of these workforce development programs, and the encouragement for these students to continue on with their studies through completion of at least their bachelor’s degrees. The collaboration of regional K through university educators in each of these Academies in developing articulated curriculums and building enrichment programs at the Middle and High School levels, along with increased industry involvement, immensely improved the quantity and quality of Hartnell’s recruiting efforts. The current enrollment of 13,000 speaks to the effectiveness of these programs.

Another important shift in 2008 was the increased commitment by Hartnell to their responsibility for both the successful cultural integration of their largely immigrant population and the building of a strong, well informed citizenry to support the continued growth and well-being of the region. Added to all degree and certificate programs was curriculum on social justice and civic responsibility, ethical behavior, and environmental awareness as well as community service requirements. As a result, the Salinas Valley Region has a rapidly growing body of educated and engaged citizens and community leaders who are well equipped to self govern and care for our democratic institutions Built into required courses are classes that focus on creating independent thinkers who are self-aware, resilient, and capable of transcending self interest to live authentic, useful lives as responsible citizens in our Region. Especially effective have been the faculty’s work towards igniting within the students a lifelong love of learning, and a deep, unquenchable sense of curiosity that will burn intensely throughout their lives.

Another remarkable innovation at Hartnell was the development of novel Citizen Action Groups (CAG) that have attracted large numbers of retirees to the campus to attend classes specifically designed to inform and support these community minded individuals as they come together to collaborate on resolving local, state, national and international issues. The provision of on-campus gathering and work sites for these individuals was a stroke of genius as retirees came to consider the CAG Center as their new “office” where they could take their years of experience and talent and apply it towards
creating a better world for future generations. This also led to the extensive involvement of these extremely skilled and experienced individuals with the Workforce Academy groups as well, providing industry expertise and wisdom in support of the young cohorts. Their regular involvement on the campus also encouraged their involvement in ongoing educational programs as guest speakers, and in some cases as Adjunct Professors, significantly increasing campus vitality and cross-generational communications.

Since 2008, strong stakeholder relationships have continuously grown as has Hartnell’s reputation in our region and the state. None of our successes however, would have been realized if it had not been for the school’s commitment to creating a safe, trusting, respectful and fun work environment for our employee stakeholders. Shared governance, increased academic freedom and staff development, decentralized decision making and facilities for faculty to gather and meet regularly, have all contributed to positive morale and high levels of faculty commitment to the personal success of every student. The school’s commitment has been to design smartly, implement respectfully, and deliver in a fundamentally nurturing way, and every year begin a new program or service for each stakeholder group. It was decided in 2008 that if Hartnell’s stakeholders were all thrilled with the school and its programs by 2020, we would have achieved the success, relevance and sustainability that was imbedded in our compelling vision of the role our school could play in creating an exciting and hopeful future for the coming generations living on the California Central Coast.

In this year of 2020, we are all proud of our faculty and staff and students, and the whole systems approach to education that has become our signature. We are proud of the financial transparency and the level of trust that has been achieved. We are particularly proud of the leadership role our school has played in the development of a progressive and cohesive community that is well served by the commitment, caring, and quality education offered by our exceptional faculty and staff. The quality of life in the Salinas Valley and our environment has improved over the past 12 years. The Hartnell family is proud of our contributions towards this progress, and is committed to continuing our search for innovative and powerful ways to better serve all of our stakeholders.
Building a Better Organization: An Empowering New Vision for Hartnell College

A New Beginning
A dedicated team of Hartnell faculty, staff, and students came together to serve on the Hartnell’s Reorganization Committee with the task of addressing the school’s financial reality of a significant budget deficit. Rather than dealing with this as merely a problem to solve, our team elected instead to use this as a rare opportunity to step back and have a fresh look at the Hartnell strategic vision and mission. We used the Salinas Valley 2020 report to guide us in looking beyond the college itself to our surrounding community and region, to see what our community’s greatest needs and opportunities are and will be. Using an appreciative approach, we looked at how Hartnell can apply its own expertise, talents, and resources in new and innovative ways to better serve all its stakeholders.

Building a New Culture
The committee has adopted an approach that is more expansive and inclusive in terms of relationships with our communities and the region, as well as those within Hartnell. The level of cross-discipline communication, collaboration, and need for building new relationships will grow and flourish as the level of trust and mutual respect grows within our community. A vision of Hartnell in the year 2020, developed by the committee, is attached, and hopefully it will give you a better feel for the new direction we envision.

Management’s role will be to listen and build a strong sense of community, and to support faculty and staff so they can do what they do best every day. This includes not only providing necessary resources but also empowering individuals to work independently and responsibly. Collaboration, innovation, and creativity will be encouraged and supported, while micromanagement, negativity, and discrimination will not.

The Reorganization Plan
This revised workflow and organization chart is published below for everyone to review. A town hall meeting scheduled on February 25 will provide you the opportunity to give your input, and to discuss any questions you may have regarding the reorganization. In the days immediately following the town hall meeting, there will be a series of additional meetings to begin the work of figuring out in greater detail how this proposal will be implemented in each area.

This plan will be reinforced with a concurrent shift in management philosophy on campus that basically inverts the traditional organization chart and places those directly teaching and working with our students and the communities at the top of the chart. Those in support roles, designed to enable and enhance the impact and effectiveness of our faculty and staff, are aligned down the chart. The President, who ultimately works for everyone at Hartnell, anchors the bottom of the organization chart.

As you reflect on the chart, be aware that the change in structure and culture of the college will be an evolving process. You may notice that some departments have not been significantly restructured in the first phase. Changing these complex departments to achieve the goals of integration of functions and better service requires further analysis. The reorganization process will proceed through a series of phases in which all areas will be under continuous review. As we look to new and creative ways to enhance and reinforce the student experience, we will need to realign staff and resources to accomplish these changes. We want to ensure that any changes that are made are inclusive and beneficial. All future proposals will be made available for campus-wide review according to published timelines.

We have much to be enthusiastic about, and much to do. We look forward to hearing from you on the 25th at 3 p.m., Steinbeck Hall.
Phases and Timelines

The reorganization committee recognized that they faced three major realities: time, expertise, and budget. The group identified large bodies of work or systems such as student flow, human resources and support operations, and technology solutions that must be addressed, but could not be accomplished by this group alone or in this time frame. These areas have been prioritized for study and revision over the next 15 months.

Additionally, the committee recognized the need for greater involvement and expertise to implement and refine the new organization. For example, with regard to department chairs, the number of chairs and their compensation would be the subject of bargaining while the configuration of disciplines within a department would best be determined by the Academic Senate and their shared governance processes. Other areas such as business and support operations require the expertise of the employees in those departments to determine how to further refine the organization of their areas of work. These decisions, as well as the impending state cut of more than $500 million for the 2008-09 budget for the 109 community colleges, have implications for change in the supervisory and classified ranks. These decisions have been assigned to Phase II.

Phase I – December 6, 2007 to March 4, 2008
The reorganization committee accomplished two goals: 1) reduced the FY 08-09 budget by $1.03 million, and 2) addressed "bodies of new work" identified in the Salinas Valley 2020 Vision Study. This included the creation of new positions as well as the elimination of some positions. Consistent with the Board's December 6th Resolution, it was determined that employees would be encouraged to apply for new positions which may be filled internally through interim appointments or through a competitive process soliciting internal and external applicants. Existing positions that have remained intact will not require an application if the person now occupying the position wishes to remain in the position. In light of the budget and anticipated new leadership, it is expected that contracts would be limited to one year.

Additionally, the group identified bodies of work that need to be accomplished over the next three to four years, and prioritized that work in phases.

Phase II – March 4 to June 30, 2008
This phase is devoted to determining the size and configuration of academic departments, including the number and compensation. These recommendations will be determined by the Academic Senate, its shared governance processes, and negotiations, as appropriate. Further review and refinement by all departments will be required to continue the process and determine the impact on supervisors and classified staff. Shared governance and union processes will be utilized as appropriate for these areas. Training would be provided for department chairs and support staff during this period.

New leadership positions would be filled as described above and management would meet and confer on working conditions and/or contracts.
Phase III – April to December 2008
Complete process analysis to improve student flow, work flow, processes, programs, and services in the areas of student services, human resources, support operations, and technology solutions as described above.

Phase IV – January to March 2009
Evaluate and refine processes, testing the outcomes against the 2020 Salinas Valley Vision findings and the “new culture” as described in the 2020 Hartnell Vision Story provided earlier. Are students and faculty studying in cohorts or learning communities? Are employees working together to make decisions, expand resources, and improve systems and services? Are we providing an array of credit and non-credit courses and programs that meet district needs? Are we providing the tools and systems that enable students to make decisions and engage in extended learning through challenging internships, academic clubs, etc.?

Phase V – April 2009 – June 2012
Develop the organization around cohorts – Industry Sectors, such as the Agricultural Sciences, Construction Sciences, Health Sciences, Education, Social Sciences and others. In this model, faculty and students would be assigned to these clusters to learn and prepare people for entry level jobs, to enable incumbent workers to keep their skill sets current and qualify for promotions, and prepare for transfer. These clusters would have strong partnerships with industry, universities, and graduate research programs, as well as the K – 12 local schools. Faculty would maintain responsibility for keeping their disciplines current while fulfilling their assignment within one of the learning sectors described above. In this model, theory and application, teacher and learner, become a continuous and sometimes indistinguishable loop. Evaluation and planning are imbedded in Hartnell College’s transparent processes to assess its performance and engage in continuous improvement. The college and the board hold themselves accountable for meeting the needs of the district and fulfilling the college’s mission to provide appropriate education and training throughout the Salinas Valley.
* ORGANIZATION CHART REFLECTS MANAGERIAL POSITIONS ONLY
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<th>Manager of Facilities Planning</th>
<th>VP, Executive</th>
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<td>Director So County</td>
<td>Dean, Distance Learning</td>
<td>AVP, Acad Affairs &amp; Accreditation</td>
<td>AVP, Educ Tech Library</td>
<td>Manager Support Operations</td>
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<td>Eve/Weekend Programs</td>
<td>Academic Chairs – TBA</td>
<td>Academic Chair (TBA)</td>
<td>Controller</td>
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<tr>
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<td>Asst Dean</td>
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<tr>
<td></td>
<td></td>
<td>Coordinator, Foster Care</td>
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</table>
President/Superintendent

This president is a person with all of the qualities that everyone wants in the incumbent but is focused more on the external community (which is the overwhelming trend today among progressive colleges). Over the coming years, we hope to become a multi-college district and this will require a tremendous amount of work representing the campus. This position would focus considerable time on building out the King City Education Center and the site and program expansion required for that center to become a college. Similarly, the position would be the principal champion for the full build-out of the Alisal Center, including future buildings, R&D partnering institutions, and the like. Similarly, this position would be the primary steward of the Measure H funds and how, when, and where they are leveraged and applied. This president would embrace shared governance, work to build bridges and forge new relationships with educational institutions, foundations, major employers, and political entities. This president would be the chief spokesperson, the community communicator, the linkage to the campus by our stakeholder groups, the “closer” for fundraising initiatives, our champion at the Chancellor’s Office, state capital, and in D.C., etc.

Executive Vice President

This person serves, essentially, as the surrogate internal executive officer (e.g., the provost/chief operating officer). Nearly all campus personnel and units are ultimately led and supported by this individual. This person’s full-time responsibility is to look inward to sustain a positive campus culture, to nurture change and those doing the heavy lifting, to maximize communication and shared governance, minimize “silo” operations while maximizing cross-fertilization of ideas/people/programs, and respond rapidly when there are kinks in service delivery, academic delivery, and feedback systems. The EVP will embrace shared governance, and ensure the production and timely submission of all required campus reports, tables, and narratives to the accreditation body, Chancellor’s Office, granting entity, etc.

Vice President for Advancement

For more than two decades, the state legislature has approved and promoted the concept of colleges supporting an advancement operation with the understanding that these operations would generate the balance of funds needed to maintain the needs of an “average” campus. Over these past decades, people in the field of public (and private) college fundraising have come to learn important lessons: (1) prospective “big” donors will interact only with those campus representatives perceived to be at the highest level of the administration, and (2) these prospective donors measure the perceived importance of donors and donations to a college administration by how strong the title is of the chief campus fundraiser and how close that fundraiser’s office is to that of the president. Thus we propose having a VP for Advancement position and not a dean of development position. That position would have a direct report to the president.

Associate Vice President for Academic Affairs & Accreditation

This person would directly oversee the design, delivery, and continuous improvement (at all Hartnell College sites and centers) of most general education and transfer academic disciplines. Also, this position will oversee and support accreditation, curriculum reviews, new curriculum approval processes, institutional improvement processes and evaluation functions, and academic-related policy implementation, routines, and programming. Most general education and transfer disciplines would be housed in this area. Academic Department Chairpersons and the Director of Western Stage will be supported by this position. Reports to EVP.

Associate Vice President for Career & Economic Development

This person would directly oversee the design, delivery, and continuous process improvement (at all HC sites and centers) of occupational and vocational education degree
and certificate programs, workforce training programs, business and industry credit and non-credit programs, and economic services such as SBDCs and contract education, and would ensure a continuum of opportunities for area residents to improve their career options through short courses, coordinated business and industry non-credit programs, certificate programs, and AA/AS occupational and vocational education degrees that connect with the economic needs of our service area and state. Academic Department Chairpersons and the Assistant Dean of Nursing and Health Sciences would be supported by this position. Reports to EVP.

**Associate Vice President for Student Affairs and Athletics**

This person would directly oversee the design, delivery, and continuous process improvement (at all HC sites and centers) of all student services and would ensure that all critical student support services are offered wherever and whenever courses are in session. The person would oversee traditional and targeted outreach programs designed to attract new students and enrollees to Hartnell courses and educational programs...programs targeting both the traditional cohort of high school students AND the additional stakeholder groups of adult learners, migrant education, adult ESL, adult ROP, continuation school, re-entry women and men, and other prospective learners. This position would establish, maintain, and participate in collaboratives with other educational partners and delivery organizations in the service area (e.g., MCOE, school to career programs, Mission Trails ROP, Workforce Investment Board, Migrant Ed) in order to create direct pipelines to Hartnell College for the completers of these programs. In addition to department chairpersons, the Dean of PE and Athletics and the Directors of Counseling, Enrollment Management, Financial Aid, EOPS, and DSP and S, as well as project directors of various grants, are supported by this position. Reports to EVP.

**Associate Vice President for Technology and Learning Resources**

This is the current position and would directly oversee the design, delivery, and continuous process improvement (at all HC sites and centers) of campus technology, technology infrastructure for instruction/student services/administrative services, learning resources for students and instructors, distance learning capabilities, (with more opportunities for web-based instruction, streaming, webinars, web working groups, etc.) and the Library, and preserving and providing access to campus instructional, administrative, financial, and student data. The chairperson of the library and the various technical staff would be directly supported by this position. Reports to EVP.

**Manager of Support Operations**

This person would directly oversee the design, delivery, and continuous process improvement (at all HC sites and centers) of all support operations and services, including maintenance, custodial, grounds, HR, cashiering, bookstore operations, food services, security services, payroll, and all traditional business functions of a community college. This position would ensure that all support operations and services are effective and efficient across all locations, and programs, as well as day and evening/weekends. Reports to EVP.
Dean of Distance Learning, Evening, and Weekend Programs

This person would directly oversee the design, delivery, and continuous process improvement (at all HC sites and centers) of distance education, evening, and weekend programs. The dean would coordinate and provide development for adjunct faculty. The dean would work with the departments to create programs and schedules that would support the completion of degrees and certificates through a planned combination of evening, weekend, and distance learning courses and would be responsible for ensuring that the rigor of these programs and services are equal to or exceed programs available during the day. This dean would be the champion or shepherd of a vibrant and growing non-credit program at Hartnell College and would work closely with all AVPs in this regard. Reports to EVP.

Dean of Developmental Education

This person would directly oversee the design, delivery, and continuous process improvement (at all HC sites and centers) of ESL, GED, HEP, basic skills in English and mathematics, tutoring, and learning support programs. This dean would be responsible for working with the AVP’s and department chairs to develop learning communities and for tracking and reporting data that would be used to guide policy development and improve learning outcomes. Should the departments so choose, English and mathematics faculty could be housed in this area. This position should be able to help all faculty improve student success. Reports to EVP.

Department Chairs

Several department chairs would be developed and they would play the classical role that typifies such assignments (e.g., assisting with budgeting, program review, program planning, curriculum review, ensuring student learning outcomes, ensuring scheduling and course rosters, etc.). The number of Chairs and their compensation would be subjects of bargaining. The configuration of disciplines into departments would best be handled by the Academic Senate.
Appendix G:
Fiscal Oversight Checklist
(Board Ad hoc Audit Committee)

California Community Colleges
Sound Fiscal Management Self-Assessment Checklist
CCC Sound Fiscal Management Self-Assessment Checklist

1. **Deficit Spending** – Is this area acceptable?  **Yes / No**
   Is the district spending within their revenue budget in the current year?
   Has the district controlled deficit spending over multiple years?
   Is deficit spending addressed by fund balance, ongoing revenue increases, or expenditure reductions?
   Are district revenue estimates based upon past history?
   Does the district automatically build in growth revenue estimates?

2. **Fund Balance** – Is this area acceptable?  **Yes / No**
   Is the district’s fund balance stable or consistently increasing?
   Is the fund balance increasing due to on-going revenue increases and/or expenditure reductions?

3. **Enrollment** – Is this area acceptable?  **Yes / No**
   Has the district’s enrollment been increasing or stable for multiple years?
   Are the district’s enrollment projections updated at least semiannually?
   Are staffing adjustments consistent with the enrollment trends?
   Does the district analyze enrollment and full-time equivalent students (FTES) data?
   Does the district track historical data to establish future trends between P-1 and annual for projection purposes?
   Has the district avoided stabilization funding?

4. **Unrestricted General Fund Balance** – Is this area acceptable?  **Yes / No**
   Is the district’s unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5% of the total unrestricted general fund expenditures)?
   Is the district’s unrestricted fund balance maintained throughout the year?

5. **Cash Flow Borrowing** – Is this area acceptable?  **Yes / No**
   Can the district manage its cash flow without interfund borrowing?
   Is the district repaying TRANS and/or borrowed funds within the required statutory period?

6. **Bargaining Agreements** – Is this area acceptable?  **Yes / No**
   Has the district settled bargaining agreements within new revenue sources during the past three years?
   Did the district conduct a pre-settlement analysis identifying an ongoing revenue source to support the agreement?
   Did the district correctly identify the related costs?
   Did the district address budget reductions necessary to sustain the total compensation increase?

7. **Unrestricted General Fund Staffing** – Is this area acceptable?  **Yes / No**
   Is the district ensuring it is not using one-time funds to pay for permanent staff or other ongoing expenses?
Is the percentage of district general fund budget allocated to salaries and benefits at or less than the statewide average (i.e. the statewide average for 2003-04 is 85%)?

8. **Internal Controls** – Is this area acceptable?  **Yes / No**
   Does the district have adequate internal controls to insure the integrity of the general ledger?
   Does the district have adequate internal controls to safeguard the district's assets?

9. **Management Information Systems** – Is this area acceptable?  **Yes / No**
   Is the district data accurate and timely?
   Are the county and state reports filed in a timely manner?
   Are key fiscal reports readily available and understandable?

10. **Position Control** – Is this area acceptable?  **Yes / No**
    Is position control integrated with payroll?
    Does the district control unauthorized hiring?
    Does the district have controls over part-time academic staff hiring?

11. **Budget Monitoring** – Is this area acceptable?  **Yes / No**
    Is there sufficient consideration to the budget, related to long-term bargaining agreements?
    Are budget revisions completed in a timely manner?
    Does the district openly discuss the impact of budget revisions at the board level?
    Are budget revisions made or confirmed by the board in a timely manner after the collective bargaining agreements are ratified?
    Has the district's long-term debt decreased from the prior fiscal year?
    Has the district identified the repayment sources for the long-term debt?
    Does the district compile annualized revenue and expenditure projections throughout the year?

12. **Retiree Health Benefits** – Is this area acceptable?  **Yes / No**
    Has the district completed an actuarial calculation to determine the unfunded liability?
    Does the district have a plan for addressing the retiree benefits liabilities?

13. **Leadership/Stability** – Is this area acceptable?  **Yes / No**
    Has the district experienced recent turnover in its management team (including the Chief Executive Officer, Chief Business Officer, and Board of Trustees)?

14. **District Liability** – Is this area acceptable?  **Yes / No**
    Has the district performed the proper legal analysis regarding potential lawsuits that may require the district to maintain increased reserve levels?
    Has the district set up contingent liabilities for anticipated settlements, legal fees, etc?

15. **Reporting** – Is this area acceptable?  **Yes / No**
    Has the district filed the annual audit report with the System Office on a timely basis?
    Has the district taken appropriate actions to address material findings cited in their annual audit report?
    Has the district met the requirements of the 50 percent law?
    Have the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) been submitted to the System Office on or before the stated deadlines?
Appendix H:
Shared Governance Processes and Functions

Shared Governance Planning and Assessment Model

New Functional Governance Structure

Shared Governance Committee Membership

Shared Governance Committee Products
Update Technology
Master plan annually

Update Five year
Facilities Plan
w/resource
identification

Update & prioritize
proposals for
construction
projects w/
resources

Review & Update
Policies &
procedures for
technology usage

Review & Update
Policies &
procedures for
facilities usage

Short term long
term annual FTES
Projections

Annual Outreach
and enrollment
management plan

Annual Matriculation
Plan (M)

Student policies
and procedures

Student Equity
Plan(M)

Assessment of
annual college
wide goals

Evaluation &
recommendations
of annual
college budget

Maintain & update
Educational Master
Plan

Maintain & update
Facilities Master
Plan

Updated planning
documents

Recommendations
for developing
2-year spending
plan

Recommendations for
development of
spending estimates
for 3, 4, & 5 year
Plan

Recommendations &
distribution of
Grannt Money and
one-time Funding
monies

Annual Report of
recommendations for
resources and
actions to support
improved outcomes

Annual Report of
college outcomes

Accreditation self
study and mid term
report

Periodic Review &
Distribution of over/
under budget spending
variances on a
periodic basis
Appendix I:
Educational Master Plan
Processes and Themes form the 2020 Vision

Basic Information: Updating the Hartnell College Educational Master Plan

Approved Process for Updating 2008 Hartnell College Educational Master Plan

Overarching Themes to Guide Development of 2008 Educational Master Plan Update
Basic Information: Updating the Hartnell College Educational Master Plan

The Campus-Wide Task:

- About every two years, community colleges update their formal educational master plan (EMP).
- Hartnell College is launching the process to create the 2008 update to our educational master plan.
- This update process will be different from prior efforts and will incorporate wider participation

The New Education Master Plan Update Process:

- The new process to update our EMP will utilize a step-wise, inclusive manner that has various campus units building their sections based on the input and direction of other units. In brief, our plan will be founded first by the goals, objectives, strategies and activities generated by the instructional professionals of the campus. Next, those instructional goals, objectives, and strategies will be shared with student services professionals to help guide the development of their goals, objectives, etc. Next, the goals, etc., of instructional services and student services will be shared with administrative services professionals to help guide the development of their goals, objectives, etc. The participants of each area will not only identify goals, etc., but will identify resource requirements and assessment methods to document progress and success. All of these inputs will then be combined into Hartnell College’s EMP 2008 Update document.

Flow:
1. Instructional units/faculty utilize new data and other resources to identify, by discipline or unit, their short- and medium-term goals, objectives, courses, programs, and activities. They identify the resources (human, space, tech, fiscal, other) that would be required to meet these goals, objectives, courses, programs, etc.
2. Their plans go through an interactive discussion and refinement process with lead faculty and deans.
3. The academic plans that result from this process are presented by deans to instructional administrative leadership for another round of collaboration, review and refinement. The result of this process is the preparation of an overall academic plan component that features resource requirements and that facilitates assessment.
4. The new 2020 data and the new instructional plan component are then used by Student Services to update, by unit or program, their goals, objectives, activities, (resource needs) etc. The same process of interactive discussions, collaboration, review and refinement is undertaken between Student Services staff, managers, and senior leadership. The result of this process is the preparation of an overall student services plan component, again featuring resource requirements and tied to assessment.
5. The new 2020 data, the new instructional plan component, and the new student services component are then used by Administrative Services to update, by office/unit, their goals, objectives, activities, (resource needs) etc. This same collaborative, review, and refinement process is undertaken to result in an overall administrative services plan component, again featuring resource needs and assessment.
6. All of these components are then combined into a new updated educational master plan draft. That draft will grow through a process of review and refinement. The result of this process is the completion of an updated educational master plan featuring goals, actions, resource needs, and that facilitates assessment.

Special Features:

- This new planning process supports shared governance, inclusion, and transparency.
- This process will promote informed planning, sustainability, assessment, and measurable outcomes.
- For additional information, please contact Dr. Kathleen Rose.
<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss/review/revise and gain support for proposed new process with:</td>
<td>Completed</td>
</tr>
<tr>
<td>- Academic Senate</td>
<td></td>
</tr>
<tr>
<td>- Shared Governance Task Force</td>
<td></td>
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<tr>
<td>- Management Group</td>
<td></td>
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<tr>
<td>- Other groups as needed</td>
<td></td>
</tr>
<tr>
<td>Present Salinas Valley Vision 2020 results and revise/finalize update process with:</td>
<td>Completed</td>
</tr>
<tr>
<td>- Academic Senate</td>
<td></td>
</tr>
<tr>
<td>- Shared Governance Task Force</td>
<td></td>
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<tr>
<td>- Management Group</td>
<td></td>
</tr>
<tr>
<td>- Campus community via town hall debriefs</td>
<td></td>
</tr>
<tr>
<td>Work with Academic Senate, Shared Governance Task Force, and other campus leaders to identify time, fiscal, and other resources required to launch the EMP update process</td>
<td>Completed</td>
</tr>
</tbody>
</table>

```
Launch instructional component updating process among instructors and faculty. Faculty and instructors collaborate by discipline to produce goals, objectives, activities, new course/program offerings, delivery strategies, etc., along with the resources required to realize those goals and objectives. The result of this process is the generation of goal/objectives/resource needs electronic files for each discipline.
```

<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Date</th>
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</thead>
<tbody>
<tr>
<td>Launch instructional component updating process among instructors and faculty. Faculty and instructors collaborate by discipline to produce goals, objectives, activities, new course/program offerings, delivery strategies, etc., along with the resources required to realize those goals and objectives. The result of this process is the generation of goal/objectives/resource needs electronic files for each discipline.</td>
<td>December 14, 2007 – beginning of February 08</td>
</tr>
</tbody>
</table>

```
A review process follows between faculty, instructors and their respective deans to discuss, collaborate, refine, and ultimately reach conclusions on a revised set of goals/objectives/resource requirements of all instructional disciplines, as needed.
```

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<th>Completion Date</th>
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</thead>
<tbody>
<tr>
<td>A review process follows between faculty, instructors and their respective deans to discuss, collaborate, refine, and ultimately reach conclusions on a revised set of goals/objectives/resource requirements of all instructional disciplines, as needed.</td>
<td>Mid February 08</td>
</tr>
</tbody>
</table>

```
A review process follows between deans and senior academic administrators to discuss, collaborate, refine, and ultimately reach conclusions on a revised set of goals/objectives/resource requirements of all instructional disciplines, as needed. Where there are substantive differences between the proposed discipline statements carried forward by the deans and the final set of proposed discipline statements determined at this review level, affected faculty and instructors will be so advised with an opportunity for additional review with their respective dean, so that dean has a final round of discussions with senior academic administrators. The result of this process is a draft of the proposed statements by discipline.
```

<table>
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<td>Late February 08</td>
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</tbody>
</table>

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Staff, consultants, and others draft general information portions of EMP that are not directly connected to the work products above.
```

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<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff, consultants, and others draft general information portions of EMP that are not directly connected to the work products above.</td>
<td>Late Feb 08 – Early March 08</td>
</tr>
</tbody>
</table>

```
Staff, consultants, and others compile the instructional portion of the EMP. Campus instructional community review draft and provide input.
```

<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff, consultants, and others compile the instructional portion of the EMP. Campus instructional community review draft and provide input.</td>
<td>Late Feb 08 – Early March 08</td>
</tr>
</tbody>
</table>

```
Student Services receives the draft instructional EMP portion and launch SS component updating process among SS managers and directors, key staff. Staff collaborates by program to produce goals, objectives, activities, new service offerings, delivery strategies, etc., along with the resources required to realize those goals and objectives now formulated with an understanding of instructional goals. The result of this process is the generation of goal/objectives/resource needs electronic files for each SS component.
```

<table>
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<tr>
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<th>Completion Date</th>
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</thead>
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<td>Student Services receives the draft instructional EMP portion and launch SS component updating process among SS managers and directors, key staff. Staff collaborates by program to produce goals, objectives, activities, new service offerings, delivery strategies, etc., along with the resources required to realize those goals and objectives now formulated with an understanding of instructional goals. The result of this process is the generation of goal/objectives/resource needs electronic files for each SS component.</td>
<td>March 08</td>
</tr>
</tbody>
</table>
**A review process follows between SS managers and directors and senior Student Services administrators** to discuss, collaborate, refine, and ultimately reach conclusions on a revised set of goals/objectives/resource requirements of all student services disciplines, as needed. Where there are substantive differences between the proposed discipline/program statements carried forward by managers and directors and the final set of proposed discipline statements determined at this review level, affected staff will be so advised with an opportunity for additional round of discussions with senior student services administrators. The result of this process is a draft of the proposed Student Services statements by program area.

<table>
<thead>
<tr>
<th>March 08</th>
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</thead>
<tbody>
<tr>
<td>Staff, consultants, and others compile the student services portion of the EMP. Campus <strong>student services community review draft</strong> and provide input.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>April 08</th>
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<tbody>
<tr>
<td><strong>Administrative Services receives the draft instructional and student services EMP portions and launch AS component updating process among AS managers and directors, key staff.</strong> Staff collaborates by program to produce goals, objectives, activities, service delivery strategies, etc., along with the resources required to realize those goals and objectives now formulated with an understanding of instructional and student services goals. The result of this process is the generation of goal/objectives/resource needs electronic files for each AS component.</td>
</tr>
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<table>
<thead>
<tr>
<th>May 08</th>
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<tbody>
<tr>
<td><strong>A review process follows between AS managers and directors and senior Administrative Services administrators</strong> to discuss, collaborate, refine, and ultimately reach conclusions on a revised set of goals/objectives/resource requirements of all administrative services units, as needed. Where there are substantive differences between the proposed unit statements carried forward by managers and directors and the final set of proposed unit statements determined at this review level, affected staff will be so advised with an opportunity for additional round of discussions with senior administrative services administrators. The result of this process is a draft of the proposed Administrative Services statements by program area.</td>
</tr>
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<table>
<thead>
<tr>
<th>May 08</th>
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<tbody>
<tr>
<td>The prior work on updating the general portions of the new, updated EMP are merged with the vetted and reviewed instructional services, student services, and administrative services sections to produce the first draft of a comprehensive educational master plan, complete with goals, objectives, strategies/activities, listing of resources needed and assessment opportunities.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Late May 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus <strong>community reviews draft</strong> and provides input</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 30, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finalize updated EMP</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 30, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use updated EMP to <strong>modify Facilities Master Plan</strong>. Use updated FMP to <strong>finalize new 5-Year Construction schedule</strong>.</td>
</tr>
</tbody>
</table>
Overarching Themes to Guide Development of Hartnell College 2008 Educational Master Plan Update

Methodology:
Nearly 200 faculty, staff, and administrators attended the 2020 town hall meetings conducted Dec 3-7 and identified "themes" the data indicated to them. These themes were clustered and then shared with, and further distilled by, instructors, Faculty Senate members, and members of the Shared Governance Task Force. These seven overarching themes can serve as important reference points as objectives, goals, and activities of the new educational master plan are created.

1. Offer courses at existing and off-campus locations, times, and days that are convenient to the community we serve. Recognize the diversity of our population centers throughout the Salinas Valley and offer more courses and services in more locations. Offer courses at times, and package them in ways convenient to a larger segment of our service area population.

2. Promote increased awareness and communications with our constituencies through more aggressive, organized outreach, recruitment, and marketing of the College, its programs and services. Establish comprehensive outreach, marketing, communications, and advertising strategies for our various publics and constituencies so that they are aware of our programs and services.

3. Recognize learner needs through basic skills academies. Refocus on some of the real educational needs of our adult learners and of some high school completers related to language skills and academic preparation.

4. Better connect with our service area through the promotion of distance learning. Introduce more distance learning, Internet-based instruction, self-paced learning modules, and electronic education options into the schedule and curricular offers to better deliver instruction/services at times, and in ways and formats important to adult residents.

5. Connect programs in response to community demographics and needs. Hartnell instructors, administrators and staff should directly connect with the general and business community in order to learn first-hand their educational, training, and support service needs. Refocus current general, vocational and training education programs and campus support services to reflect the demographic realities of our service area and to better serve our increasingly younger and ethnic community.

6. Promote school partnerships for better student preparation. Find ways to partner with K-12, adult schools, regional occupational programs, and with other colleges and universities to work in unison to better prepare youth for college enrollment and success. Work to create a more seamless path for Valley students to complete K-12, attend Hartnell, complete their education here and/or transfer on to the university systems and options.

7. Ensure availability of student, administrative, and support services at times and locations that match course delivery. Create a more accessible, student-centered experience by refocusing student and administrative support services so they are available and accessible at times and locations where and when courses are offered.
More Detail on Overarching Themes

1. **Offer courses at existing and off-campus locations, times, and days that are convenient to the community we serve.** Recognize the diversity of our population centers throughout the Salinas Valley and offer more courses and services in more locations. Offer courses at times, and package them in ways convenient to a larger segment of our service area population.
   - Look to establish storefront operations in mid-county areas such as Soledad, Greenfield, and/or Gonzales.
   - Strengthen and expand our programs/facilities at King City Education Center.
   - Consider the transportation and transit limitations/options of a large segment of our service area and take courses and services to locations convenient to them where possible.
   - While not ignoring the large traditional student population of high school graduates who prefer daytime and weekday courses, begin to offer more courses that are convenient to the work and life schedules of adult residents in our service area.
   - Expand our evening courses throughout the week.
   - Introduce more weekend courses (Saturday and perhaps even Sunday, as an experiment) both at the Hartnell campus, King City center, and at new storefront locations.
   - Utilize varied scheduling and varied course length to create and offer courses and modules of different duration and offer at times other than the traditional semester schedule. Consider short-term intensive and intersession course offerings.
   - Do not relegate evening courses to only adjunct instructors. Consider evening courses as part of the regular work schedule and use full-time instructors where possible.
   - Ensure that academic, student, and administrative support services are available at all times that instruction is scheduled so that students are well served and have access to the services that support and advance their education.

2. **Promote increased awareness and communications with our constituencies through more aggressive, organized outreach, recruitment, and marketing of the College, its programs and services.** Establish comprehensive outreach, marketing, communications, and advertising strategies for our various publics and constituencies so that they are aware of our programs and services.
   - Fund/launch a major marketing campaign that promotes a dynamic image of Hartnell College.
   - Fund/launch a major outreach campaign that better connects the campus with high schools, junior high schools, community organizations, business leaders, and others.
   - Fund/launch a major advertising and communications campaign that targets parents, leaders, adult learners, and prospective students with information about Hartnell courses and programs, when and where they are offered, and whom to contact for assistance.
   - Structure some materials in a bilingual format and target some information packets for parents, adult learners, current workers, and teachers/counselors.
3. **Recognize learner needs through basic skills academies.** Refocus on some of the real educational needs of our adult learners and of some high school completers related to language skills and academic preparation.

   - Recognize that some high school completers and adult learners may need courses and programs to improve their language and basic skills levels in order to get the most of their Hartnell College education.
   
   - Recognize the growing trends toward the use of language other than English at work and in the home and the increasing preference of bilingual communications and education.
   
   - Be cognizant of some of the low educational attainment levels in the Valley and create basic skills, remedial, language proficiency, ESL, and GED courses and programs to better serve this population base.
   
   - Understand that a large segment of today’s current workforce needs training and courses related to basic skills, language skills, communications, and basic education.

4. **Better connect with our service area through the promotion of distance learning.** Introduce more distance learning, Internet-based instruction, self-paced learning modules, and electronic education options into the schedule and curricular offers to better deliver instruction/services at times, and in ways and formats important to adult residents.

   - Innovation in delivery methods is not intended to replace on campus, face-to-face instruction; rather, it is intended to supplement and extend the ways in which we offer courses in order to facilitate more access to more prospective students.
   
   - Develop Internet-only courses as well as hybrid courses that combine electronic education and onsite/in-class sessions in the same course.
   
   - Create staff development opportunities for instructors to learn best practices and ways in which to create on-line courses as well as self-paced learning modules.
   
   - Create material and quick training programs to education adult learners and prospective students on how to use their computers to take on-line courses, to submit assignments via email, to send messages, to do research online, etc., so they are more ready and capable for this type of instructional delivery.
   
   - Recognize that such distance learning and electronic education can help address some of the transportation deficits and traditional schedule conflicts that may keep some of our constituents from accessing Hartnell College courses and services.

5. **Connect programs in response to community demographics and needs.** Hartnell instructors, administrators and staff should directly connect with the general and business community in order to learn first-hand their educational, training, and support service needs. Refocus current general, vocational and training education programs and campus support services to reflect the demographic realities of our service area and to better serve our increasingly younger and ethnic community.

   - Hartnell instructors, admin, and staff need to be more involved in community affairs, boards, commissions, and organizations. They need to engage the community and learn of their needs.
   
   - Develop meaningful ways to dialogue with employers to learn of their specific training and labor pool needs and their workforce requirements of tomorrow. Re-cast current vocational programs and courses to meet current and future local workforce/economic needs.
   
   - Find ways to empower residents and community constituencies to communicate with us their educational aspirations and the programs and services they would like from Hartnell College.
• Constantly tune programs and services so they better connect with those identified needs.

• Demonstrate the excellence of Hartnell College employees through their service to the communities that comprise our service area and through their ability to be a two-way conduit that facilitates communication between the college and its community.

• Hispanics (Latinos, Mexicans, Mexican Americans, Chicanos) comprise the majority of the population of the Salinas Valley and their demographic and socio-economic characteristics should be understood and considered as courses and programs are developed and delivered.

• The use of Spanish and bilingualism in conversations, home life, and in work settings, should be considered as courses and delivery methods are created to serve this growing constituency.

• How should the campus respond as over 40% of employers and Valley adults prefer to have at least some course content offered in a bilingual mode so that they can better understand the educational concepts of those courses? Note that many of these same residents are looking for courses to better learn and comprehend English.

6. **Promote school partnerships for better student preparation.** Find ways to partner with K-12, adult schools, regional occupational programs, and with other colleges and universities to work in unison to better prepare youth for college enrollment and success. Work to create a more seamless path for Valley students to complete K-12, attend Hartnell, complete their education here and/or transfer on to the university systems and options.

• While each segment of education has primary responsibility and accountability for preparing and advancing educationally fulfilled, successful students, Hartnell College has an important role to play in working with K-12 institutions to improve student success and better facilitate their transition to Hartnell College as students.

• Do more outreach to K-12 classes to instill the mindset that college is possible for them and that Hartnell College is there to help.

• Form partnerships with adult schools so those graduates see Hartnell College as the logical next step in their education journey.

• Develop more formal programs with area colleges and universities related to articulation, matriculation, college transfers, joint programs, student internships and other strategies to facilitate transfer opportunities and rates.

• Impress upon high school counselors the variety of courses and the excellence of Hartnell personnel so that they are encouraged to recommend more students to Hartnell College.

7. **Ensure availability of student, administrative, and support services at times and locations that match course delivery.** Create a more accessible, student-centered experience by refocusing student and administrative support services so they are available and accessible at times and locations where and when courses are offered.

• Recast and reschedule student services and academic support services so that they are offered at times and locations identical to when and where courses are offered.

• If courses are offered at night and on weekends, so too should be offered student, academic support, and administrative support services (from libraries to counseling, from the cashier cage to the bookstore) to better meet the needs of students attending at hours other than weekday/daytime or only at the Hartnell campus or KC education center.

• Provide training in best practices regarding customer service and our service area’s demographic profile to those who provide student and administrative support services.
• In recognition of the academic preparation challenges of some of our prospective and entering students/adult learners, fortify counseling, tutoring, learning resource, language lab, and related services and ensure that more students are counseled on a meaningful educational plan.

• Pursue and implement strategies such as compressed schedules, guaranteed schedules, varied course lengths, and different course packaging and delivery methods that respond to the preferences of potential students.

• Offer courses and services at more times and locations so they are more convenient to potential students and our adult population.

• Offer campus information and outreach materials in a variety of languages and targeted for such audiences as adult learners, parents, employers, and K-12 teachers/counselors.

• Increase the signage on campus so that students can easily get from point A to point B.

• Promote a student-centered attitude among all Hartnell College employees, from instructors to providers of support services.

• Develop ways and methods that allow for our community members to communicate with us, as we better inform and communicate with them, so that through this dialogue the college is better able to identify and serve needs.

• Find ways, in actions/programs/physical plant to make each student and visitor feel welcomed.
Appendix J:
Program Planning and Assessment
(Process and Sample Outcomes)

Student Learning Outcomes and Assessment Committee
Campus-Wide Assessment Categories

Draft Pilot Year PPA Proposal
Purpose/Philosophy

Process for Program Planning and Assessment Year 1
2007-2008

Program Planning and Assessment Instruction Screening Model
<table>
<thead>
<tr>
<th>Category</th>
<th>Purpose</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>Obtain AA/AS Degree</td>
<td>All degrees.</td>
</tr>
<tr>
<td>Certificates</td>
<td>Obtain Certificate/Employment readiness</td>
<td>All certificates.</td>
</tr>
<tr>
<td>College Readiness or (College Success)</td>
<td>Prepare students to enter certificate and degree-level courses</td>
<td>ESL., Basic Skills (Math and English), Counseling (courses), Basic Technology courses</td>
</tr>
<tr>
<td>Library and Instructional Technology Services</td>
<td>Support the information, research, learning, teaching, and technology needs of students, instructors, and staff</td>
<td>Reference services, information competency instruction, reserve services, circulation services, computer &amp; media services, faculty instructional services (FRC), computer/tech support</td>
</tr>
<tr>
<td>Student Services</td>
<td>Provide support for students to enable them to successfully complete their academic goals</td>
<td>Counseling, EOPS, Financial Aid, A &amp; R, Disabled Student Services, Academic Learning Center (ALC Labs, Tutorial Services), Book Store, Associated Student Services, TRIO</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>Contribute both directly and indirectly to student success</td>
<td>Business Services, Instruction Office, Academic Affairs, President's Office, Maintenance, Human Resources, Campus Security, Reprographics, Food Services</td>
</tr>
</tbody>
</table>
Draft Pilot Year PPA Proposal

Purpose/Philosophy

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each instructional program, student services department or administrative unit receives assessment data and uses it to plan for improvement. Program Planning and Assessment is a formative and cyclical process, by which faculty and staff analyze data, prepare annual plans, implement the plans, and reassess. The results of this cycle will feed into a periodic (every five-years) program self-study showing evidence of improvement and outlining long range goals. The self-assessment process will also be the foundation upon which programs advocate for their needs in achieving educational excellence. It will result in recommendations that will be addressed in the college plans and budgets. Program Planning and Assessment will provide fundamental information for college-wide decision making and resource allocation. Finally, the Program Planning and Assessment process will improve the flow of information about student learning at Hartnell College. It will provide communication to the governance process and to decision makers. The end result will be to improve institutional effectiveness and student success.

Annual Planning

Annual program planning based on data is a cornerstone of the process. Each year all programs will conduct annual planning. Programs in the context of PPA are defined to be the instructional disciplines (e.g. math, psychology, Spanish, ESL), the service units (e.g. financial aid, EOPS, library, tutorial center, admissions), and the administrative units (e.g. dean’s offices, maintenance, business office, research office). The annual plans will be based on data and will identify interventions to be implemented by the department, as well as physical, technological, and human resource needs.

Pilot Year Instructional Planning

For the Pilot Year, 2007-2008, the annual instructional plans will be based on the following data:

- Salinas Valley 2020 (provided Dec. 2007)
- Degree and Certificate Review and Update (to be completed by Feb. 21, 2008)
- Core Competency Mapping (completed Feb., 2008)
- Department Screening Report (completed Feb. 2008)
- Assessment of Core Competency #1, Communication (to be completed by March, 2008)

Additional data will be phased in beginning in ‘08-‘09. Examples of the data to be phased in include course level SLO data, additional Core Competency data, course fill rates, facilities and equipment inventories, student transfer rates, employment rates, and student surveys.

The annual plans produced will be used for Program Planning and Assessment (PPA) in addition to being compiled for the Educational Master Plan (EMP). The instructional plans produced will be reviewed by the administration (as per the EMP plan) and by the PPA committee, with suggested revisions sent back to the department. Initial drafts will be completed in February, 2008. Final drafts will be completed and compiled into EMP in May 2008.

Pilot Year Services Unit and Administrative Unit Planning

For the Pilot Year, 2007-2008, the annual services unit plans will be based on the Salinas Valley 2020 and on the draft instructional plans. The Pilot Year administrative unit plans will be based on the Salinas Valley 2020, the draft instructional plans, and the draft service unit plans. Additional data will be phased in over the next two years with each group having new data each year.
<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Degree Core Competencies developed and adopted by Senates</strong></td>
<td>October 2007</td>
</tr>
<tr>
<td>• Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
</tr>
<tr>
<td>• Information Competency</td>
<td></td>
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<tr>
<td>• Global Awareness</td>
<td></td>
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<tr>
<td>• Aesthetic Appreciation</td>
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<tr>
<td>• Personal Growth and Responsibility</td>
<td></td>
</tr>
<tr>
<td><strong>Development of Initial Phase of Program Planning Model</strong></td>
<td>December 2007</td>
</tr>
<tr>
<td>Several models were reviewed, departmental self-study style was</td>
<td></td>
</tr>
<tr>
<td>preferred, initial phase will be baseline planning using 2020 data.</td>
<td></td>
</tr>
<tr>
<td><strong>Present Salinas Valley Vision 2020 results and new update</strong></td>
<td>December 2007</td>
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<tr>
<td>process to:</td>
<td></td>
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<tr>
<td>• Academic Senate</td>
<td></td>
</tr>
<tr>
<td>• Shared Governance Task Force</td>
<td></td>
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<tr>
<td>• Management Group</td>
<td></td>
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<tr>
<td>• Campus community via town hall debriefs</td>
<td></td>
</tr>
<tr>
<td><strong>Development of Student Learning Outcomes &amp; Assessment Plan for</strong></td>
<td>December 2007</td>
</tr>
<tr>
<td>Core Competencies</td>
<td></td>
</tr>
<tr>
<td>The integration of core competency assessment with the Program</td>
<td></td>
</tr>
<tr>
<td>Planning and Assessment cycle was reviewed by both committee chairs.</td>
<td></td>
</tr>
<tr>
<td>A draft schedule was developed. (see attached X)</td>
<td></td>
</tr>
<tr>
<td><strong>Development of Shared Governance Model</strong></td>
<td>December 2007</td>
</tr>
<tr>
<td>The Academic Senate Task Force completed the development of the</td>
<td></td>
</tr>
<tr>
<td>Shared Governance Model and it was adopted by the Senates. (see</td>
<td></td>
</tr>
<tr>
<td>attached diagram)</td>
<td></td>
</tr>
<tr>
<td><strong>Course Level SLOs developed for all revised curriculum</strong></td>
<td>Ongoing</td>
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<tr>
<td>Each new course or course revision that was approved through the</td>
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<tr>
<td>curriculum process had course level outcomes that were identified.</td>
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<tr>
<td>SLOs for courses that were not scheduled for revision are being</td>
<td></td>
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<tr>
<td>developed.</td>
<td></td>
</tr>
<tr>
<td><strong>Launch instructional component of Program Planning &amp; Assessment</strong></td>
<td>December 2007</td>
</tr>
<tr>
<td>among instructors and faculty**</td>
<td></td>
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<tr>
<td>Faculty and instructors collaborate by discipline to produce goals,</td>
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<tr>
<td>objectives, activities, new course/program offerings, delivery</td>
<td></td>
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<tr>
<td>strategies, etc., along with the resources required to realize</td>
<td></td>
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<tr>
<td>those goals and objectives. The result of this process is the</td>
<td></td>
</tr>
<tr>
<td>generation of goal/objectives/resource needs</td>
<td></td>
</tr>
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</table>
for the pilot year of the PPA cycle.

**Complete the instructional program plans for the pilot year of the PPA process.** Results will be used in the pilot year of the PPA cycle along with the Educational Master Plan.  
February 2008

**Collect artifacts to be used for the 1st core competency assessment (Communication Competency).** Artifacts will be collected cross-discipline with samples from at least 4 of the 5 divisions.  
February 2008

**Development of scoring rubric** by the Student Learning Outcomes & Assessment Committee, to be used in the 1st core competency assessment.  
February 2008

**Evaluation and possible purchase of CurricNET program review component.**  
PPA and SLO chairs receive presentation of the product for use as the database and technology tool for PPA reporting after the Pilot year. Decision to purchase made 2/29.  
February 2008

**Scoring of artifacts and compilation of results.**  
March 2008

**Disciplines receive Core Competency assessment results.** Analysis of the results and additions/revisions to plans will be included in final Program Planning and Assessment reports.  
April 2008

**Final Educational Master Plan containing individual instructional program plans complete.** PPA committee will assist with the review and creation of the final draft. Individual instructional plans will also comprise the primary document in the Pilot PPA report.  
June 2008

**Action begins on Instructional Plans.**  
Faculty begin implementation of interventions, classroom strategies  
Requests for physical, technology, and human resources  
Governance committees review results of EMP  
September-December 2008
## Program Planning and Assessment Instruction Screening Model

**Academic Year:** 2006-07  
**Division:** Math/Science/Nursing  
**Discipline:** Animal Health Technology (AHT)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Term</th>
<th>Enrollment</th>
<th>Course Retention Rate</th>
<th>Successful Course Completion Rate</th>
<th>Cost per Unit</th>
<th>Revenue per Unit</th>
<th>Revenue to Cost Ratio</th>
<th>Efficiency</th>
<th>Degrees &amp; Certificates Earned</th>
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<td>AHT</td>
<td>2006SU</td>
<td>18</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td>$1,775</td>
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<td></td>
<td>2006FA</td>
<td>109</td>
<td>91%</td>
<td>81%</td>
<td>$2,808</td>
<td>$2,607</td>
<td>0.9</td>
<td>187</td>
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<td></td>
<td>2007SP</td>
<td>86</td>
<td>87%</td>
<td>75%</td>
<td>$1,810</td>
<td>$2,169</td>
<td>1.2</td>
<td>271</td>
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<td></td>
<td>2006-07</td>
<td>Total</td>
<td>213</td>
<td>90%</td>
<td>$2,415</td>
<td>$2,323</td>
<td>1.0</td>
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<tr>
<td>Math/Science/Nursing</td>
<td>2006SU</td>
<td>1,846</td>
<td>87%</td>
<td>75%</td>
<td>$1,025</td>
<td>$4,743</td>
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<td>NA</td>
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<td>Total</td>
<td>2006FA</td>
<td>5,109</td>
<td>77%</td>
<td>58%</td>
<td>$2,539</td>
<td>$4,887</td>
<td>1.9</td>
<td>462</td>
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<td>2007SP</td>
<td>4,726</td>
<td>74%</td>
<td>59%</td>
<td>$2,536</td>
<td>$4,423</td>
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<td>2006-07</td>
<td>Total</td>
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<td>College Total</td>
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<td>27,156</td>
<td>81%</td>
<td>68%</td>
<td>$2,272</td>
<td>$4,933</td>
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<td>484</td>
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<td>25,798</td>
<td>81%</td>
<td>68%</td>
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<td>2006-07</td>
<td>Total</td>
<td>60,959</td>
<td>82%</td>
<td>$2,162</td>
<td>$4,892</td>
<td>2.3</td>
<td>477</td>
<td>567</td>
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</tbody>
</table>

3/10/2008  
Page 1 of 2
Footnotes:

1 Duplicated headcount at census. Thus, a student enrolled in three courses is counted three times.
2 Course Retention Rate = (total grades - withdrawals) / total grades.
3 Successful Course Completion Rate = (A + B + C + Credit grades) / total grades.
4 Cost per Unit = (instructor salary + benefits) / number of units. Excludes sections with faculty cost = 0.
5 Revenue per Unit = (($4,565 / 30) X Weekly Student Contact Hours) / number of units.
6 Revenue to Cost Ratio = revenue per unit / cost per unit.
7 Efficiency = Weekly Student Contact Hours / Full-Time Equivalent Faculty. Excludes courses offered through JPA consortium and Academic Learning Center courses with FTEF = 0.
8 Degrees and Certificates Earned = total degrees and certificates earned during academic year.

Sources:
Hartnell College Executive Information System data.
California Community Colleges System Office Data Mart.
Appendix K:
Student Learning Outcomes and Processes

Student Learning Outcomes and Assessment Philosophy Statement

Assessment Model for Core Competencies

Core Competencies
Student Learning Outcomes and Assessment Philosophy Statement

The Student Learning Outcomes Assessment Cycle (SLOAC) is an information-generating process that focuses on performance improvement and program planning. This process is a collaborative effort on the part of the entire Hartnell academic community. A key component to the success of this effort is ongoing dialogue among faculty, student service units and administrative units. SLO assessment provides insight to faculty, staff and the college as a whole on the unique needs, strengths and challenges of the diverse groups of students that our college serves.

In addition to a means of improving student learning, the Student Learning Outcomes Assessment Cycle is a tool that identifies strengths and opportunities, assists in planning and provides data to support resource allocation.

Clarification of roles and responsibilities is important to ensure the success of this effort. As a curriculum matter, Student Learning Outcomes Assessment falls under the jurisdiction of the Academic Senate whose role is to oversee:

- curricular content and standards in the development of outcomes.
- planning and implementation of the assessment process.
- use of assessment results to help shape decisions within academic programs and respective disciplines.

As an institutional matter, it is the role of the college administration to provide the technical and operational support that

- aids in the development of valid and reliable assessment tools.
- assists with the analysis and use of assessment results.
- provides resources to implement changes suggested by the data.
- coordinates the implementation of course, program and institutional outcomes and assessment.

METHOD OF ASSESSMENT

The method to be used for student learning outcome assessment is embedded assessment. Embedded assessment is a process that evaluates student work from courses (major assignments, tests, portfolios, performances, demonstrations, essays, etc.) to measure student mastery of SLOs. Assessment that is embedded in curriculum is minimally intrusive for both faculty and students.

SLOA Committee 2/6/08
Assessment Model for Core Competencies

The SLO committee reviewed models of assessment for the College’s Core Competencies. The model that was agreed upon adheres to the following principles:

- General education is the responsibility of the collective faculty and not individual departments.
- The assessment method will be minimally intrusive for both faculty and students using course embedded assessment as agreed upon by the SLO committee and approved by the Academic Senate.
- Assessment will utilize “artifacts” or examples of existing student work.
- Holistic scoring criteria will be used.

The steps in the assessment model are as follows:

- Core competencies to be assessed for a given semester are selected. The selection will be based on the Program Planning and Assessment cycle for a given year.
- Sections of courses which will participate in the assessment are identified. Sections will be spread across the curriculum.
- 50 artifacts will be collected each semester for assessment of specified competency.
- Scoring teams will be used, one team per competency. Each scoring team will consist of two content experts and a combination of interdisciplinary faculty.
- After scoring is complete, the data will be reported to the Office of Institutional Research to be compiled and analyzed.
- Results will be reported to the appropriate committees and/or academic divisions and management levels.
- Faculty will use assessment results as part of their Program Planning and Assessment cycle.
- Disciplines will examine the data to determine if an intervention will be chosen to address a particular competency. If yes, then intervention will be implemented in the following year of assessment.
- Three competencies will be assessed in a given year, thus creating a assessment cycle of six core competencies every two years. Alternating years in the cycle will allow for application of intervention and reassessment in the following cycle, thus closing the loop.
- Opportunities for discussions with faculty across the curriculum will be via town hall meetings, flex day activities, etc.

SLOA Committee 2/6/08
Core Competencies

Communication Skills
Students will read, write, speak and verbally comprehend at a college level.
- Articulate orally and in writing viewpoints from multiple perspectives
- Listen actively and respectfully
- Follow oral and written directions
- Write with clarity to express ideas and convey information, concepts and conclusions

Information Skills
Students will define information needs, access information efficiently and effectively, evaluate information critically, and use information ethically.
- Define information needs, identifying the scope and level of information needed
- Access information in a variety of formats efficiently and effectively
- Critically evaluate information and sources
- Apply information to accomplish a task
- Access and use information ethically and legally
- Display technical competency by using appropriate software, electronic submission, and the Internet

Critical Thinking
Students will use quantitative and logical reasoning to analyze information, evaluate ideas and solve problems.
- Analyze arguments and develop one’s own hypotheses
- Interpret, analyze, explain and infer concepts and ideas using tools such as tables, graphs, statistics
- Critically analyze, evaluate and synthesize evidence in order to formulate logical arguments and make decisions

Global Awareness
Students will understand and respect the cultural, economic, social, political, biological, and interdependence of global life.
- Appraise one’s view of self and one’s relationship with the world
- Value one’s cultural heritage to better understand others
- Recognize others’ values, beliefs and cultures
- Develop an awareness of foreign languages and cultures

Aesthetic Appreciation
Students will acquire an appreciation and involvement in the creation or performance of the work of fine arts/music/culture.
- Reflect upon and critically assess the merits of their work and the work of others
- Articulate their personal response to works of fine arts/music/culture
- Develop global cultural knowledge through engagement with various forms of fine arts/music and their placement in diverse cultural contexts
Personal Growth and Responsibility

Students will develop individual responsibility and personal integrity as well as contribute to their well-being and that of others, their community, and the world.

- Examine the value of lifelong learning
- Select lifestyle choices that promote physical, mental and social health
- Develop conflict resolution and healthy emotional management skills
- Demonstrate ability to work collaboratively
- Recognize the importance of being an informed, ethical and active citizen
<table>
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<th>NO</th>
<th>Course Name</th>
<th>Core_1</th>
<th>Core_2</th>
<th>Core_3</th>
<th>Core_4</th>
<th>Core_5</th>
<th>Core_6</th>
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<td>ADJ-1</td>
<td>Introduction to Administration of</td>
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<td>Interviewing and Report Writing/CP5</td>
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