

## STANDARD THREE RESOURCES

### A. Human Resources

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

**A1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support those programs and services.**

Hartnell College employs a well-qualified workforce of academic and classified employees capable of implementing the institution's academic programs and services and fulfilling the College's mission.

Hartnell College has established procedures to ensure that all hiring processes are fair, equitable, valid and defensible. The processes used result in the employment of qualified personnel committed and able to effectively relate to our student population. Hiring procedures are continually scrutinized and fine-tuned to provide balance between the need to fill vacancies promptly and the need to perform inclusive and legally defensible recruitment and selection processes. The District adheres to the six basic merit principles essential for maintaining equal opportunity integrity and the public trust:

- Adequate Publicity;
- Opportunity to Apply;
- Realistic Standards;
- Absence of Discrimination;
- Ranking on the Basis of Ability;
- Knowledge of Results.

**A1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

### **Descriptive Summary:**

The Hartnell College workforce is hired through standardized hiring procedures designed to conform to the aforementioned merit principles and in recognition of the College's responsibilities as a public employer. Selection procedures conform to California Labor Law, Title V, the California Education Code, the Uniform Guidelines on Employee Selection, and good public personnel practice. As such, Hartnell College's employment practices are free from discrimination on the grounds of race, color, national origin, ancestry, religion, sex, sexual orientation, age, marital status, Vietnam-era veteran status, or disability.

All job announcements contain information regarding position duties and minimum qualifications which are derived from the Board-approved job descriptions. All job announcements also include the conditions of employment as well as the application procedures (Job Announcements). Job announcements are posted on the Hartnell College website, in the Human Resources Office, on an exterior job announcement display case accessible to the public 24 hours per day, and on Department bulletin boards through out campus. Job announcements are also mailed to job-specific recruitment sources. Applicants accessing job announcements on the Human Resources website can view the Board-approved job description for the advertised position. Open positions are advertised in the local newspaper, a variety of websites and applicable trade journals. Management and Faculty positions are posted on the California Community College Registry, Jobs in Higher Education and Northern California's Higher Education Recruitment Consortium websites. Hartnell College utilizes other web based recruitment sources as well as advertisements in the Chronicle of Higher Education, and in publications and web sites specifically targeting underutilized protected classes. Faculty and staff are asked to help advertise positions using their discipline specific list-serves, through their professional organizations, contacts, and applicable conferences.

### **Full-Time Faculty Hiring**

The Hartnell College faculty is actively involved in the screening and selection of their future colleagues. The full-time faculty selection process involves heavy faculty participation beginning with the work of the shared governance Full-time Faculty Hiring Committee (Hartnell College Committee Handbook). Area faculty members, in consultation with their respective division dean, review future staffing needs, by discipline, annually. The dean forwards the requests for full-time faculty to the Full-Time Faculty Hiring Committee. The Committee receives information from the Director of Human Resources and Equal Employment Opportunity regarding faculty resignations and retirements as well as any opportunity to add any position in the upcoming academic year.

The College is challenged by greater needs for academic employees than there are funds to support them and expects this to be the case for the next several years. Each Dean presents requests with justifications, including enrollment history, community needs, availability of part-time faculty, and other pertinent data to the Full-time Faculty Hiring Committee. The Committee assesses the requests for new and replacement positions to determine which requests should be granted by reviewing the data submitted, engaging in dialogue to further clarify information and completes its task by forwarding the recommendation to the President/Superintendent. The President/Superintendent evaluates the recommendation

based on instructional need and the future direction of the College as designated in the Educational and Facilities Master Plan and the President/Superintendent's goals and then endorses to the Board of Trustees only those positions that can be funded. Upon Board approval, the Human Resources office begins the recruitment process.

Faculty hiring is conducted in accordance with the Faculty Selection Process which was jointly developed by administration and the Hartnell College Academic Senate. This process is made readily available to applicants on the Human Resources website. Prior to participating in any applicant screening, Committee Members attend training in Equal Employment Opportunity requirements (Equal Employment Opportunity Training). At this training, two documents *Responsibilities of Selection Panel Members – Faculty Positions* and *Responsibilities of Selection Panel Chair – Faculty Positions* are reviewed and discussed along with the paper screening benchmark definitions and screening criteria.

Faculty applicants are first screened for possession of the minimum qualifications established by the Chancellor's Office in consultation with the State Academic Senate and must meet or exceed the State Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges* as supplemented by the Hartnell College Academic Senate. Applicants must submit transcripts verifying required degrees and coursework. If candidates for faculty positions do not meet the stated minimum qualifications, but believe they qualify based on comparable education, experience or eminence, their documentation is reviewed for equivalency according to the attached *Hartnell College Equivalency Process for Minimum Qualifications Full-Time and Part-Time Faculty*. The *Equivalency Determination Form* is available along with application materials both in the Human Resources and Equal Employment Opportunity Office and on the Human Resources website. In accordance with Board Policy 5005, all U.S. degrees and/or coursework must be from institutions accredited by one of the six regional accrediting associations. Foreign degrees and coursework must be evaluated by a member organization of the National Association of Credential Evaluation Services. Area experts have input at every step of the screening and review process to ensure that the Hartnell Community College District recommends only top quality educators for employment. After screening for meeting minimum qualifications, the screening panel assesses other qualifications stated on the job announcement including academic preparation, teaching experience, and understanding of the diverse nature of community college students. Paper screening scores are assigned to established criteria using a standardized benchmark scoring system to assure fairness and defensibility. Based on the paper screening scores and discussion among the committee members, the Committee recommends candidates to be invited to an oral screening.

Each candidate invited for an interview must present a teaching demonstration on a topic designated by the discipline faculty on the screening panel. The candidates selected for interview are informed of the subject and time allowed for the teaching demonstration. The screening panel judges the candidate's instructional technique, communication skills, and knowledge of the subject matter during the interview. The screening committee recommends three candidates to the President/Superintendent for a final selection interview. Throughout

the screening process, the Director of Human Resources and Equal Employment Opportunity reviews applicant ratings and process outcomes for disparate treatment.

The President/Superintendent's screening committee consists of the Vice President for Instruction and/or the Vice President for Student Services, an Academic Supervisor, the President/Superintendent and often a faculty member from the same discipline. The process addresses the candidate's academic preparation, teaching experience, and skill, and how the combined academic preparation and experience will contribute to the mission of Hartnell College. The President/Superintendent selects the candidate who has demonstrated the greatest potential for contributing to the mission. He endorses the candidate and sends the candidate's name to the Governing Board for approval. If the President does not select one of the candidates forwarded to him by the screening panel he is obliged to consult with the screening committee. If no consensus is reached the process is reopened or terminated.

### Part-Time Faculty Hiring

The part-time faculty hiring process is informal and is performed at the Department level. The Human Resources website includes extensive information for part-time faculty applicants regarding current openings and minimum requirements (Human Resources Web Page – Adjunct Faculty). Due to the continuing need for part-time instructors, applications for adjunct positions are accepted at any time. Part-time faculty members are subject to the same minimum qualifications and equivalency standards (Part-time Faculty Min Quals / Masters, Part-time Min Quals/ No Masters) as full-time faculty. Part-time faculty qualifications are documented on specific forms to assist in providing both an audit trail and the necessary information for the review by faculty and the Office of Instruction.

### Classified Hiring

The classified hiring process (Responsibilities of Hiring Committee Chair – Classified Positions) is similar to the full-time faculty hiring process with slight alterations; the interview with the Screening Committee also serves as the final selection interview as classified candidates are not referred to the President/Superintendent. The hiring manager serves as Chair of the Screening Committee and makes the final hiring decision after completion of reference checks.

### Management Hiring

The Management hiring process for both academic and classified positions is similar to the full-time faculty hiring process. The Screening Committee includes Management, Faculty and Classified members at the invitation of the President/Superintendent. The committee forwards three final candidates to the President/Superintendent for final selection interviews.

### Job Descriptions

Job descriptions for classified and management positions contain the position description, areas of responsibility and job duties, as well as the knowledge, skills and abilities and minimum education and experience qualifications for the classification (Sample Job Descriptions) . New classifications are developed using an industry standard Job Analysis form which assures that there is a nexus among the job duties, knowledge, skills and abilities needed to perform those duties, and the minimum qualifications required.

### **Self-Evaluation:**

The employee hiring processes for full-time faculty and regular staff have been recently adjusted to include monitoring, oversight and documentation of screening decisions and to assure the validity of the decisions made and that all process are free from discrimination and truly provide equal employment opportunity. The conversion to these more rigorous procedures has required, and will continue to require, staff training not only in the new procedures, but in the fundamental employment laws and philosophies that support them.

Many of the College's job descriptions, particularly for classified employees, have not been updated to reflect changes in technology, organizational structure and College needs. The College lacks a formal classification and compensation structure and could benefit from 1) a classification structure which standardizes the relationship among job duties, required knowledge/skills/abilities and minimum qualifications for classified positions; and 2) a compensation structure which better manages internal equity. The District's current financial challenges impede the ability to revise positions to reflect job evolution.

### **Planning Agenda:**

Plans for further improvement include:

1. Develop, document and monitor a system for the screening of part-time faculty to assure College-wide consistency.
2. Continue to monitor, scrutinize, adapt, document and educate personnel on hiring processes to assure continual improvement and adherence to equal opportunity principles.
3. Begin a systematic review of job descriptions for accuracy.

**A1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Descriptive Summary:**

#### **Full-Time Faculty Evaluation**

The full-time faculty evaluation process is established through specific procedures in the Faculty Association collective bargaining agreement which address both the evaluation of regular, tenured faculty and the evaluation and tenure review process for probationary faculty (<http://www.hartnell.cc.ca.us/hr/forms/cta.pdf>). The Agreement includes standardized forms for use in these processes. The Office of Instruction provides each dean with a list of their academic employees who are to be evaluated within a given academic year.

Tenured faculty members are evaluated on professional competence and professional conduct by their direct supervisor and a self-selected peer evaluator once every six regular semesters. The process includes a pre-evaluation conference, work site observations, student appraisals from at least two classes, review of a professional growth report and college related

activities, and a self-appraisal. The process includes a system for remediation of an unsatisfactory evaluation rating which provides the faculty member with specific activities to be accomplished within a specific timeline.

Probationary faculty members are evaluated on professional competence and professional conduct by their direct supervisor and a peer evaluator selected by the Academic Senate at least once every year. The process includes a pre-evaluation conference, work site observations, student appraisals from all classes, review of a professional growth report and college related activities, and a self-appraisal. The process includes a system for remediation of an unsatisfactory evaluation rating where in the faculty member accomplishes specific activities within a specific timeline.

The College Tenure Review Committee consists of the Vice President for Instruction, the Vice President for Student Services, the Academic Senate President and the Academic Senate Vice-President, or their designees. This Committee reviews the recommendations of the evaluators at the end of the first and second year to recommend whether or not to enter into the next contract, and at the end of the fourth year to recommend whether to grant tenure. The recommendations of the College Tenure Review Committee are forwarded to the President/Superintendent, who includes his recommendation and forwards to the Board of Trustees.

#### Part-Time Faculty Evaluation

The faculty association collective bargaining agreement provides for the evaluation of part-time faculty. The process is similar to the full-time evaluation process and includes classroom observations and student evaluations.

#### Classified Employee Evaluation

The two represented classified employee groups have procedures, timelines, and criteria for evaluation contained in their respective collective bargaining agreements, (<http://www.hartnell.cc.ca.us/hr/forms/cseac.pdf>, <http://www.hartnell.cc.ca.us/hr/forms/139c.doc>). Unrepresented Confidential and Supervisory employees are similarly evaluated on a regular basis. Each staff member receives regular performance appraisals from their immediate supervisor. Probationary employees receive at least two evaluations during their probation period to allow for effective communication of the supervisor's appraisal of employee performance. Regular employees are evaluated at least bi-annually. The Human Resources Office tracks evaluations on a database and sends notices to supervisors, reminding them of scheduled evaluation due dates. The Human Resources Office sends follow-up letters, if a supervisor fails to perform the evaluation in a timely manner.

Using established evaluation forms, all employees are aware of the performance factors and rating categories. Each evaluation includes a Performance Objective Plan for the next evaluation period allowing for open communication between supervisor and employee on goals for further improvement in job performance. The Director of Human Resources and Equal Employment Opportunity reviews all classified employee evaluations and provides feedback to supervisors on areas of concern.

### Management Employee Evaluation

Administrators and Classified Managers are evaluated according to an established Managers' Evaluation Process. The annual informal process results in a documented agreement between the supervisor and manager in which they establish goals and objectives for the year and assess the prior year's progress. Additionally, every third year a formal evaluation process is conducted by the supervisor, a peer of the manager and a faculty member or other appropriate representative to assess the management, leadership/motivational, communication and professional skills of the manager. Comments of peers, faculty, staff and external clients are collected to assist the manager's supervisor to develop future goals, make suggestions for improvements, praise success and direct the manager's role in the development of the College's mission. The Human Resources Office oversees adherence to these procedures.

### Self-Evaluation:

The College meets the standard; however, is interested in developing a standardized and enforceable selection process for part-time faculty. The College continues to refine improvements made to ensure that minimum qualifications are met.

### Planning Agenda:

The evaluation process could be strengthened as follows:

1. Strengthen our system of peer review and documentation of the evaluation process for adjunct faculty. Negotiate its implementation with the Hartnell College Faculty Association.
2. Document a process for the evaluation of Confidential and Supervisory employees.
3. Continue to educate employees, all supervisors and managers about the importance of a strong evaluation system.
4. Annually train all Supervisors in performance evaluation techniques.

**A1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

### Descriptive Summary:

As described in Standard B.1, a Student Learning Outcomes Assessment Work Group was established in Spring 2003 to develop processes and plans for establishing student learning outcomes at the course, program, and degree levels, and ways to assess these outcomes. Discussions and training about student learning outcomes have resulted in faculty developing student learning outcomes for selected courses and in every student services area.

### Self-Evaluation:

Hartnell College's work in developing student learning outcomes at the course, program, and degree levels is still in the early stages of development. The College has maintained ongoing dialogue about student learning and ways to improve it, as evidenced in the activities listed in Standard 1.B.1. The Student Learning Outcomes Assessment Work Group has been especially active in initiating dialogue and facilitating training concerning student learning outcomes and ways to assess them among faculty and others.

The faculty evaluation process and the evaluation criteria are contained in the faculty association collective bargaining agreement and are therefore the subject of collective bargaining. Upon the completion of establishing student learning outcomes at the course, program and degree levels, the District will propose to negotiate the requisite changes to the faculty association collective bargaining agreement.

**Planning Agenda:**

Negotiate with faculty association to include effectiveness in producing stated student learning outcomes as a component of the faculty evaluation.

**A1d. The institution upholds a written code of professional ethics for all of its personnel.**

**Descriptive Summary:**

The Leadership Team Statement of Ethics is a living document which is reviewed by the management and supervisory staff on a regular basis both for revision and discussion about its application in daily work life. It was most recently reviewed and revised in Spring 2006; much discussion continues to occur regarding how to assure and constantly model ethical behavior in all leadership functions.

Board Policy 1055 lists the Board of Trustees' statement of Ethical Conduct of the Governing Board.

The District fosters ethical behavior in its employees through: 1) the modeling of ethical behavior by those in leadership positions; 2) active discussion with staff about ethical behavior; 3) recognition of ethical behavior in the evaluation process; and 4) correction of unethical behavior through the discipline and evaluation processes.

**Self-Evaluation:**

While the Hartnell Leadership Team, the Board of Trustees and various divisions have a written code of professional ethics, the District does not have a code of ethics which applies to faculty or classified staff.

**Planning Agenda:**

1. Engage classified staff and faculty in developing a written code of professional ethics.
2. Negotiate with faculty and classified employee associations to include a written code of professional ethics in the collective bargaining agreements.

**A2. The institution maintains sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

**Descriptive Summary:**

As of Fall 2005, the College employs 117 full-time faculty members, representing an increase of over 7% since 2000, and well exceeding the Chancellor's Office's Full-Time Faculty Obligation of 109.9 full-time faculty. The projected obligation for 2006 is 113.9 full-time faculty, which the College is expected to meet. Within the 117 full-time faculty members are instructors, librarians, coaches and counselors providing services in Matriculation Services, Transfer Services, Sports Counseling, Center for Teacher Excellence, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), CalWORKS, and Gear-up. All full-time faculty members meet or exceed the minimum qualifications for the discipline in which they serve. Full-time faculty members teach approximately 58% of the weekly faculty contact hours of credit.

The College relies on over 280 part-time faculty to complete the instructional program and experiences an ongoing challenge to attract highly qualified part-time faculty in many disciplines.

The College employs 35 administrators and managers, a 30% increase since 2000. It should be noted that the number of administrators and managers paid from the General Fund has remained constant since 2000, with all the increase in positions being attributed to the attainment of various grants to increase services and programs. All Academic Managers meet or exceed the State's education requirements. All Classified Managers meet or exceed the minimum qualifications for their position as established by the District.

The classified support staff numbers have been increasing from the base of 154 employees at the start of the 2005/06 fiscal year. The College has a history of hiring a great number of hourly employees to meet the needs of programs and services. Over the course of the past year, the District has made a concerted effort to more fully comply with Education Code §88003 and its definition of "short-term" employees. As a result, many new regular part-time and full-time classified positions have been created. All classified employees meet at least the minimum qualifications for their position.

**Self-Evaluation:**

The College lacks a standardized selection process for part-time faculty members between the academic divisions. Correspondingly, there is not a common understanding of, or adherence to, the College's Equivalency Process for Minimum Qualifications Full-Time and Part-Time Faculty. It was recently discovered that paperwork submitted for several part-time instructors lacked appropriate documentation of their minimum qualifications. Once this was discovered, a system of greater checks and balances was established, including improved forms to provide a clear and accountable documentation of part-time faculty minimum qualifications/equivalency (Part-time Faculty Min Quals / Masters, Part-time Min Quals/ No Masters). Additionally, training of Academic Managers was conducted to assure full understanding of the minimum qualifications review and documentation process.

While the growth in numbers of management employees is primarily in the area of grant-funded positions, the College's organizational structure continues to be adjusted to meet the

changing needs and challenges of the College. By rearranging functions, the College has been able to readjust its management structure to support the changes in the Board's Goals.

In response to the Board's current goals of expanding international student enrollment and achieving an increase in funding through the Hartnell Foundation, the new positions of Coordinator of International Intercultural Education Programs and Foundation Executive Director and Dean of Institutional Advancement were added. These positions were made possible through the elimination and combining of several management positions over the prior two years and the absorption of those positions' duties by existing management staff.

**Planning Agenda:**

The College meets this standard.

**A3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**A3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**Descriptive Summary:**

All personnel policies and procedures within the scope of collective bargaining are developed in conjunction with the meet and confer process with the respective employee associations. Members of the appropriate bargaining units participate in the process and revise those policies that they believe are not beneficial to their constituency. The College negotiators meet with managers and the executive staff annually to review the effectiveness of various procedures that are contained in the contracts.

Policies and procedures not controlled by collective bargaining are subject to annual review. The following contain the operating policies of the District:

- Hartnell College Governing Board Policies;
- Hartnell Community College District agreement with C.S.E.A. Chapter 470 (Employee Union Contracts);
- Agreement between Hartnell Community College District and International Union of Operating Engineers Stationary Local 39 (Employee Union Contracts);
- Agreement between Hartnell Community College District and Hartnell College Faculty Association/CTA/NEA (Employee Union Contracts);
- Management Working Conditions;
- Hartnell Community College District Supervisory Terms and Conditions of Employment;
- Hartnell Community College District Confidential Employee Terms and Conditions of Employment.

Each employee is given a copy of the appropriate documents listed above. Each manager and supervisor receives copies of the contracts that pertain to his/her subordinates. In addition,

the Human Resources web site contains all contracts/union agreements, job descriptions, salary schedules and applicable forms for review by anyone with access to the Internet.

Representatives from the appropriate staff unit annually review their respective contracts/working conditions. After negotiations are complete, the Human Resources Office updates the agreements and distributes them to administrative offices on campus and posts them on the Human Resources web site.

**Self-Evaluation:**

Personnel policies and procedures are reviewed periodically with representatives of employee units. Such policies and procedures are available to employees in both paper and electronic forms. The public has access to some policies and procedures via the Human Resources website. Operating procedures for Human Resources related processes are currently being reviewed and documented to assist in the consistent application to all employees. To further support consistency, procedures, supporting forms, and calculation tools, etc, are being developed and made accessible to staff on the College intranet. The end result is to have a location where the staff and the public can access all the most current procedures, and forms.

The College's conversion to Datatel, the campus-wide, comprehensive computer management system, resulted in an organization-wide change related to workflow and paper files. However, some paper processes were ended prematurely, resulting in an inadequate audit trail on personnel actions.

**Planning Agenda:**

1. Develop, using a standardized format, operating procedures for all employment procedures, including references to supporting user-friendly forms, legal references, policies, etc.
2. Continue to engage support staff in discussion regarding the practical application of procedures in order to develop processes which are sensitive to overall District needs.
3. Evaluate and institute appropriate documentation flow to assure complete record of personnel actions.

**A3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

**Descriptive Summary:**

The Human Resources staff ensures the confidentiality and security of all employee personnel records. Personnel records are stored in a secure room within the Human Resources Office. The room has only one means of access, is locked at the end of the business day, and access to keys are restricted. Human Resources staff file personnel records in a timely manner. Personnel records are classified as permanent and are never destroyed. Inactive personnel files are stored in the College archives in locked cabinets with controlled access to the keys.

The relocation of the Human Resources Office in the Winter of 2006 may result in the loss of a dedicated secure records room for the storage of personnel files. In the event personnel files can not be housed in a separate lockable room, all files will be maintained in locking file cabinets with the keys being controlled and secured when the file cabinets are not supervised by HR staff.

All personnel records are maintained in accordance with Board Policy 5025 (available at [http://www.hartnell.edu/about/board\\_policies/](http://www.hartnell.edu/about/board_policies/)), Education Code § 87031, and applicable provisions of the employee association contracts. Employee medical/health information is appropriately separated from the personnel file. Any disciplinary matter to be entered into a personnel file is reviewed by the Director of Human Resources and Equal Employment Opportunity for appropriate employee notification, held in a secure file within the Director's office awaiting a possible employee response within the designated time, and then authorized for entry in to the personnel file.

Employees may review their own personnel file in the Human Resources Office during regular business hours. Any person reviewing personnel files does so under the supervision of Human Resources staff. Designees of the employee may review the employee's personnel file upon submission of a signed authorization statement from the employee. The employee signature on the authorization statement is compared to the employee's signature on documents contained with in personnel file to verify its authenticity. Supervisors may review the personnel records of their subordinates.

**Self-Evaluation:**

The College meets the standard.

In addition to traditional paper personnel files, employee information is maintained electronically within a District-wide integrated system. Access to specifically Human Resources related data screens are restricted only to Human Resources staff and the Information Technology staff who support the software system. However, specific system security is of concern, however, as access to the system is widespread and the ability to maneuver through one's own restricted area into that of another does exist. As a result, employees' personal information (such as home address, phone number, etc.) is not entered into the College-wide system, but rather into a database accessible only to Human Resources staff. A multi-disciplinary group is currently reviewing security issues, authorization levels, etc., to implement and assure a stronger electronic security program on the District-wide integrated system.

**Planning Agenda:**

1. Implement and strictly maintain a security system for all electronic data, limiting access to employee information to designated authorized personnel.
2. Develop and implement a recordkeeping system to identify review of personnel files by the employee, his/her authorized designee, and supervisor.

**A4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**A4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**Descriptive Summary:**

The Diversity Committee (Hartnell College Committee Handbook) was established to monitor the College diversity plan and to be involved in and support diversity activities on campus. This Committee has attempted to raise campus consciousness and appreciation of diversity by supporting awareness raising events to further the appreciation of diversity. The committee is composed of the Director of Human Resources and Equal Employment Opportunity, five faculty members, five classified staff, two students, and one additional administrator.

Over the past six years, the Diversity Committee has been active in promoting and sponsoring a variety of activities. In collaboration with the Staff Development Committee, the Diversity Committee sent a team of 25 faculty, administrators and staff to the Museum of Tolerance for two days of in-service training. Those who attended later developed a full day of training for all faculty and staff, presented during Spring 2002 Flex Days. The main speaker for this activity was Dr. Terrence Roberts, a member of the Little Rock Nine and a consultant for the Museum of Tolerance. Dr. Roberts' presentation was well received by the college community. At the end of Dr. Roberts' presentation, faculty and staff participated in small group sessions that were led by those trained at the Museum of Tolerance. This active learning, as well as the presentation of Dr. Roberts' moving life story, provided impetus for further work on diversity activities.

Faculty and staff were presented with a half-day workshop, "Multicultural Infusion Across the Curriculum" presented by Dr. Bill Piland, Professor of Higher Education at San Diego State University. Dr. Piland's presentation served as the catalyst for the submission of a successful Fund for Instructional Improvement grant that funded year-long activities in which Dr. Piland worked with a learning community of Hartnell faculty interested in implementing multiculturalism into their courses.

The Diversity Committee has also supported and provided funding for International Week, the Poetic Voices celebration, the United Nations Association Film Festival, the Women's Leadership Summit, the SANKOFA welcome barbeque, Latin America Week (an event provided through the Office of International/Intercultural Education), and the Adelante Mujer Hispana Conference. All of these activities were possible because of the hard work of faculty and staff, many of whom are members of the Diversity Committee (Diversity Committee agendas and minutes).

In 2004-05, the Cultural Funding Committee was created to provide a source of funding for groups interested in hosting multicultural events and activities. Funding was provided by both the Associated Students of Hartnell College (ASHC) and the President's Budget. Some of the events and activities supported by these funds include Black History Month and

Women’s History Month celebrations, Kwanza activities, Irish Day, Indigenous People’s Day, Cinco de Mayo Festivities, and the bi-annual ASHC Diversity Conference.

**Self-Evaluation:**

The College meets this standard.

The Diversity Committee is composed of committed, engaged, and dedicated members. Although its meeting schedule has been reduced from once per month to twice a semester, it has rarely achieved a quorum in the last year.

**Planning Agenda:**

Develop and publicizes policies, administrative regulations and operational procedures which provide a firm structure to assure equitable treatment and provide for a process for claims of inequitable treatment to be addressed.

**A4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Descriptive Summary:**

The College’s regular employee workforce ethnic and gender distribution in March 2006 is illustrated in the table below:

	Asian/Pacific Islanders	Black/African -American	Filipino	Hispanic	Native American	White	Female	Male
Faculty	4%	3%	0%	21%	1%	71%	52%	48%
Classified (non-mgmt)	5%	5%	5%	52%	1%	33%	61%	39%
Management	9%	9%	0%	9%	0%	72%	56%	44%
Total Employees	6%	5%	3%	39%	1%	53%	58%	42%

Additionally, within the above stated racial/ethnic groups, the Colleges workforce includes faculty and staff from different nationalities, providing learning and work environment rich in racial, ethnic, cultural and linguistic variety.

Throughout the recruitment and selection process, the Human Resources Office collects and analyzes applicant flow data by race/ethnicity and gender to monitor all phases of the process for adverse impact. Screening criteria are carefully reviewed for elimination of artificial barriers to equal employment opportunity. The Human Resources Office annually reviews the College’s workforce data to identify areas of under-representation and focuses recruitment and outreach efforts accordingly.

**Self-Evaluation:**

The College meets this standard.

The high cost of living in the Salinas Valley and Monterey Bay Area will continue to present a challenge to recruitment efforts by the College. While the College's workforce becomes more racially/ethnically diverse, the College should focus recruitment outreach efforts on underrepresented and underutilized groups. Although progress has been made to increase the number of minority faculty and management, the College should increase recruitment efforts to attract a larger number of minority applicants.

**Planning Agenda:**

1. As resources allow, maintain competitive salaries to attract and retain a diverse workforce.
2. Develop materials to inform applicants of the College's dedication to student access and equity, the support available to faculty in developing strategies to best meet the diverse instructional needs of our multicultural student body, and to attract faculty dedicated to serving our students.

**A4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

**Descriptive Summary:**

The Leadership Team's Statement of Ethics is as follows:

We believe that the ethical person must be conspicuously consistent in the exercise of integrity to sustain credibility, which is an expectation of the Hartnell College leadership team.

Directly applying this statement of ethics, members of the Leadership Team are responsible for developing, implementing and maintaining internal policies and procedures, collective bargaining agreements, Board Policies which support the fair treatment of employees and students as well as job applicants.

Policy of the College states that no person shall be discriminated against in any employment procedure on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, age, marital status, status as a Vietnam-era veteran, or disability. The Human Resources Office posts the College's non-discrimination statement on all job announcement and flyers. Personnel in the Human Resources Office train panelists who serve on classified, faculty and administrative selection committees on activities considered illegal or discriminatory, proper ways of screening, selecting and interviewing, and the procedures and policies of the College.

All employee unit agreements with the College, including those listed below, serve to establish fair and equitable treatment of employees and the consistent application of personnel rules:

- The Hartnell Community College District agreement with C.S.E.A. Chapter 470 (Employee Union Contracts);

- Agreement between Hartnell Community College District and International Union of Operating Engineers Stationary Local 39 (Employee Union Contracts);
- Agreement between Hartnell Community College District and Hartnell College Faculty Association/CTA/NEA (Employee Union Contracts);
- Management Working Conditions;
- Hartnell Community College District Supervisory Terms and Conditions of Employment;
- Hartnell Community College District Confidential Employee Terms and Conditions of Employment.

The Hartnell College Catalogue provides students with resources such as the Hartnell College Student Right-to-Know Information, Student Conduct and Due Process, the Student Code of Conduct, Attendance Policy, Probation and Dismissal, the Non-Discrimination and Non-Harassment Policy, and the Sexual Harassment Policy. The Student Rights, Responsibilities and Grievance Procedures Handbook (Policies and Procedures Relating to Student Rights, Responsibility and Grievance Process) further explain the student Grievance Procedure which assures due process for students.

**Self Evaluation:**

While the College meets this standard, it could benefit from the review of policies and procedures regarding fair and equitable treatment and making them more readily available to employees, students, and the public electronically.

**Planning Agenda:**

Develop and publish policies, administrative regulations and operational procedures which provide a firm structure to assure equitable treatment and provide for a process for claims of inequitable treatment to be addressed.

**A5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**A5.a. The institution plans professional development activities to meet the needs of its personnel.**

**A5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

**Descriptive Summary:**

Professional development activities are made available to the staff in a variety of ways:

- Two faculty flex days are held at the beginning of the Spring Semester each year to promote institutional training and to address the mission and goals of the College. One of these days is developed jointly by the administration and Staff Development Committee, and one day is planned by the faculty (Flex Day Agendas). Additionally, in

accordance with the collective bargaining agreement, faculty members participant in six hours of individual professional development activities each year (CTA Article 11.C (Employee Union Contracts)).

- The Classified Senate sponsors a leadership development program (Leadership Development Program Agenda) for all classified employees staff one Saturday each May.
- Management training is available through the College's participation in the Central Valley Community College District Employee Relations Consortium. By combining with other Districts in the Central 14 Region, the College is able to provide 3 ½ days of training workshops from Liebert Cassidy Whitmore specifically on issues germane to Managers and supervisors (Liebert Cassidy Whitmore Annual Schedule).
- The College supports and manages staff development funds and activities through the shared governance Staff Development Committee. The Staff Development Committee's function is to encourage and further the professional development of faculty and staff of the District which in turn promotes the College's Mission and Vision Statements. Activities include on-campus workshops, Flex Day planning, and an annual spring retreat. The committee's membership is comprised of three faculty members, three classified employees, three managers and the Professional Development Coordinator (classified or faculty). Respective senates appoint prospective members of the committee. The Staff Development Coordinator directs the development and publication of a Professional Development Handbook each semester which advertises staff development opportunities including those designated as faculty flex activities.
- A Faculty and Staff Resource Center, a state of the art technology lab, is staffed with two Instructional Technology Technicians dedicated to assisting faculty and staff with learning new technologies. Faculty and staff focused computer-training courses (1 to 3 hours each) are offered each semester to advance employee computer skills. Additional training opportunities in instructional technology are available to faculty and staff from the @ONE website. On-going training in the use of Datatel/Colleague, the integrated computer system, is conducted in a computer lab dedicated to this task. Various activities are offered each semester to celebrate and educate faculty and staff on the value of diversity.

The Staff Development Committee employs techniques such as annual surveys (Staff Development Surveys) and formal suggestions from the faculty and staff to plan programs that assist employees to stay current in their fields. While event topics vary each year, on campus workshops and courses usually include components that address diversity issues, teaching skills, computer training, workplace efficiency, and assessment of learning outcomes. A Three Year Faculty and Staff Development Plan is in continuous review and revision. The committee reviews suggestions and survey results, assesses them against the mission and goals of the institution, and establishes the goals for the coming year activities.

### **Self-Evaluation:**

While Hartnell College has made significant progress in marshalling resources for staff development, and more employees are taking advantage of these resources, many employees do not participate in opportunities available to them. The Staff Development Committee has

attempted to communicate these and other issues with the faculty and staff through newsletters, presentations at college convocations, memos, flyers, and email notices.

Through the 2004/05 school year, the Staff Development Coordinator position was filled by a faculty member given 40% release time to manage Flex activities and coordinate professional development activities for all categories of employees. As the 2004/05 school year was an unusual year in which 22 new faculty and four new managers were hired, the District implemented a successful Employee Mentoring Program (with 60 participants) to transition these new employees into the campus community. Although the year had numerous Staff Development activities, overall interest and participation campus-wide declined. Although over 88 different workshops were offered during 2004-05, many sessions were poorly attended and the Staff Development Committee interest and attendance waned. The College continues to receive feedback from classified employees that some managers do not release them to participate in staff development programs. This practice denies some employees the opportunity to pursue their professional development through staff development programs both on and off campus.

The 2005-06 academic year has been a difficult for staff development. The vacant Staff Development Coordinator position drew limited interest and remains vacant. Staff Development Committee vacancies have remained unfilled. A Professional Development Handbook was not published, and meetings are regularly cancelled due to lack of attendance. Nevertheless, numerous staff development and flex activities continue to be offered and announced via campus-wide email.

As the result of feedback from classified staff a new goal was added to the Three Year Faculty and Staff Development Plan that all managers fully support staff development sponsored activities by encouraging participation in sponsored events.

**Planning Agenda:**

1. Using the shared governance model, annually survey and assess institutional staff development needs that directly support the mission of the College.
2. Create more effective questionnaires to elicit the professional development interests and needs of the employees and their supervisors.
3. Connect staff development with the Educational and Facilities Master Plan and the work of the Institutional Planning Team.
4. Redesign program critiques, evaluate the results and publish the results for all employees.
5. Encourage all contributors to The Educational and Facilities Master Plan to address future needs for faculty and staff professional development.
6. Integrate institutional planning, budget development, and staff development planning.
7. Plan a forum for each category of employee to generate discussion concerning staff development needs.
8. Include the professional development of subordinates on supervisor's evaluations.

**A6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**Descriptive Summary:**

The Educational & Facilities Master Plan identifies the human resource needs of the various departments and programs and establishes a plan for the College's growth. As the result of three years of declining enrollment, the College is facing the challenge of continuing to provide programs and services with less funding. In this climate, advancement toward the educational growth plan comes more often from employee attrition than growth of the workforce. Therefore, each resignation or retirement of regular personnel presents an opportunity to assess the Human Resources needs of the College as a whole. As resources are limited, requests to re-fill vacant, non-faculty positions as well as requests for new non-faculty allocations are reviewed by the President/Superintendent's team of senior administrators and evaluated against other human resources needs in the District. Priority is given to positions which have a direct impact on, or provide direct services to, our students.

Requests for replacement and additional full-time faculty exceed the College's resources. Therefore, newly vacated faculty positions are not necessarily filled within the same discipline or filled at all. The District bases its decision to fill full-time faculty positions based on the recommendations of the Full-Time Faculty Hiring Committee as described in A.1.a above. The Hartnell Committee Handbook describes the function of the Full-Time Faculty Hiring Committee as follows:

To establish criteria for the hiring of full-time faculty based on the educational needs of the student population as identified by the Institutional Planning Committee. Further, the committee will judge all requests for the filling of full-time faculty positions against the identified needs and make recommendations to fill specific positions.

**Self-Evaluation:**

The current process used by the Full-Time Faculty Hiring Committee to recommend filling specific full-time faculty positions does not give direct consideration to the Educational and Facilities Master Plan nor needs identified by the Institutional Planning Committee. While the composition of this shared governance committee provides for broad representation across the District, inconsistent participation/attendance detracts from engaging in a full discussion and analysis of the College's needs. This, compiled with having far more needs than financial resources, has resulted in efforts to use political pressure to force the filling of full-time positions outside of this committee and its recommendations.

**Planning Agenda:**

1. Strengthen the connection between the Educational and Facilities Master Plan, the Full-Time Faculty Hiring Committee and the Budget process.
2. Strengthen the connection and communication between the Institutional Planning Committee and the Full-Time Faculty Hiring Committee.
3. Hire additional faculty and staff according to the needs identified in the Educational and Facilities Master Plan, as funds become available.
4. Continue assessing each newly created vacancy for opportunities to change staffing patterns to better meet program and service needs.

## **B. Physical Resources**

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

**B1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

### **Descriptive Summary:**

Hartnell College currently operates four sites: Salinas Main Campus, East Campus, and satellite sites at the King City Education Center, and Natividad Medical Center. Hartnell College is one of the oldest educational institutions in California. Construction of the current campus was completed in 1937. In 1947, the students petitioned to change the school's name to Hartnell Community College.

Hartnell is presently facing difficult times due to declining student enrollment and lowered state funding. Hartnell has survived many economic downturns in the past such as the great depression, WWII, and State Proposition 13. Through the efforts of many, Hartnell continues to grow and adapt to meet the demands of the students and the community. The College now has 53 acres on the Main Campus which provides 81% of the College's instruction and 140 acres of sparsely developed East Campus property. Construction of a 12,000 square foot facility was completed in King City in May, 2002 to serve south Monterey County. The nursing program has been relocated to the Natividad Medical Center to provide better training facilities and a closer proximity to the hospital. The Hartnell Community College District now serves the entire Salinas Valley covering an area 10 miles wide and 100 miles long. It draws its students from Salinas and the surrounding communities of Bradley, Castroville, Chualar, Greenfield, Jolon, King City, Lockwood, Moss Landing, San Ardo, San Lucas, Soledad and adjacent rural areas in the Salinas Valley.

Over the past decade, the Board of Trustees and administration have integrated many aspects of legislation designed to achieve shared governance. The support of the Hartnell Community was reinforced in November, 2002, when Measure H (\$131 million bond) was passed. The passage of this bond allows Hartnell to leverage construction funds with matching state funds for an additional \$66 million. This bond measure will help Hartnell College in providing continued post secondary education as well as employment for 540 people in the local community.

### **Planning Agenda:**

The College had an enrollment of 9,784 students in Fall 2005. At a future full build out, the Main Campus will be able to accommodate approximately 12,000 students. The East Campus will initially grow from 200 to 2,000 students. The objective is to a) reduce the overcrowding conditions; b) accommodate rapid population growth in the Hartnell College District area; and c) support the student instructional programs.

**B1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

**Descriptive Summary:**

Through strategic planning and coordinated development efforts, the Hartnell Community College District plans, builds, maintains, and upgrades or replaces its physical resources to support its programs and services effectively. The Educational and Facilities Master Plan, ensures the link between physical resource planning and institutional planning is maintained. Each of the goals within the five-year plan has physical resource implications that are connected to better meet the expectations and needs of the students, faculty, staff and community. Hartnell is committed to enhancing its visibility, attractiveness, and reputation for quality by making physical resource development a key priority. The intention is to fully implement the campus facilities master plan.

The goal oriented action steps address the integration of campus institutional and physical planning by **a)** determining its programs, courses and co-curricular activities needed to provide students with a full college experience; and **b)** to identify the needed physical facilities.

Hartnell uses its strategic institutional goals to create the list of campus improvements now funded as a result of Measure H. The Capital Construction Plan was prioritized and subcommittees were formed to provide leadership for these extensive building projects. All committees include representatives from administration, faculty, staff, students and the community to assure all needs are voiced and reviewed.

The management, maintenance and operation of physical resources are organized under the Director of Maintenance and Operations. The Facilities Department is responsible for all aspects of maintenance and operations of the campus' physical environment. The campus management team meets to review institutional and facilities issues. In addition, a campus Facilities Committee meets monthly to ensure the ongoing integration of physical resources and instructional programs. The Safety Committee also meets monthly, making ongoing assessments and recommends actions to ensure a safe and secure campus environment.

The Maintenance and Operations Department maintains effective procedures to ensure that selection, maintenance, inventory and replacement of all equipment is accomplished systematically to support institutional programs and services. Equipment selection begins with identifying departmental needs. Work plans are then submitted to the Facilities Committee before final approval by the President/Superintendent.

Along with the bond, scheduled maintenance and annual campus funding, the College has been able to complete minor campus repairs and renovations. Requests for these funds are made to the Facilities Committee and then approved through the Vice President, Administrative Services/Assistant Superintendent. Requests for scheduled/deferred maintenance requiring larger amounts of capital outlay are submitted for review and potential funding.

### Self-Evaluation:

The Accreditation Surveys completed in November, 2005 indicates that students, employees and the community agree the campus integrates a systematic assessment of the effective use of physical resources in its institutional planning. Student ratings of Physical Resources were slightly lower than the national average. The new facilities being opened, and additional facilities being planned for construction, will definitely help the College to improve the physical resources as well as student and employee satisfaction.

### Planning Agenda:

1. Continued collaboration and forecasting with the Office of Instruction and review of the annual California Community Colleges' analysis of building space use report will allow Hartnell to plan the most efficient use of its physical resources.
2. As enrollment increase and the community evolves, specific consideration will be given to off site locations to include East Campus, Natividad Medical Center and King City Education Center.

**B1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### Descriptive Summary:

Hartnell College provides access to its campus and facilities for all students, faculty, administrators and visitors. Hartnell College measures the safety of its facilities and the accessibility of its campus through its compliance with applicable state and federal laws. For example, the main campus provides adequate ramps, elevators, curb cuts and handicapped parking to support the Americans with Disabilities Act. Older buildings are being remodeled and new construction will comply with state building codes. Some accessibility barriers have been identified for short and long term planning which will be resolved as funding becomes available. Finally, the Disabled Students Program and Services program evaluates and identifies individual student needs for accessibility.

Health and safety needs are addressed campus-wide through the work of the Campus Safety Department and the Safety Committee. The Safety Committee continuously updates the Injury and Illness Prevention Plan and the Emergency Preparedness & Evacuation Plan. Safety training is an ongoing objective that helps ensure smooth and effective emergency response.

Access to the campus includes ample parking in close proximity to classrooms as well as handicap parking to ensure quick, safe access to campus buildings. In addition, the campus maintains a well lit and maintained walkway to provide a safe and secure access. Hartnell College is working with Monterey/Salinas Transit and the City of Salinas to construct two new bus pullouts on campus, new traffic lights, new perimeter sidewalks, additional bicycle racks and new carpool parking spaces. These projects were reviewed as part of the 2005 Environmental Impact Report.

Campus health and safety at Hartnell College is managed by the Vice President, Administrative Services/Assistant Superintendent and his staff. The campus is patrolled 24 hours per day/7 days per week to monitor and report any campus safety issues. During non-business hours, a private company is contracted to patrol the campus. Burglar and fire alarm systems are installed, as needed, to protect people and property. The Facilities Department has all its custodial, grounds and maintenance personnel carry two-way radios to report suspicious activities immediately to Campus Safety.

Hartnell College continues to address and correct maintenance and safety concerns despite shrinking funds. Safety is our first priority over all other maintenance work orders. The Safety Committee is also active in improving the safety of the campus via meetings, inspections, and allocating special capital project funds. During semester breaks, the Maintenance Department inspects every classroom and completes the necessary repairs before the next semester. Some of the tasks are to paint classrooms, install new flooring and replace older furniture. In December, 2005 the College purchased 200 new student desk chairs for the Classroom Administration Building, replaced the old, leaking skylight in the College Center, replaced air handlers for the Performing Arts, and Classroom Administrative Building roofs.

Grounds are continuously maintained and upgraded from new fencing to new irrigation. A priority is to keep the walkways safe for all pedestrians. Beautification projects such as new flower beds, trees and benches are ongoing to ensure that students and faculty enjoy their learning and working environments.

**Self-Evaluation:**

There will always be strong and dedicated efforts to continue positive improvements on the campus. The results from the 2005 Student Opinion Survey (Final Report) included ratings between neutral and satisfied on the following: cafeteria; personal security/safety; study areas; condition and appearance of the campus; classrooms; athletic fields; laboratories; industrial arts; and bookstore. Our old library and childcare facilities were stated as being satisfactory while parking was rated unsatisfactory. Campus parking is expected to be above satisfactory now that our new parking garage opened in January, 2006. Below are average ratings from physical resource survey data with a five (5) being “very satisfied” and one (1) being “very dissatisfied”:

<b><u>Resource Description</u></b>	<b><u>Hartnell Rating</u></b>	<b><u>National Average</u></b>
Library facilities	4.14	4.24
Conditions & appearance	3.69	4.01
Childcare	4.00	3.96
Cafeteria	3.87	3.67
Personal Security/Safety	3.51	3.93
Study Areas	3.78	3.94
Business Training Equip	3.65	3.95
Classroom Facilities	3.65	3.96
Athletic Facilities	3.61	3.57

<b><u>Resource Description</u></b>	<b><u>Hartnell Rating</u></b>	<b><u>National Average</u></b>
Laboratory Facilities	3.60	3.85
Student Center	3.60	3.78
Industrial Arts	3.54	3.62
Bookstore	3.66	3.72
Parking facilities	2.44	3.31

The 2005 surveys of local residents (2005 Accreditation Community Survey Final Report) and campus employees (2005 Accreditation Employee Survey Final Report) indicated that they were pleased, overall, with existing physical resources and management. Survey response categories ranged from “strongly disagree” to “strongly agree.” Below is a summary of average ratings:

<b><u>Resource Description</u></b>	<b><u>Residents</u></b>	<b><u>Employees</u></b>
Campus Access	Mostly agree	Slightly agree
Athletic Fields	Mostly agree	Mostly agree
Bathrooms Maintained	Mostly agree	Slightly agree
Comfort & Attractiveness	Slightly agree	Slightly agree
Campus furniture	Slightly agree	Slightly agree
Healthy Environment	Mostly agree	Slightly agree
Personal safety	Mostly agree	Slightly agree
Security response	Slightly agree	Mostly agree
Signage	Slightly agree	Slightly agree
Room sizes	Slightly agree	Slightly agree

The survey’s individual comments are valuable for management’s consideration and review, but may not represent the true concerns that are shared by the entire population. It is apparent that Hartnell College does an excellent job in maintaining the campus with limited available funds. For all public educational institutions, it should be noted that California Community Colleges receive the least amount of state funding.

**Planning Agenda:**

1. The Educational and Facilities Master Plan was developed in collaboration with the members of the Hartnell College faculty, staff, students, administration and community. Open discussions and interviews were conducted to ensure compatibility between present and planned programmatic functions and facilities planning within the District.
2. Since 1995-1996, Hartnell College has engaged in a series of discussions to establish and update the College’s Facilities Master Plan through obtaining a sense of the campus’ educational and facility needs. Individuals involved include students, faculty, classified staff, administrators, Board of Trustees and the community. Ongoing discussions within the College allow for the periodic updates of the Educational and Facilities Master Plan. This plan represents the present and future development of educational programs, support services and facilities of the District.
3. To provide the most effective and efficient use of all resources, the Risk Management and Campus Safety Programs will be updated as needed.

**B2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**B2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**Descriptive Summary:**

Through the development of both its Educational and Facilities Master Plan and Measure H initiative Hartnell College works hard to develop the College's long range capital plans to support the institutional goals. By 2010, an additional 93,400 assignable square feet (ASF) will be needed to serve the community.

Construction budgets under Measure H not only address the structural facility but also the equipment necessary to ensure successful implementation of academic, technical, education curricula.

Over the past year, the community has seen the construction of the new 1,150 space parking garage and the new Library and Learning Resource Center. Also, the College has used these funds to replace the aging campus infrastructure. Future projects will include the Center for Applied and Lifelong Learning, the Instructional Facility Building and other proposed building renovations and demolitions.

**Self-Evaluation:**

The planned Measure H projects and other projects currently under construction will substantially change the campus and support the College to grow into a comprehensive institution with the capacity to serve nearly 12,000 students.

Our inventory of facilities is an important tool in planning and managing College campuses. This information is essential for: developing the annual five-year capital construction plan; capital outlay planning; projecting future required facilities; developing deferred maintenance budgets; and analyzing space utilization. Space analysis enables an institution to identify the types of space it needs and/or the amount of surplus space it has available. The analysis of space capacity forms the core for facilities planning.

**Planning Agenda:**

1. The College will continuously evaluate plans, goals, objectives and student needs with the assistance of shared governance for short- and long-term planning and decision making which will lead to an efficient, comprehensive and enduring institution.
2. Hartnell College is presently reviewing an Environmental Impact Report (EIR) for the Main Campus. The purpose of the EIR is to provide full disclosure of the potentially significant environmental effects of projects to the public and decision makers and explore means to mitigate any identified impacts through alternatives to the project. An

EIR is being proposed for East Campus development to assist in long-term planning with the City of Salinas Planning Commission.

## **1. Main Campus**

### **1.1 Library and Learning Resource Center (LRC)**

The new 68,000 square foot Learning Resource Center serves as the learning and technology center for the College. Functions include: the library; distance learning activities; media center; electronic commons; audio/visual learning activities and services; individualized and group study areas; teleconferencing; staff development and related technology; archives and special collections; and offices and work areas for support services. The LRC has become one of the cornerstones for the new campus Master Plan and it will validate the progress made toward achieving the projects outlined in the Educational and Facilities Master Plan.

### **1.2 Center for Assessment and Lifelong Learning (CALL)**

The proposed 36,000 square foot Center for Assessment & Lifelong Learning (CALL) building will be the second phase of a comprehensive Learning Resource Center (LRC) that includes a tutorial center, learning skills center and a centralized instructional computing support area for the College. This new building will support reading/writing labs, learning skills, math skills, tutoring, distance learning, assessment, and disabled student tutorial services.

### **1.3 Renovations**

Building renovations in the Educational and Facilities Master Plan are outlined for the following areas: Physical Education; Visual Arts; Performing Arts; College Center; and Merrill Hall. It is proposed that the Classroom Administration Building be remodeled to accommodate a “One Stop” student services center. Existing classroom, office and lab space will be remodeled to house all aspects of student matriculation. Services to be included in this building are admissions and records, registration, counseling, advisement, financial aid, veteran’s services, disabled students services, career center, job placement, student employment, and student government.

### **1.4 Miscellaneous**

1.4.1 Establish a formal entrance onto the main campus

1.4.2 Acquire adjacent land to expand the main campus

## **2. East Campus**

### **2.1 Center for Applied Technology**

The Center for Applied Technology will be the primary educational/training facility at East Campus. The primary emphasis will be in bio-medical research/production, computer systems design/ production, related high technology and distribution facilities. The Center for Applied Technology will be a 35,000 square foot facility designed to meet the

educational/training needs of residents and employees within the College's service area. It is anticipated that a comprehensive curriculum will be provided ranging from general education/basic skills to sophisticated information systems, health technology and biomedical technical training programs. Special emphasis will be placed on providing entry level and career advancement educational opportunities. Upon completion of this facility, 2,000 students will transfer from main campus to East Campus.

2.2 Hartnell College is working with a commercial developer to create an industrial park at East Campus. This will allow for better hands-on training and field experience between graduation and applying for a career. Additionally, the leased land and/or buildings will provide a revenue source to help cover operating expenses.

2.3 It is also in the Facilities Master Plan to provide outdoor recreational and physical education facilities at East Campus to serve both the College and the surrounding community.

### **3. King City**

There are no additional construction plans for King City, but it is anticipated that the existing center will eventually expand to accommodate 5,000 students.

### **B2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

#### **Descriptive Summary:**

Through the incorporation of the Mission and Vision Statements, campus surveys, shared governance committees and the implementation of the campus priorities identified in Measure H, the College has taken the steps necessary to integrate institutional planning with physical resources on campus. The College's committee findings and requests, the President's Annual Goals, Educational and Facilities Master Plan, FTES Analysis, and VTEA annual evaluation provide a roadmap for development that brings together instructional and program needs. This planning will continue to influence and update the College's Educational and Facilities Master Plan development.

#### **Self-Evaluation:**

Hartnell meets this standard. According to the College's Mission and Vision Statements, we all agree that student learning needs are central to the planning, development and design of all new facilities. This reflects a very positive sense on campus that facilities development is on the right track toward integrating institutional planning with facilities development. With the passing of Measure H, Salinas and communities throughout the Salinas Valley have demonstrated support for the College's Educational & Facilities Master Plan. It is very important to the shared governance committees, management team, Bond Oversight Committee and the Board of Trustees that Hartnell stays focused on creating and maintaining an educational environment that meets the needs of all students.

**Planning Agenda:**

Ultimately, this integrated planning process will accomplish the following:

1. Office of Instruction will continue to identify and prioritize a list of additional events, programs, courses, services and co-curricular activities most likely to attract and retain students seeking a full community college experience. This will help in updating the Educational and Facility Master Plan.
2. Prioritize and construct a list of proposed facilities and projects that support the identified courses, programs and services needed by the community.
3. Develop concrete strategic plans to fund and implement high priority programmatic and facilities projects.
4. Accommodate student demands by: supporting increases in full time equivalent students (FTES); employing technology in student learning; improving efficient use of existing space; and replacing obsolete equipment.
5. Study ways to create a “One-Stop” approach to better serve the students for future instructional and support services.
6. Community surveys indicate that 62% of respondents want to take more computer classes. Completing the LRC and the CALL buildings will provide the classroom space, technology, and hardware needed to meet these needs.
7. The Budget Committee annually collects suggestions and ideas from the college community on how to improve instructional practices on campus. The state provides annual funds that support improving the instructional classroom. The committee decides which recommendations carry the most value for the students. For example, a portion of these funds in the 2004-2005 school year, were set aside to purchase 200 new students desks to replace old desks in the Classroom Administration Building

## C. Technology Resources

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

**C1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

**C1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

### **Descriptive Summary:**

Personnel assigned to support the campus technology include one manager, one network analyst, two telephone and network repair specialists, five computer programmers, three student programmers, two computer hardware repair specialists, one secretary/trouble desk specialist, three instructional technologists, and a varying number of student workers.

The College maintains an ATM/Gigabyte Ethernet LAN with high speed microwave DS3 (45 bps) and OC3 (155 bps) WANs to satellite campuses. There are approximately 1,200 computers connected to this network. All classrooms and offices are connected to the internet. All academic disciplines are supported by technology.

The College runs Datatel as its enterprise administrative system. This system supports all the main functional areas within the College such as student services, business office/payroll, human resources, financial aid, and instruction. Using Datatel, the College provides web registration for courses to students. Approximately 90% of the students use the web or telephone registration to register for courses. Telephone and web-based registration are offered in both English and Spanish.

The College annually spends about \$360,000 on technology hardware and software maintenance.

### **Self-Evaluation:**

The Technology Master Planning Team (TMPT) established to support technology decision making is a long standing shared governance committee. This committee has been active in technology development and planning. Currently the TMPT is in the process of developing a new technology plan. Other decisions about the use of technology services, facilities, hardware and software come from various sources such as the Enrollment Management Team (EMT), where it was recently determined that a prospective student database was needed. Initiatives such as this one are discussed at the TMPT meeting and recorded through meeting minutes.

There has been a long and successful history of faculty, staff and administrative collaboration in new classroom design and academic technology implementation. The Technology

Learning Center (TLC) in the library, classroom M8 in the science building, and classrooms in the new LRC are examples of this collaboration. There are over 45 smart classrooms (approximately 40% of all classrooms) on all college locations (East Campus, Natividad, South County (Soledad), and King City Education Center); used by all academic areas and in most disciplines.

Overall the College's core technology infrastructure provides bandwidth to classrooms and offices sufficient to meet needs at the main and satellite campuses. The College provides updated virus protection to all users.

The College has been aggressive in its deployment of Datatel. New features such as web registration and waitlists have been implemented. The use of telephone registration in English and Spanish, coupled with web registration, now accounts for almost 90% of all student course registrations. Other Datatel services, such as degree audit and e-commerce are being made ready for implementation. New document storage and imaging systems have been recently installed to support more efficient retrieval of stored documents such as transcripts.

The College's ability to support distance learning is adequate. The decision to use the current course management system (CMS), eCollege, was a collaborative effort. A subcommittee of the Technology Master Planning Team (TMPT) evaluated different CMSs and made their recommendation to the TMPT committee. That committee, in turn, accepted the subcommittee's work and further recommended to the President that eCollege be contracted as Hartnell's CMS. The President accepted this recommendation and authorized procurement. In addition, there are four classrooms capable of providing instruction through video conferencing technologies, two of them at satellite campuses. The College supports eCollege for its course management system for web instruction. In the last two years the College has significantly increased its web-based course offerings from delivering 3-5 web courses a year to delivering over 30 per semester, and increased from zero to over 30 in person courses, using lab enhanced instructional features. The Faculty Resource Center (FRC) provides faculty instruction and support to use these new technologies. In addition, distance education showcases were conducted in the FRC in which an online educator showcased online courses. This type of collaborative effort not only encourages peer mentoring but also sets the stage for advancing all distance education at the College.

The College has worked hard to ensure that satellite sites have the same technological capabilities as the main campus. In collaboration with Monterey County Office of Education (MCOE), Hartnell College has built a microwave WAN system that supports its remote campus sites with full bandwidth. This ensures that students at all sites have access to the same digital capabilities and learning experiences as those on the main campus.

The College does backups to essential data nightly and houses that data at a different location than the computer room. It has also started procurement of a storage area network (SAN) that will enable the College to mirror stored server data at different geographical locations so that in the event of a disaster, recovery of essential data could be accomplished. A full disaster recovery/business continuity plan has yet to be developed.

The new Library and Learning Resource Center (LRC) was completed in the Spring 2006. This facility increased the number of computers available to students from 35 computers to more than 200 computers. The new library supports the latest network technology (gigabyte Ethernet) which has increased bandwidth and therefore access speed. The new LRC features a video distribution system for student usage. Additionally, there is a web accessible study room reservation system, new intelligent white boards, study rooms rich in technology for collaborative learning, and the ability for students to self check out library collection materials.

**Planning Agenda:**

**Short term:**

1. The College intends to go into electronic workflow within the next year. Processes such as curriculum will be automated so that documents and approvals all happen online.
2. The College also intends to continue work on its Executive Information System (EIS) so that information is more readily and widely available in areas such as student success in retention in English and ESL.
3. Data capabilities in areas such as online timecards, e-commerce, recruiting and admissions that are not now being used will be brought online.

**Long term**

1. Using Measure H bonds and State-wide bonds, the College is aggressively rebuilding its campus and infrastructure.
2. New buildings are being designed with state-of-the-art technologies.
3. The next building under construction is the Center for Assessment and Lifelong Learning (CALL) building. This building will start construction in 2006-07.
4. The CALL building will be followed by several more. With each building new network technologies are being installed which will provide students with more technology access and availability.

**C1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

**Descriptive Summary:**

Training and instructional support are provided to students and staff in a number of ways. To assist student course registration, technology assistance is available in a staffed room in the Admissions and Records area. Computer classrooms and laboratories on the second floor of the Classroom Administration Building (CAB) building are available for student instruction. To assist students with technology outside the classroom, the Media Center in the Library provides computers that have Microsoft Office and other common software available for student use. The Library also has available for student research a librarian staffed reference area in which students can use electronic databases and the College's online card catalog system, Voyager. Further training on the use of the library's electronic resources is available to students through seminars that the librarians provide on an ongoing basis throughout the semester.

Technology training for staff and faculty is offered through the Faculty and Staff Resource Center (FRC). The FRC offers a variety of training on hardware, software and smart technology classrooms as well as instructional design skills and concepts. These trainings sessions are offered in a variety of formats.

Training for technicians is accomplished through the development of a training plan in the fall of each year. These plans are built collaboratively with staff to support documented work objectives that each technician has for primary and back-up application support.

**Self-Evaluation:**

In order to meet the information technology needs of Hartnell College students, training and support are offered in a variety of modalities. The LRC offers drop-in instruction sessions on how to use its electronic resources, which includes the online card catalog, electronic databases, and electronic books. These sessions are offered frequently throughout the semester. The LRC also provides facilities with ADA accessible workstations and a variety of assistive technologies for students with disabilities in the media center. The Media Center is staffed with an Instructional Technology Technician who is available to provide technical support to those students using these stations.

Hartnell's Academic Computer Lab offers a variety of self-paced courses providing instruction on how to use the campus-wide email program, the Internet, and various software applications that students will use throughout their academic careers such as Microsoft Word, File Management, PowerPoint and Excel. These courses are offered as open-entry courses and are offered consistently throughout the entire year. In addition, the Computer Lab provides access to computers and both instructional and technical support to those students who are using the eCollege course management system for online and hybrid courses.

The Office of Admissions and Records provides training and technical support to those students who are using the PAWS, Hartnell College's web registration system, to conduct activities online such as searching for classes, registering online and accessing grades online. A web registration room, which has 9 computers, including an ADA station, is available to students and/or faculty who wish to come in and receive assistance on the PAWS program. This area is staffed with a minimum of one full-time employee and one hourly employee who are available to assist and train those who are using the PAWS program.

Students with disabilities are supported through a computer lab set up with assistive technologies and ADA workstations. This lab is coordinated through the Disabled Students Program and Services (DSP&S) Center on campus and supported by a technician who helps students use the technology. There are also several adaptive technology courses offered for credit including keyboarding, word processing and internet.

Training offered through the FRC includes MS Office Suite, MS XP operating system, Mac OS, video editing, multimedia and digital imaging technology, and web site development. This training is offered in self-paced format, one-on-one sessions, and scheduled class sessions. Two instructional technologists and the web master effectively train instructors on how to develop courses for distance learning delivery. The FRC also works with California

Community College Chancellor Office's sponsored by @ONE and California Virtual Campus (CVS) programs to bring other training to the campus.

**Planning Agenda:**

**Short term**

A course titled "Introduction to Online Learning" was developed approved by the Curriculum Committee. This course is designed to provide instruction and training to those students who wish to enter the online classroom. It provides training on how to use the course management software program that is in use at the College, and it teaches them the basic technical skills that are needed to succeed in the online environment. Although this course was offered in the Summer and Fall 2006, too few students signed up and it was cancelled.

1. A new building called the Center for Assessment and Life-long Learning (CALL) is scheduled to open Spring 2008. This building will house the open computer lab on campus to provide computer access and instruction in up-to-date technologies used by the students throughout their academic stay at Hartnell. The building will also offer a lab for disabled students equipped with assistive technology and staffed by a technician available for assistance. In addition the Reading and Writing Lab, Language Lab, Math Lab, and Tutorial Center will be moved to this building and equipped with the latest instructional technology.
2. The new Library/Learning Resource Library (LRC) was completed in Spring 2006. Training goals for the FRC include making sure every instructor has a web page and course syllabi posted on the Hartnell site. Another component to this goal is to train teachers to make their web sites accessible to students with disabilities.
3. Evaluate the lack of student interest in Introduction to Online Learning and explore changes to curriculum such as making it a self-paced course.

**Long term**

1. The FRC staff will train instructors on how to teach using different delivery modalities such as videoconferencing and course management systems to teach their courses. Every instructor should be able to implement online component to their course such as an online syllabus, reference material, assignments, and informative web sites. The FRC will continue to offer courses in the latest technology, test and supply access to the most current software and hardware, and to be an accessible resource for staff and faculty.
2. The instructional technologists will continue to offer training courses in assistive technologies. Offering assistive alternatives and support for assistive technologies will be a high priority and built into the assessment of student learning outcomes.

**C1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**Descriptive Summary:**

The College owns approximately 1,200 desktop and laptop computers, 30 servers (both PC and minicomputers), 30 ATM switches, 6 microwave transmitting stations, firewalls, modem pools, video conferencing equipment, and about 45 smart classrooms.

Regarding software, the College has an enterprise software package (Datatel), a document imaging system (Matrix) and numerous supporting software packages. Academically, it has many other software packages that support areas such as computer programming languages, multimedia, basic learning skills, English, English as a Second Language (ESL), and the sciences.

The College has 16 computer labs, most of which are multipurpose. It also has discipline specific computer classrooms that support instruction in such areas as ESL, CAD, networking, electronics, and multimedia.

Open access to technology exists at all satellite campuses. The new LRC has about 200 open access computers available to students.

A shared governance committee, the Technology Master Planning Team Committee (TMPT), works with other shared governance bodies to provide for technology planning in the development of the Technology Master Plan. The shared governance Budget Committee provides a forum to discuss and prioritize block grant monies the College receives from the State for technology and other instructional purchases.

**Self-Evaluation:**

While the College does not have a line item in the budget to replace obsolete technology, its goal is to replace desktop computers on an average of every three to four years. Currently, the average age of College computers is 3-4 years old.

PC servers are replaced about every 4 years depending on load and equipment reliability. Currently, the average age of the College's PC servers is 3 years old. UNIX based servers are replaced on average every 6 years. Currently, the average age for these servers is 3 years old. The core ATM switches have a life of about 10 years. Currently the average age for these switches is over 6 years old.

Academic and administrative software and hardware are replaced as budgets allow. This can be a challenge in that technology obsolescence is not funded as a line item in the budget. The lack of budgetary support for maintaining campus technology has been an ongoing problem that has been identified repeatedly in shared governance committees as a major problem for the College but as of yet remains unsolved due to continuing budget constraints. This problem impacts student learning from delays in replacing projector bulbs in classrooms to incompatible equipment in classrooms.

Software maintenance agreements, for packages such as Microsoft Office, Microsoft operating systems, virus protection software and enterprise (Datatel) and other administrative software packages are kept current and up-to-date, thereby ensuring that these applications are always kept current and available. These items are funded in the budget.

The College has been aggressive, primarily through the use of grants, in the development of new smart classrooms. Four have been built in the last year. One challenge has been their maintenance, in particular the replacement of projection bulbs. These expensive bulbs (\$500-\$600 each) are not included in supply budgets. As a result, there are delays in repairing these types of failures on campus.

Technology problems and failures are reported to the office secretary/trouble desk specialist in Administrative Information Systems (AIS). There, the problem is documented and electronically sent to the technician responsible for that area and/or type of problem. Well over 80% of these trouble calls are resolved within two working days. Satisfaction surveys show that over 90% of the customers' rate the repair service provided as between excellent and very good.

As discussed in standard IIIC.1.a, the College backs up essential data nightly and stores that data at a different location than the computer room. It has also started procurement of a storage area network (SAN) that will enable the College to mirror stored server data at different geographical locations so that in the event of a disaster, recovery of essential data could be accomplished. A full disaster recovery/business continuity plan has yet to be developed.

The new Library/Learning Resource Center (LRC), completed during the spring of 2006, will bring a rich new array of technologies for student use. In support of multimedia, the LRC will provide students with a study room capable of video editing. Support of laptops and PDAs, in a completely wireless environment, will be provided throughout the building. Students will be able to checkout laptop computers in the new LRC. Delivery of "on demand" video and digital media will be provided campus-wide via a Safari video distribution center that will be housed in the new LRC. The need for smart group collaborative student learning spaces will be met by providing ten study rooms that are equipped with smart white boards and plasma screens.

A new technology plan was completed during the 2005-06 academic year.

### **Planning Agenda:**

#### **Short term**

1. The College intends to continue work on its Executive Information System (EIS) so that information is more readily and widely available in areas such as retention in English and ESL.
2. Datatel capabilities in areas such as student educational plans, early alert, online timecards, e-commerce, recruiting and admissions that are not now being used will be brought online.

3. New CALL building is now under design and will provide rich new arrays of technologies for assessment, academic support, basic skills, ESL, and disabled students. When completed in 2007-08, it will provide a state-of-the art facility.

### **Long term**

1. Through the use of bond funds the College will continue to upgrade buildings and technologies throughout the campus. Subsequent to construction of the CALL building, the College will build a technology center at East Campus, remodel the science building, build a new instructional building and remodel an existing instructional building over the next ten years (Educational and Facilities Master Plan).

### **C1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### **Descriptive Summary:**

Educational technologies are found in all areas and disciplines throughout the campus. The initial distribution of this equipment is driven by many factors including the source of funding, decisions by the Budget Committee, decisions by the Technology Master Planning Team and in planning documents such as the Educational and Facilities Master Plan and Technology Master Plan.

Redistribution of equipment is done in a priority system based on instructional technology needs. When replaced, higher-end computer equipment, such as that needed for multimedia, is re-used in computer labs that have lesser technology demands.

The College's students are, for the most part, first generation college students from economically deprived backgrounds. Based on the technology survey, we know our students come to the College with limited technology backgrounds.

#### **Self-Evaluation:**

The College has made a concerted effort through grants and committees to make sure no part of the College is left behind in the use of technology. Grants, such as the Collaborative Title V, have been written with the intent of making sure non-traditional academic areas have access to technology.

Working with limited resources, the College has faced challenges in making sure adequate resources are available for program enhancement. eCollege, our web based course management system, and video conferencing equipment are examples of this challenge. The rapid growth of distance education, the huge demands it has placed on resources, the strong desire to create more student access, and the limited resources provided by the State, present a unique problem for the College.

Based on the findings of the 2004 Digital Divide Survey (Final Report), the largest technology concern of students is computer availability. The second largest concern is slow computer access.

Redistribution of computer equipment is decided by the Associate Vice President of Educational Technology and Library Services after consultation with academic administrators, technical staff and the TMPT committee. Based on classroom technology needs, the current location of the technology, and the reliability of existing equipment is relocated. There are currently no mechanisms to measure how effective the College has been at redistributing technology across campus.

The College recognizes the importance of critical technologies that support the whole college by making sure they are designed in such a way that allows maximum flexibility, robustness, and maintainability. Accordingly, the College's backbone network is built with redundant network paths, disk storage devices, microwave links, and servers so that it can recover from any single point of failure.

The TMPT has established general goals for technology replacements so that the infrastructure is kept reasonably up-to-date. These goals can be found in the Technology Master Plan.

Furthermore, the College uses the TMPT committee to make recommendations as to the technology needed to support distance education.

The new Library/Learning Resource Center (LRC), completed in the Spring 2006, will increase the available number of computers available to students by four fold from what now exists. Previously students had access to about 35 computers in the Library. With the completion this facility, students will have access to more than 125 computers.

### **Planning Agenda:**

#### **Short term**

1. The new library will also support latest network technology (gigabyte Ethernet) which will increase bandwidth and therefore access times.
2. The next building under construction is the CALL building which will start construction in 2006-07.

#### **Long term**

1. Using Measure H bonds and State-wide bonds, the College is aggressively rebuilding its campus and infrastructure. New buildings are being designed with state of the art technologies.
2. With each building, new network technologies are being installed which will give students more technology access and availability.

**C2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Descriptive Summary:**

The College uses various assessment vehicles to determine student and administrative technology needs and changes in those needs over time. These assessments have taken place in many locations throughout the College including Institutional Research and Planning, Library, Faculty and Staff Resource Center, academic areas, administrative offices, and in shared governance committees such as the Technology Master Planning Team (TMPT) and the Budget Committee.

**Self-Evaluation:**

The College has done an excellent job of improving efficiencies and effectiveness as a result of technology evaluations. Nowhere is this more evident than in the 2004 Digital Divide Survey. That survey (2004 Digital Divide Survey Final Report), conducted by Institutional Research and Planning, showed that students attending Hartnell College had a significantly higher proportion of survey respondents currently “comfortable” or “very comfortable” with technology as compared with when they first started at Hartnell (Hartnell employees 73% versus 52%; students 70% versus 55%). The survey also showed that while the digital divide is narrowing it still exists and that our students have less access to computers and the Internet than their counterparts at other institutions. The results of the digital divide survey of 2004 that showed the College’s effective use of technology in support of instruction was further substantiated by the more recent Student Opinion Survey (10/25/2005) where computer services was ranked in the top 5 for satisfaction (page 6 of 15). However, that same survey indicates, when compared to national standards, that student satisfaction with computer service is below national averages (page 7 of 15). This and other data was used in the planning of the new LRC. The LRC will greatly increase (by five fold) computer access for students.

Other surveys, such as the one routinely conducted by the library, show which electronic databases are most frequently used by students (Electronic Database User Satisfaction Survey). This survey information is used in decision making regarding which electronic databases to start, drop or renew each year.

On the administrative side, data and process reviews occur almost daily that improve institutional effectiveness. The College has developed an Executive Information System that has the capability of showing real time institutional classroom efficiencies. This system is available to all staff. The system provides classroom efficiencies in metric form (Weekly Student Contact Hour/Full Time Equivalent Faculty) and in cost income form. It is available by class, area, discipline or location. The EIS system also can show student retention and course progression for English, Math and ESL. Other efficiency tools the College has implemented are CCCApply (online application), student web and telephone course registration (over 85% of courses are now registered this way), and waitlists.

Hartnell College uses several formats to determine if technology needs in programs and service areas are being effectively met. Two committees are focused on these issues. The first committee is the TMPT committee. This shared governance committee is the primary forum in which technology problems are highlighted, discussed and resolved. The second committee is the Datatel Core. This committee, which meets bi-weekly, focuses on planning and resolving issues surrounding the integrated data system that supports the College.

Technology needs are prioritized by managers and then brought to the Budget Committee for discussion and approval. The Budget Committee, a shared governance committee, then votes on these recommendations. Needs approved by the Budget Committee are then forwarded to the President for approval.

### **Planning Agenda:**

#### **Short term**

Based on the findings of the 2004 Digital Divide Survey Final Report, the largest technology concern of students was computer availability. This need is being addressed in the new LRC/Library where students will now have access to over 200 computers as compared to about 35 in the previous facility.

#### **Long term**

1. Using Measure H bonds and Statewide bonds, the College is aggressively rebuilding its campus and infrastructure. New buildings are being designed with state of the art technologies.
2. The next building under construction is the CALL (Center for Assessment and Lifelong Learning) building. This building will start construction in 2006-07. Other smart buildings will follow.
3. Each new building will result in new network technologies being installed which will give students even more technology access and availability.

## D. Financial Resources

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

**D1. The institution relies upon its mission and goals as the foundation for financial planning.**

### **Descriptive Summary:**

Hartnell College ensures its mission and goals are addressed in the financial programs and processes that are already in place. The Mission and Vision Statement, and Institutional Goals of the District represent the foundation for the budget process (as noted in Appendix A of the 2006-07 Adopted Budget approved by the District Board of Trustees on October 3, 2006). In accordance with the comprehensive Institutional Planning and Budget Development Calendar (included as Appendix C in the Adopted Budget), budget priorities are established early in the budget development process. These priorities bring together all of the current information to assure that the budget is reflective of District circumstances for the coming budget year.

Hartnell College has developed a strategic planning structure. The Institutional Planning Committee and the Budget Committee work in tandem to facilitate the preparation of the budget and to oversee the overall planning and budget process. Available funds, surplus general funds, and equipment funding from the state are allocated by reviewing requests submitted by various campus departments seeking funding for equipment and materials. Work plan requests are linked to strategic plan goals, and the Budget Committee prioritizes requests in terms of what is necessary for programs to meet institutional goals and maintain program viability.

Allocation of the general fund/unrestricted budget is accomplished through an allocation model that is based upon roll over of the previous year's budget. This district allocation model funds all contract salaries first and then provides additional dollars for other needs if funds are available. In addition, some discretionary dollars are allocated to provide support for supplies and other non- instructional expenses. While this allocation model does not directly relate to the institution's mission and goals, decisions about how any funds are distributed within the College are based on its mission and goals. This budget distribution process involves decisions made by the College administration in collaboration with various shared governance entities.

### **Self-Evaluation:**

While the College attempts to rely on its mission and goals as the basis for financial planning, the current budget allocation model for the District limits this ability. Because State

funding is dependent on prior-year Full Time Equivalent Students (FTES) production and Hartnell has not grown in FTES in recent years, the College has not had a sufficient level of resources available to apply to meeting its mission and goal priorities. Nevertheless, efforts have been made to meet campus goals, including expanding course offerings to make the curriculum more comprehensive, initiating more programs and services (particularly via the internet), and improving the campus's physical, social, and cultural environment by offering new activities. These improvements have resulted from the efficient use of general fund dollars as well as the pursuit of grants and special funds from other sources.

The College attempts to align budget with goals, the district allocation model does not adequately supporting this process.

**Planning Agenda:**

1. The College will encourage more campus constituents to participate and attend the Institutional Planning Committee and the Budget Committee meetings to further understand how the College's mission and goals are intertwined into funding decisions.
2. The possibility of developing the budget based upon the zero-based budget model was proposed. The model was rejected, however, because the process would have been too time consuming relative to the result to be achieved. Accordingly, the rollover budget scenario was adopted by the District. In this process, the budget of the prior year becomes the initial budget for the subsequent year and this budget is augmented, as needed, to build the new budget.
3. In the future, the District plans to increase the function of the Budget Committee to address technology replacement, expanding personnel needs as new buildings are added, and methods of funding large equipment replacement, facilities repairs, and similar projects.

**D1.a. Financial planning is integrated with and supports all institutional planning.**

**D1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Descriptive Summary:**

The campus is encouraged to focus time and energy in aligning financial planning with the vision of the campus. As a by-product of Hartnell's strategic plan, College goals and strategies are adopted for use in the planning and budget process. Two vital shared governance committees integrate financial and institutional planning: the district-wide Budget Committee and the Institutional Planning Committee.

The Budget Committee consists of the District's four vice presidents as well as three managers, three faculty members, two classified staff, and one student representative. The committee is chaired by the Vice President of Administrative Services and meets on the Wednesday following the monthly Board of Trustee's meeting. The purpose of the Budget Committee is to review budget allocation requests for compliance with the Educational and

Facilities Master Plan and the College's Mission and Vision Statements and to make recommendations for such budget requests as well as other budget augmentation requests. The four vice presidents also serve on the Institutional Planning Committee to provide coordination and continuity to these two important committees.

The Institutional Planning Committee consists of the District's four vice presidents as well as two managers, five faculty members, four classified staff, and one student representative. The committee is co-chaired by one faculty member and one manager. The purpose of the Institutional Planning Committee is to ensure that the College engages in systematic and integrated educational, financial, physical and human resources planning and recommends changes to improve programs and services.

The College's financial resources are based on state, federal, and local funding. Expense budgets are allocated by the process of rolling over the prior year's budget as a starting point for development of the succeeding year's budget. Information and recommendations for additions and changes within the budget development model are exchanged with the President's Cabinet to prepare for a Board of Trustees presentation in the board's annual study session. The process of the Institutional Planning and Budget Committees, which has college administration and Academic Senate representation, continues throughout the year; the tentative budget is adopted in June, and the final budget is adopted in August or early September. Prior to tentative and final budget adoption, open Board of Trustees meetings occur for input from faculty, staff, and the general public. Board meetings are currently scheduled at various locations during the year to encourage participation.

College funding is based on rollover of the prior year's budget. Along with this funding, all contract salaries are allocated and adjusted based on institutional requirements as previously approved by the Board of Trustees.

Because District resources are limited, Hartnell College has pursued partnerships with industry leaders (such as Salinas Valley Memorial Hospital and Natividad Medical Center) to support vocational offerings. Hartnell College participates in a joint-powers plan for public safety training. We have also pursued and been awarded grants to support programs for Title V through the United States Department of Education.

**Self-Evaluation:**

Financial planning is a complex integration of district processes. HCCD and the Board of Trustees are obligated to present an annual budget and allocation model that is balanced and reflective of all available funds. The College plans the use of these allocated funds to sustain programs and services while it simultaneously tries to support the institution's mission and goals. While the College budget has grown significantly, from \$23.4 million to \$49.8 million in the last 10 years, enrollment growth and planning for the College's future has far exceeded available dollars. In response to these factors, and due to concern regarding a recent decline in enrollments, Hartnell College formed the Enrollment Management Team to critically examine course offerings and student retention issues. Hopefully this approach will more closely align financial and institutional planning.

In addition to changes proposed by the Enrollment Management Team, the College continues to pursue additional resources through industry partnerships, grants and outside funding for new programs, and entrepreneurial opportunities.

**Planning Agenda:**

1. The work of the Enrollment Management Team will continue to enhance the efficiency of academic operations to assure that students are served and retained.
2. Additionally, the President's Taskforce is working to increase funding through donations and endowments from local partnerships with business and charitable organizations.

**D1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

**Descriptive Summary:**

The Office of the Vice President of Administrative Services is responsible for protecting the financial integrity of the District. Information regarding short and long term financial obligations is discussed at the President's Cabinet and with the Budget committee. Long-range financial stability is central to college planning and budget allocation. The Administration and the Board of Trustees take all necessary steps to maintain a balanced budget.

**Self-Evaluation:**

Hartnell is meeting the standard. Due to the complexities of long-term liabilities, the current method of centralizing this responsibility under the Vice President of Administrative Services is the best option.

**Planning Agenda:**

1. The Vice President of Administrative Services will continue to monitor the sources and uses of College resources and work with the management team to assure that planning is properly synchronized to assure the continued success of College operations.
2. The District plans to expand the roll of the Budget Committee to assure wide College involvement in the process of long-term planning for future major expenses needed to assure that the College remains on the cutting edge of technology.

**D1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**Descriptive Summary:**

Budget preparation at Hartnell College has broad participation. The procedures include the Vice Presidents and Deans serving as major conduits for submitting budget requests as well as for budget review. The budget is based on consultation with budget managers who solicit

input from their staff. The budget goal is to fund the best comprehensive program within the revenue limits. Both stability and integrity are considered in the preparation of the budget. Our goal is to assure students that the College will continue to offer programs that meet their educational goals.

The Business Office verifies the funding, including salary and benefits costs for permanent and part-time employees and other fixed costs. The Institutional Planning and Budget Development Calendar is used each year to assure that the budget is constructed in an organized manner. The planning begins in January when the President/Superintendent presents annual goals following review of the Governor's proposed budget. The planning process continues in the various College units until April when budget priorities, including new mandates and budget augmentation requests, are finalized. The rollover budget, plus new mandates comprise the Tentative Budget in May with Board of Trustee approval scheduled in the June meeting. The budget is refined during the summer months and presented to the Board of Trustees in September for adoption. The entire process encourages wide participation by the campus community.

**Self-Evaluation:**

Hartnell College adheres to its Board-adopted guidelines for budget development and financial management. The College's planning and budgeting processes are open to participation by members of the college community. Faculty and staff have opportunities to participate with their Deans.

**Planning Agenda:**

1. As operating resources become more limited, the need to assure that College staff are fully informed becomes more critical. More participation by faculty and staff will be encouraged.
2. A planned Financial Procedures Handbook is will provide guidance to staff to assure that limited resources are utilized most efficiently. The Handbook will include accounting procedure descriptions and directions covering such topics as grants accounting, purchasing procedures, reading financial statements, preparation of travel authorizations, purchase requisitions, budget revisions and transfers, expense transfers, and other relevant topics.

**D2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**D2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Descriptive Summary:**

The management of financial resources is maintained through online access by department personnel to real-time budget and expenditure information available College-wide on our Datatel accounting system. Budget managers are responsible for monitoring their budget activities. The District Business Office maintains all official financial records, and a comprehensive audit is conducted annually as required by statute.

**Self-Evaluation:**

The current financial management system provides the campus with accurate and timely financial information on expenditures, purchases, and budget changes. Installation of integrated software in 1999-2000 has vastly improved the District's financial records, financial aid, personnel, and student records.

**Planning Agenda:**

1. The tremendous value of the integrated software continues to become more apparent as enhancements are added. Unlike software utilized by the District in the past, Datatel modules include all of the major College processes under the umbrella of one software package. General ledger, budgeting, cashiering, payroll, accounts receivable, accounts payable, financial aid, admissions and records including grades, transcripts, and student records, and human resources are included.
2. The College will continue staff training programs to assure that the potential of the software is realized, and will continue to explore new processes as new versions are released. Among the first new installations planned, will be online requisitioning and position control.

**D2.b. Appropriate financial information is provided throughout the institution.**

**Descriptive Summary:**

Financial information is readily available throughout Hartnell College. Offices are provided access to the Datatel financial system and staff are trained on how to access and interpret financial reports from the system. In addition, the Business Office works with Budget Managers and their staff to provide support for their program accounting needs.

**Self-Evaluation:**

Despite efforts to make financial information accessible to the campus, many staff do not believe that the information is readily available.

**Planning Agenda:**

The Datatel CORE committee provides a training schedule that will assist staff in learning how to access the financial information that they need.

**D2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Descriptive Summary:**

The District maintains a reserve of at least 5% to meet cash flow needs as mandated by the state. The District also maintains a small contingency each year to address unexpected needs, new programs, and/or departmental overruns. In addition, the District participates in a Tax Revenue Anticipation Notes (TRAN) program to assure adequate cash flow during dry periods.

**Self-Evaluation:**

Given the budget uncertainties in recent years, Hartnell College has taken a very conservative approach in order to maintain budget stability and cash reserves. As a result, selected vacant positions have not been filled and available resources have been dedicated to funding FTES generating instructional activities to maintain the highest levels of state funding. In addition, any ending balances have been returned to the District. These strategies, which have been developed and managed by the District's Vice President of Administrative Services and the President/Superintendent, have been effective in maintaining budget reserves and retaining all contract faculty and staff.

**Planning Agenda:**

1. The District management will continue to monitor cash flow needs and required reserves to assure that resources are sufficient to meet the continuing needs of the District.
2. The use of the TRAN program to meet dry period financing needs will continue.
3. The District will also continue to defer the recognition of revenue until it is no longer subject to recalculation by the state.

**D2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, foundations, and institutional investments and assets.**

**Descriptive Summary:**

The College oversees a large number of funding sources from a variety of programs including: 1) state categorical funds for DSPS, EOPS, financial aid, matriculation, and child development; 2) various other state grants; 3) VTEA vocational funds; and 4) other federal grants.

The College also maintains a close relationship with the Hartnell College Foundation. Foundation funds are used for scholarships to support returning Hartnell students as well as students enrolling in the College from feeder high schools. In addition, the Foundation is expanding fundraising efforts to increase support of college programs.

An extensive theater arts program is maintained at Hartnell College through the Western Stage Auxiliary Corporation which is a 501(c)(3) auxiliary organization that provides an

excellent theater program for the community. The Western Stage provides a local theater production season that compliments credit course work offered by Hartnell College.

**Self-Evaluation:**

The District Business Office maintains financial oversight for all categorical contracts, and grant programs funded at the College. Budget Managers review their projects through real-time access to the Datatel general ledger system and these programs are kept financially sound and within approved budgets.

All campus expenditures are monitored to ensure compliance with the State of California Community College Budget and Accounting Manual. The Hartnell Foundation and Western Stage Auxiliary Corporation financial records are audited annually by independent public accounting firms.

**Planning Agenda:**

Oversight of District Foundation and Auxiliary finances will continue through the efforts of District personnel as well as annual audits conducted by independent public accountants.

**D2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

**Descriptive Summary:**

In addition to various grants the College has utilized to advance programs and services, Hartnell College supports the Western Stage Auxiliary which, in turn, supports efforts to achieve the institutional mission and goals.

Some funds are derived from the District's Scholarship, Loan, and Trust Fund. The District maintains fourteen endowed trust funds. Interest from the corpus of these funds is used to fund annual scholarships for students to travel with instructors on educational tours.

The Associated Student Body Fund is maintained in the District's accounts. These funds are budgeted annually by the Associated Students and allocated through funding requests approved by the student government. The College Business Office maintains financial records and the Associated Student's Advisor ensures that all expenditures are appropriately budgeted and approved.

The Hartnell College Foundation's mission is to provide a channel for financial and other contributions to directly benefit the College's programs and students. The Foundation Board of Directors pursues industry, community, and individual support for Foundation and College fundraising activities. The Foundation seeks to keep higher education accessible to Hartnell College students by providing scholarships and grants for students with academic merit or financial need. They also seek money for innovative educational concepts to keep Hartnell College among the leaders of the State Community College System.

Rental from the Hartnell College Farm and District-owned houses provides annual income that is set aside in the Property Acquisition Fund for use to meet the future needs of the District.

Given the very difficult financial times facing California's community colleges, Hartnell College has made significant use of funds from auxiliary activities and grants to enable pursuit of Hartnell's mission and goals. Expenditures from all of these fund sources have been consistent with the fund's purpose and monitored for sound financial management.

**Self-Evaluation:**

Hartnell is meeting the standard. Foundation and District scholarships are awarded annually.

**Planning Agenda:**

The District has recently created a new Foundation management position to enhance the District's pursuit of new funding sources.

**D2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Descriptive Summary:**

Hartnell College's contractual agreements with external entities are governed by policies adopted by the HCCD Board of Trustees. The Vice President of Administrative Services implements these policies with the assistance of the District's Purchasing Department. All policies and procedures are consistent with applicable laws and good business practices.

Because the District employs a Purchasing Department, Hartnell College benefits from the purchasing power of a much larger organization. Our professional purchasing agent is very skilled at research and shopping for the best products and prices to meet the continuing needs of the District for consumables as well as furniture and equipment.

**Self-Evaluation:**

The current practice of coordinating all contracts through the Office of the Vice President of Administrative Services provides consistency and supports Hartnell's efforts to efficiently obtain quality equipment and supplies at reasonable prices. The Vice President enlists the advice of legal counsel whenever circumstances merit such additional evaluation.

**Planning Agenda:**

The District will continue its present practice which is considered to be adequate given the circumstances.

**D2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Descriptive Summary:**

Hartnell College has an interactive computer system that combines budgeting and finance, human resources, financial aid, and student information into a fully integrated system.

Staff and managers are able to access the financial system and obtain reports that are necessary to monitor budgets. In addition, the Business Office monitors activity and prepares financial statements that are distributed to the Board of Trustees on a monthly basis.

**Self-Evaluation:**

The integrated software system provides a financial management system that is widely and consistently available to District staff and management. The District invited the Fiscal Crisis and Management Assistance Team (FCMAT) to provide validation of District processes as well as recommendations for improvement

**Planning Agenda:**

The District will study and implement as appropriate the suggestions of FCMAT.

**D3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

**Descriptive Summary:**

During budget preparation, the Business Office reviews budget expenditures and evaluates allocations made to specific programs. Based on this review, the Vice President of Administrative Services recommends adjustments to the President/Superintendent and remaining two Vice Presidents. In addition, at the end of each semester and each fiscal year, the Vice President of Instruction and Academic Deans review FTES goals by discipline and FTES productivity. Based on these reviews, course offerings are adjusted to better serve student needs as well as to increase overall productivity. The budget is then adjusted to reflect these instructional changes.

**Self-Evaluation:**

Although funding for Hartnell has been extremely limited in recent years, the very close supervision of the budget has allowed the College to make efficient use of resources to meet student and college needs. Anticipating expenditures and realigning budgets has enabled the College to support programs and services more efficiently. This has been particularly true in funding the instructional program where, in spite of reduced funding for class sections, the College has continued to increase FTES productivity.

**Planning Agenda:**

Budget Managers will be encouraged to more closely scrutinize their budgets so that the best and most effective use of resources is assured.