HARTNELL COMMUNITY COLLEGE DISTRICT

M I N U T E S
May 17, 2011

Board of Trustees – Board Retreat
Library – Distance Learning Room 113
411 Central Avenue
Salinas, California

OPEN SESSION
The Board’s Study Session was called to order at 5:15 p.m. by Trustee Padilla-Chavez.

PLEDGE OF ALLEGIANCE
Trustee Gonzalez-Castro led the Pledge of Allegiance.

ROLL CALL
Erica Padilla Chavez, President
Kevin Healy, Vice President
Candi DePauw
Patricia Donohue
Bill Freeman (arrived at 6:15 p.m.)
Elia Gonzalez-Castro
Shaundra Taylor

Phoebe K. Helm, Board Secretary

ABSENT
Ray Montemayor

PUBLIC COMMENTS
There were no public comments.

President Padilla-Chavez thanked the Board for their commitment and she thanked the public and staff for their interest and for attending the Retreat. She stated that the purpose of this evening is to work with shared governance, to revisit the mission and vision of the college, and to help prioritize the goals for the College.

The Board members, employee and student leaders, and the administration were equally divided into three groups to ensure each segment of the campus community was represented. The evening was facilitated by Judy Sulsona.

Discussion among the groups focused on student access and student success. The groups were asked to identify goals on what should be Hartnell’s priority goals for improving student access and success.

Throughout the discussion, the groups received presentations on the college’s demographics that included the District’s socio-economic profile, student profiles, completion rates, and which programs the college currently has in place to help student achieve success. (Appendix A)

In addition, the group received presentations on the programs and services and resources (technology, human resources, finances and facilities).
The next steps include adopting goals, the measurement of goals, and strategies on how to meet these goals.

**ADJOURNMENT**  
The Board adjourned at 8:58 p.m.

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Erica Padilla-Chavez  Phoebe K. Helm  
Board of Trustees President  Board Secretary
The Hartnell College District is 100 miles long and 10 miles wide.
Hartnell College Mission Statement

Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.

Community College League of California Vision Statement

In California, all residents will have the opportunity to complete a quality post-secondary education in a timely manner. The vision is grounded on values of access, success and equity.
How does Hartnell serve the District?

Access
Success

April 2011
Hispanic, Non Hispanic, Asian, Other

- Hispanic: District 75%, Hartnell 69%, Graduates 70%
- White, Non Hispanic: District 17%, Hartnell 20%, Graduates 14%
- Asian: District 4%, Hartnell 6%, Graduates 9%
- Other: District 4%, Hartnell 5%, Graduates 6%

US Census Data 2010
MIS and Datatel data 2010

April 2011
2008 District Income\(^1\) and 2010 Student Household Income\(^2\)

<table>
<thead>
<tr>
<th>Income Range</th>
<th>District</th>
<th>Hartnell Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than $34,999</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>$35,000 to $74,999</td>
<td>35%</td>
<td>56%</td>
</tr>
<tr>
<td>More than $75,000</td>
<td>32%</td>
<td>7%</td>
</tr>
</tbody>
</table>

1-US Census Data
2- Student financial aid data

April 2011
Fall 2009 College-going Rate for 08-09 High School Graduates

- Not Enrolled: 44%
- Hartnell Enrollments: 27%
- Other Higher Educational Institutions: 29%

Number of high school graduates 2008-09 = 2,675

California Post Secondary Education

April 2011
College Going-Rates of Public High School Students

April 2011

- Monterey County Girls: 28%
- California Girls: 42%
- Monterey County Boys: 27%
- California Boys: 39%

April 2011
Remedy: Increase Access through Innovations

• K-16 Bridge
• NASA
• ACE
• Early Admit
• Gear-Up
• Pathways
Student Success

Course Completions
Degrees and Certificates
Transfer Velocity

April 2011
Course Completions and Student Success Rates for Fall 2007 and Fall 2010

Successful = Grades A, B and C
Unsuccessful = Grades D and F

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>65%</td>
<td>69%</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>21%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Successful grades are A, B, and C, while unsuccessful grades are D and F.
Degrees and Certificates Awarded 2005-2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificates</th>
<th>Associate Degrees</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>76</td>
<td>495</td>
<td>571</td>
</tr>
<tr>
<td>2006-07</td>
<td>68</td>
<td>499</td>
<td>567</td>
</tr>
<tr>
<td>2007-08</td>
<td>95</td>
<td>442</td>
<td>537</td>
</tr>
<tr>
<td>2008-09</td>
<td>105</td>
<td>499</td>
<td>604</td>
</tr>
<tr>
<td>2009-10</td>
<td>112</td>
<td>431</td>
<td>543</td>
</tr>
</tbody>
</table>

April 2011
## Cohort Transfer Rates

<table>
<thead>
<tr>
<th>Cohort</th>
<th>4 Year Transfers</th>
<th>8 Year Transfers</th>
<th>6 year cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>742</td>
<td>146</td>
<td>281</td>
</tr>
<tr>
<td>2002-2003</td>
<td>1148</td>
<td>189</td>
<td>428</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1174</td>
<td>186</td>
<td>455</td>
</tr>
</tbody>
</table>

April 2011
Who is in the classroom?
Fall 2010 Students

- New: 15%
- Returning: 85%

2010 MIS Data

April 2011
Educational Attainment of Fall 2010 Students

- High School Diploma: 10%
- No High School Diploma: 5%
- Some College: 70%
- Associate Degree: 7%
- Bachelor Degree and above: 8%

2010 MIS Data

April 2011
Percent of Hartnell College Students Who Are the First Generation in Their Families to Attend College

- First Generation: 64%
- Second Generation: 28%
- Third or Higher: 8%

Digital Divide Survey

April 2011
Risk Factors for Student Success

• Underserved
• Low Income
• First generation
• Underprepared
What can be done?
What is being done?

Math Academy
Student Success Center
Directed Learning Activities
Pod Casting
Tutors/Supplemental Instruction (S.I.)
SUMs
Internships
Science Academy

April 2011
Gatekeeper Discoveries

Courses
Concepts
Sequences

April 2011
Promising Innovations

• Leaking pipe: the longer the pipe, the more leakage
• The longer the course sequence, the higher the attrition
• Shorten the sequence, increase the success?
• Research says yes!
Student Success Center

Research Tools
  • Actionable Data
  • Repeatable Data

Synergy
  • Personnel
  • Technology
  • Space

April 2011
Vision for Academic Affairs

Integrate continuous quality improvement with best practices to enhance student access and increase student success.
Stabilize Administrative Structure

• 4 Deans
  – Complete academic restructuring which allows faculty to more fully focus on students and student success
  – Develop and champion institutional student support mechanisms
  – Increase continuity and collaboration across all instructional programs
  – Work with Student Affairs to support students
Tie Program Planning to Budgets

• Ensure the ongoing health of all programs through appropriate resource allocation
• More fully integrate the process for new program development and innovation with efforts to fund them
• Connect results of program reviews to future budget allocations
Review Instructional Policies

• Update all Hartnell instructional policies to the Community College League of California (CCLC) standard

• Involve Academic Senate in the review, revision and endorsement of all instructional policies prior to recommending to the Board
Complete the 2012 Self-Study

• Meet and exceed the standards set out by the Accrediting Commission for Community and Junior Colleges (ACCJC)
• Embed the continuous quality improvement cycle into our culture and our day-to-day practices
• Increase our institutional dialogue about student success
Resources

• Technology
• Human Resources
• Institutional Advancement
• Finance
• Facilities
Technology is central to delivering the mission

• Challenges
  • Data necessary to measure student success
  • Web tools

• Opportunities
  • Instructional technology to increase students’ time on task
  • Obsolete and inflexible software programs – Open source systems
  • Cost – Collaboration with other agencies
  • Organization/Skill sets – Staff replacements, training and development

April 2011
Hartnell Revenue and Expenses

- 08-09: $35,000,000
- 09-10: $30,000,000
- 10-11: $25,000,000
- 11-12: $20,000,000
- 12-13: $15,000,000
- 13-14: $10,000,000

Special Reserve

Mandated Reserve
Governance

• Policy
• Decision Processes