The Board of Trustees welcomes you to its meetings. The agenda and supporting documents are on the college’s website at www.hartnell.edu/board. Contracts requiring approval of the Board on this agenda are available to view in the President’s Office. Typically, the agenda consists of the following:

A. CONSENT AGENDA: These matters include routine administrative and financial actions and normally approved by a single majority vote.

B. REGULAR AGENDA: Action Items: These items include significant administrative and financial actions classified by departmental areas and approved by majority vote for each item.
   Information Items: These items include presentations to the Board and items for discussion prior to Board action, normally taken at the next meeting.

C. CLOSED SESSION: In accordance with Government Code Sections, 3549.1, 54956.9, 54957 and/or 54957.6, the Board of Trustees may meet in Closed Session to consider legal, personnel, labor, and/or contract matters.

INDIVIDUALS DESIRING TO ADDRESS THE BOARD: Any member of the audience desiring to address the Board should complete and submit to the Clerk prior to the meeting, if possible, a Speaker Request Form, available at the door. When the item PUBLIC COMMENTS is taken, the Board President will recognize those who have filled out a Speaker Request Form in the order in which they are received. The Board President may limit the time of presentation to three minutes per speaker, and a maximum of fifteen minutes. Pursuant to Board Policy 1025, members of the public shall also be able to address the Governing Board regarding items on the agenda as those items are taken up. Following public comment, the Board President will limit discussion to the Board only.

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.

ACCOMMODATIONS: All meeting locations are wheelchair accessible. The following services are available when requests are made by 4:00 p.m. of the Thursday before the Board meeting: American Sign Language interpreters or use of a reader during a meeting; large print agenda or minutes; assistive listening devices. Please contact, the Office of the President at (831) 755-6900, if you need assistance in order to participate in a public meeting or if you need the agenda and public documents modified as required by Section 202 of the Americans with Disabilities Act.
5:30 p.m. I. OPEN SESSION, CALL TO ORDER

A. CALL TO ORDER
B. PLEDGE OF ALLEGIANCE
C. ROLL CALL
D. PUBLIC COMMENTS
   Fifteen minutes (three-minute maximum per person) set aside to receive public comments on
   closed session and public session, or items not on the public session agenda, but within the
   jurisdiction of the Board.
E. PRESENTATIONS
   1. Recognize Outgoing Student Trustee – Erica Padilla-Chavez, Board President
   2. Graduating Nursing Students- Senior Final Projects – Nursing Students
   3. Accreditation – Dr. Brian Lofman, Interim Dean, Social, Behavioral Sciences/Accreditation
   4. Financial Aid Technical Visit – Mary Dominguez, Interim Vice President, Student Affairs

II. CONSENT AGENDA

A. MINUTES
   Adopt minutes of Regular Meeting of April 10, 2012.
B. DISBURSEMENTS
   Ratify disbursements from any or all of the following funds: general; debt service; bookstore;
   child development; capital outlay projects; scheduled maintenance; property acquisition; bond
   projects; cafeteria; self-insurance; retirees health benefits; associated student body; scholarship,
   loan, and trust; and intercollegiate athletics.
C. CURRICULUM
   Ratify Curriculum Committee actions.
D. QUARTERLY FINANCIAL STATUS REPORT
   Review and accept the Quarterly Financial Status Report (CCFS-311Q) for the quarter ended
   March 31, 2012.
E. PERSONNEL ACTIONS
   Approve and/or ratify Personnel Actions (included in packet).

III. ACTION ITEMS

Action
A. BUDGET REVISIONS
   Ratify budget revisions numbered 9729 to 9779.
Roll-call
B. RESOLUTION 12:5, CLASSIFIED SCHOOL EMPLOYEES WEEK
   Adopt Resolution 12:5, Declaring May 20-26, 2012 as Classified School Employees Week.
Roll-call
C. RESOLUTION 12:6, APPROVING CONVEYANCE OF REAL PROPERTY
   Adopt Resolution 12:6, Approving Conveyance of Real Property to the City of Salinas for the
   Hartnell College Sidewalk Replacement and Campus Infrastructure Improvement Project.
Action
D. SECOND READING OF BOARD POLICIES - GENERAL INSTITUTION, CHAPTER 3
   Approve second and final reading of General Institution Board Policies 3910 and 3920.
E. SECOND READING OF BOARD POLICIES FOR STUDENT AFFAIRS, CHAPTER 5
   Approve second and final reading of Student Affairs Board Policies 5010, 5070, 5110, 5210, 5230, 5400, 5420, 5500, 5505, 5506, 5507, 5550, 5570 and approve to delete Board Policies 3190, 3195, 3200, 3205, 3210, and 3215.

F. SUBSTANTIVE CHANGE PROPOSALS
   Approve Substantive Change Proposals submitted by the administration to the Accrediting Commission for Community and Junior Colleges.

IV. INFORMATION ITEMS

A. UPDATE ON CURRENT CONSTRUCTION PROJECTS
   Receive the written report on current construction projects.
   Joseph Reyes, Director, Maintenance

B. FINANCIAL STATEMENTS
   Receive and accept the financial statements for the period ending March 31, 2012.

C. FIRST READING OF BOARD POLICIES – ACADEMIC AFFAIRS – CHAPTER 4
   Review and discuss Academic Affairs Board Policies 4225, 4226, 4230, 4231, 4235, 4240, and 4250.

D. REPORTS FROM SENATES
   Receive oral reports from Student, Academic, and Classified Senates on matters of interest to the college.

E. REPORT FROM SUPERINTENDENT/PRESIDENT
   Receive report from Superintendent/President.

F. REPORTS FROM BOARD OF TRUSTEES
   Receive Trustee reports on matters of interest to the college.

G. ANNOUNCEMENTS
   1. Cancelled – May 15, 2012 Study Session
   2. June 5, 2012, 5 p.m. CALL Building, Room 208

V. ADJOURNMENT

Adjourn the meeting.
CONSENT
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
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<td>Consent</td>
</tr>
<tr>
<td>Prepared by: Dr. Phoebe K. Helm</td>
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</tr>
</tbody>
</table>

Recommendation

The administration recommends that the Board of Trustees reviews, revises as appropriate, and adopts the minutes as presented.

Summary

Submitted for review and approval are the following Minutes:

   Regular Meeting of April 10, 2012
HARTNELL COMMUNITY COLLEGE DISTRICT

MINUTES

Regular Meeting of the Board of Trustees
CALL 208, Training Room
411 Central Avenue
Salinas, California

April 10, 2012

OPEN SESSION
Meeting called to order at 3:30 p.m. by Trustee Padilla-Chavez.

PLEDGE OF ALLEGIANCE
Trustee Freeman led the Pledge of Allegiance.

ROLL CALL
Erica Padilla Chavez, President
Candi DePauw, Vice President
Patricia Donohue
Bill Freeman
Elia Gonzalez-Castro
Ray Montemayor arrived at 4 p.m.
Demetrio Pruneda arrived shortly after roll-call

Juan M. Gutierrez, Student Trustee – (advisory vote per Board Policy 1030)
Dr. Phoebe K. Helm, Superintendent/President

PUBLIC COMMENTS - CLOSED SESSION ITEMS
Trustee Padilla-Chavez read the aloud items to be discussed in closed session and invited the public for comments. There were no public comments.

CLOSED SESSION
The Board of Trustees, Terri Pyer, Associate Vice President, Human Resources, and legal counsel, Mary Dowell, Liebert, Cassidy, Whitmore, moved to Closed Session at 3:33 p.m. to consider legal, personnel, labor and/or contract matters authorized for Closed Session per Government Code Sections 3549.1, 54956.9, 54957, and/or 54957.6.

1. Government Code Section 54957: Public Employee Appointment (College President). The Board will confer with its consultant to discuss the finalists for the position of college president. No appointment will be made at this meeting.

2. Government Code Section 59456.9(b): Conference with Legal Counsel regarding anticipated litigation (three matters)

RECESSED CLOSED SESSION AND RECONVENE PUBLIC SESSION
Trustee Padilla-Chavez reconvened the public session at 5:01 p.m. She announced that the Board opened the meeting at 3:30 p.m., moved to Closed Session and that the Board will reconvene Closed Session following the regular business of the Board.
PULLED ACTION
ITEM F. FROM AGENDA

Trustee Padilla-Chavez stated that the Vice President Dominguez and Student Senate President Estrada recommended pulling Board Policy 5410, Associated Student Elections, to allow further discussions and review. Policy 5410 is one policy among many Student Affairs policies (Item VI. F.) before the Board this evening.

Rather, it was motioned (Freeman), seconded by (Gutierrez), and by vote of 4-3 (No: Padilla-Chavez, Donohue, Gonzalez-Castro) and by advisory vote of Aye (Student Trustee Gutierrez), the Board moved to table Item IV. F., Second and Final Reading of Student Affairs Policies to allow further review and discussion.

PUBLIC COMMENTS

Nancy Schur-Beymer, Academic Senate, read aloud resolutions related to appointing an interim Vice President of Academics and the drop-add period. Chris Moss, Faculty reiterated what Nancy Schur-Beymer stated regarding the appointment of an interim Vice President of Academics.

Ann Wright, Faculty, addressed the course schedule and shadow courses and Melissa Stave addressed courses in the P.E. area, stating that she was concerned about the level of obesity in the community with limited activity offerings.

Juan Gutierrez, student trustee, addressed student affairs board policies.

ACCOUNTABILITY REPORT ON COMMUNITY COLLEGES – FOCUS ON RESULTS 2011

The Board intended to review and discuss the Accountability Report on Community Colleges - Focus on Results 2011 at their March Study Session meeting date, but the March Study Session was not held to accommodate time for a Special Meeting.

Dr. Helm presented the Accountability Report on Community Colleges, Focus on Results 2011. First she pointed out that the data in this report are in reference to students who entered Hartnell College in 2007-08 and are tracked by the CCCCO in compliance with legislation. She referred to a summary chart (Appendix A) that provides comparisons of performance indicators in the 2010 and 2011 reports. She noted that Hartnell achieved rates higher than the statewide average and the average of its peer groups on four factors: Fall to Fall Persistence, Vocational Course Completion, Basic Skills Course Completion, and Basic Skills Course Improvement. While the Progress and Achievement (percent earning degrees, certificates, and/or transfer status within six years) at Hartnell improved, it is still below both its peer group and the statewide average. In addition, Hartnell students who earned 12 or more units in 2004-05 and continued on to earn 30 or more units within six years fell even farther behind the peer group and the statewide average. On the seventh factor – the rate at which students that successfully completed an ESL course in 2007-08 and successfully completed a higher level ESL or English course within three years was comparable to the peer group and the state; however, it was significantly lower than the average for the prior year (2006-2007).

Dr. Helm indicated that Tables 1.7 – 1.10 provide a profile of Hartnell students across three years (2007 – 2010). The academic year of 2008-09 was the highest year in both unduplicated headcount and FTES and while headcount dropped in 2009 – 2010, the FTES dropped far less, indicating that more students took more units. This shift coincides with a downturn in the economy and statewide “caps” and an increase in the number of unfunded FTES. Also this may account for the slight increase in the college going age and decrease in the number of older students. The ethnic diversity
of the college remains relatively static with two exceptions, a slight decrease in White Non-Hispanic and Asians and a larger increase in Hispanics.

Dr. Helm stated that the findings validate the importance of one of the two goals set by the Board of Trustees in 2011 – to increase student completion rates while decreasing the time to degree. In addition, these findings place an emphasis on the importance of research tools, data gathering and analysis and faculty inquiry groups who seek to identify strategies that accelerate student learning and success.

The Board engaged in a discussion of the report and asked questions about the findings. Dr. Helm acknowledged Langston Johnson, Research Analyst, for all of his work on this report.

STUDENTS INTERESTED IN MEDICINE ASSOCIATION

Ana Hernandez, Vice President, Ana Ybarra, President, and Maria Cardenas, members of the Hartnell College Students Interested in Medicine Association (SIMA), stated that SIMA was established six years ago to serve as a resource for students interested in medicine. They reported that they attended the Latino Student Medicine Association (LSMA) Conference at Stanford University and stated that it is important to attend these types of events to network with other students, learn more about resources available and to meet with deans and other professionals in the medical field. They thanked the California Endowment for their sponsorship to attend the LSMA and asked the Board to support higher education in the health field. Ms. Cardenas stated that SIMA works with various community groups and that they have planned the 1st Annual Building Healthy Communities 5K Walk/Run Family Day, Saturday, June 2nd, 8:30 a.m. – 1 p.m., Natividad Creek Park. This event will serve as a resource for the community in that health screens and information booths will be available. Ms. Cardenas invited the Board and the assembly to participate.

The Board thanked and commended the students for working with the community and asked that a flyer on the Run/Walk be sent to them. Also, Trustee Gonzalez-Castro offered her assistance.

CONSENT AGENDA

Motioned (Donohue), seconded (DePauw), by vote of 6-1, and by advisory vote of Aye (Gutierrez), the Board moved to approve Consent Items A through M.

Pulled for discussion were Consent Item A and B (Freeman)

A. MINUTES


Trustee Freeman stated that a statement was not included that he made at the Special Meeting of February 21, 2012, but no revisions were noted and the minutes were adopted as submitted.

B. DISBURSEMENTS

Ratified disbursements from any or all of the following funds: general; debt service; bookstore; child development; capital outlay projects; scheduled maintenance; property acquisition; bond projects; cafeteria; self-insurance; retirees health benefits; associated student body; scholarship, loan, and trust; and intercollegiate athletics.
Trustee Freeman questioned a disbursement to Felice Consulting because he believes the college has no building projects, other than the field house, and believes the college can manage projects with current staffing.

Dr. Helm responded that the disbursement to Felice Consulting is within the contact (fee based) and paid out monthly, rather than per project. Current projects include the field house, additional parking and a new technical building at Alisal, the new science building and work with Department of State Architect and the CCCCO. Work is being performed on all levels, not all work is evident to someone driving by.

C. CURRICULUM

Ratified Curriculum Committee actions for the period of February 2 through March 15, 2012.

D. MOU SALINAS CITY SCHOOL DISTRICT

Approved a Memorandum of Understanding between Hartnell College and Salinas City School District for limited use of the Sherwood Preschool site. Hartnell College and Salinas City School District have collaborated to offer an early childhood course during summer 2012. There is no cost for use of this facility.

E. MOU COMMUNITY ACTION PARTNERSHIP

Approved an agreement between Hartnell College and Community Action Partnership of San Luis Obispo (CAPSLO) for limited use of the Soledad Migrant Student Head Start site. Hartnell College and CAPSLO have collaborated to offer an early childhood course during summer 2012. There is no cost for use of this facility.

F. AGREEMENT BSN PROGRAM

Ratified an agreement between Hartnell College and California State University, Monterey Bay (CSUMB) Consortium to accept $9,800 from the Consortium for nursing faculty for the development of a BSN Program and authorize the administration to carry out the work of the agreement.

G. CONTRACT – JETSTREAM

Approved and authorized the administration to enter into a contract with JetStream ATM, Inc. to provide transaction processor services. Services provided include service, maintenance, and supplies at no cost to the college. Estimated annual revenue is approximately $9,000 to the Cafeteria Fund.

H. CONTRACT GRADIMAGES

Approved an agreement with GradImages, successful bidder, for photography services. The terms are for three years beginning with Commencement 2012 and through Commencement 2014, with the option to renew for two additional one-year periods. There is no cost to the college. Individual students pay the costs and a percentage of the sales are donated to the college as income for student activities and clubs.

I. CONTRACT PEPSI BEVERAGE

Approved and authorized the administration to enter into a contract with Pepsi Bottling Company, successful bidder, as the exclusive beverage supplier to the college. Annual revenue estimated at $24,000 to the Cafeteria Fund.

J. GRANT-AG WORKFORCE DEVELOPMENT

Ratified the grant application to the U. S. Department of Agriculture, accepted the funds, if awarded, and authorized the administration to enter into agreements to execute the work of the Agricultural Workforce Development grant. The grant would address a significant educational problem in the region in two occupational areas (pest management and horticulture technician) for which there is a high, long-term agriculture industry demand. The amount awarded could be up to $249,894 over a two-year period beginning in fall 2012.
K. GRANT-CENTERS FOR SUCCESS IN TRANSFER
Ratified the grant application to the U. S. Department of Education, accepted the funds, if awarded, and authorized the administration to enter into agreements to execute the work of the Education for Centers for Success in Transfer grant. The Centers for Success in Transfer grant will help increase retention, success, transfer and graduation by cooperatively establish and expanding student support programs at Hartnell and California State University, Monterey Bay. In addition, the project will result in an endowed scholarship for students transferring to a university. The amount awarded could be up to $3,875,000 over a five-year period beginning fall 2012.

L. DISTINGUISHED ALUMNUS 2012
Approved Bruce Adams as the 2012 Distinguished Alumnus.

M. PERSONNEL ACTIONS
Approved and/or ratified Personnel Actions. (Appendix B).

ACTION ITEMS

BUDGET REVISIONS
Motioned (DePauw), seconded (Donohue) by roll call vote of 7-0, and by advisory vote of Aye (Gutierrez), the Board moved to approve the budget revisions numbered 9671 to 9723.

CONSTRUCTION CHANGE ORDERS
Motioned (DePauw), seconded (Donohue) by vote of 6-1 (No: Freeman), and by advisory vote Aye (Gutierrez), the Board moved to ratify the construction change orders in compliance with board policy and procedures.

Trustee Freeman stated that he would like to see a more descriptive statement for project change orders and that he cannot support the changes.

RESOLUTION 12:2
Motioned (Gonzalez-Castro), seconded (Donohue) by vote of 7-0, and by advisory vote Aye (Gutierrez), the Board moved to adopt Resolution 12:2, Designating New Representatives (Alfred Muñoz/Phoebe Helm) to the South Bay Regional Public Safety Training Consortium, Joint Powers Authority.

RESOLUTION 12:3
Motioned (Gonzalez-Castro), seconded (Donohue) by vote of 7-0, and by advisory vote Aye (Gutierrez), the Board moved to adopt Resolution 12:3, Establishing Reallocation of Categorical Funding.

RESOLUTION 12:4
Motioned (Donohue), seconded (DePauw) by vote of 7-0, and by advisory vote Aye (Gutierrez), the Board moved to adopt Resolution 12:4, Designating Authorized Agents to Sign School Orders on behalf of the District. Those designated were Alfred Muñoz, Maria Dolores Javier, and Phoebe Helm.

FINAL READING
STUDENT AFFAIRS POLICIES – CHAPTER 5000
Item tabled.

FINAL READING
ACADEMIC AFFAIRS POLICIES – CHAPTER 4000
Motioned (Donohue), seconded (Gonzalez-Castro) by vote of 7-0, and by advisory vote Aye (Gutierrez), the Board moved to approve the final and second reading Academic Affairs Board Policies 4015, 4035, 4100, and 4110, and moved to approve to delete board policies numbered 4115 and 4110. (Appendix C)
FINAL READING
BOARD OF TRUSTEES – CHAPTER 2000

Motioned (DePauw), seconded (Gonzalez-Castro) by vote of 7-0, and by advisory vote Aye (Gutierrez), the Board moved to approve the second and final reading of Board Policies 2210, 2305, and 2310. (Appendix C)

C.C.C.T. BOARD ELECTIONS 2012

Motioned (Gonzalez-Castro), seconded (DePauw) by vote of 6-1 (Montemayor), and by an advisory vote of Nay (Student Trustee Gutierrez), the Board moved to elect trustees from Mendocino-Lake, Rio Honda, Long Beach, North Orange County, Los Angeles, Allan Hancock, Barstow, and West Valley-Mission Community College Districts.

NO GRADE OF RECORD PERIOD

Motioned (Donohue), seconded (Gonzalez-Castro) by vote of 7-0, and by advisory vote Aye (Gutierrez), the Board moved to establish the No Grade of Record Period as 20% of a course.

BOARD’S TRAVEL TO ANNUAL CONFERENCE

It was motioned (DePauw), seconded (Gutierrez) to approve the Board’s Travel to attend the Annual Trustee Conference and a discussion ensued.

Trustee Padilla-Chavez stated that this request came from Trustee Pruneda. Some trustees recalled that they learned, at the January meeting, that the Board’s travel budget was close to being depleted. Trustee Pruneda stated that he is the newest trustee, that he wants the opportunity to learn as much as he can, and understands if the travel cannot be approved. He stated that he could stay with a relative and that he could drive. Dr. Helm reminded the Board that college policy stipulates that all college travel must be conducted in the least expensive way.

After the discussion, Trustee DePauw amended the motion to approve only Trustee Pruneda and to approve registration fees, travel, and some meals.

Motioned (DePauw), seconded (Gutierrez) by vote of 7-0, and by advisory vote Aye (Gutierrez), the Board moved to approve registration fees, travel, and meals for Trustee Pruneda to attend the Annual Trustee Conference, May 4-6, 2012, Sheraton Marina and Hotel, San Diego, California.

INFORMATION ITEMS

CONSTRUCTION PROJECTS – UPDATE

The Board received an updated, written report on the current construction projects. The report is on Page 180 of the April 10, 2012 Meeting Agenda Packet housed at: http://www.hartnell.edu/board/packets/4_10_12_Agenda_Packet.pdf

FINANCIAL STATEMENTS

The Board received and accepted the financial statements for the period ending February 29, 2012.

FIRST READING BOARD POLICIES – CHAPTER 3000, GENERAL INSTITUTION

The Board received Board Policies 3910, Soliciting, Materials Distribution, and Fundraising on Campus and 3920, Postings of Printed or Other Media Material on Campus. Trustee Padilla-Chavez noted stated the policies are online and that the Board and public may submit any comments to the Office of the President.
Francisco Estrada reported on Panther Day and stated it was a success; that members
plan to attend the Student General Assembly later this month; that the Student Senate
will consider endorsing a student fee increase to help sustain the sports programs,
MST Free Fare Zone, and The Western Stage; that some candidates ran unopposed in
student elections; that he appreciates the student policies being tabled and asked that
the Board not take any action until the Student Senate makes their recommendation
and believes the 2.5 GPA for students who wish to participate in student government
will cater to an elite group of students.

Nancy Schur-Beymer reported on comments from faculty surrounding the fall
schedule, shadow courses, and she read aloud recently adopted Senate resolutions
commending interim deans in academic affairs.

There was no Classified Senate report.

Dr. Helm pointed out the Board’s Calendar of Events stating that there are many and
that the next few weeks are about celebrating our students. She announced that 29
students have been accepted to a Naval Postgraduate School Internship Summer
Program; that one student has been accepted as an intern at the Berkeley/Livermore
labs and another at the Fremont Peak Observatory. Altogether it appears that we
will have 50 research interns this summer.

Also, she announced the recipients for the Matsui Foundation Scholarship and
Peggy and Jack Baskin Foundation. Timothy Miguel and Emmanuel Olvera Garcia
received the Matsui Foundation Scholarship and Monica Garnica received the Peggy
and Jack Baskin Foundation Scholarship. Each recipient will receive $20,000.

Dr. Helm provided the Board with a copy of the letter she wrote to the college
community addressing important college matters. She pointed out that a Town hall
meeting is scheduled on April 23rd where the budget and course schedule will be
addressed. Also, the Board will receive a similar presentation at their Study Session
scheduled April 24, 2012.

Also, she provided an update on the request to offer ESL courses in Greenfield as
mentioned by the community at the March meeting. She reported that Carla
Johnson has met with the staff from the Soledad Adult Ed program and
arrangements are being made to offer one or more ESL courses in Greenfield.

Trustee Gonzalez-Castro reported on the upcoming Family Health and Science
Day scheduled in May—that she is participating through her school district and she
encouraged all to attend; that The Western Stage is planning their annual GALA;
that she plans to attend the Monterey County School Board Association Annual
Dinner, she congratulated SIMA students and students who received
scholarships; she addressed the Just Run Program, and she thanked everyone in
attendance this evening.

Trustee Pruneda thanked the Board for approving his travel – that he looks
forward to attending; that he has been meeting with staff and appreciated faculty
inviting him to attend a Resource Allocation Committee meeting. He thinks it is
helping him to learn more about the college – that staff have been gracious and
he appreciates that staff takes time to meet with him; he thanked Dr. Helm for
informing the Board about Hartnell student, Fernanda Ocana- that she was recognized by the White House and he wants to recognize Fernanda at a future Board Meeting; and he thanked Francisco Estrada and Juan Gutierrez for their student leadership – that they have done well.

Trustee Donohue congratulated the scholarship recipients; that she is proud of Fernanda Ocana – Fernanda is a former Soroptimist scholar; she encouraged all to attend the Foundation’s Annual Party in the Library because funds raised support student scholarships, internships, and support the operations of the Foundation.

Student Trustee Gutierrez said he was proud of the student scholars; he encouraged the Board to read student policies carefully; he congratulated Dr. Carole Bogue-Feinour; and he wished Elaine Duran, next year’s student trustee good luck.

Trustee Montemayor congratulated the student scholars and he thanked the SIMA students for their efforts in organizing the Run/Walk event – that it is positive to see such an event happen at Natividad Creek Park.

Trustee DePauw congratulated the students who received their scholarships and wished them well.

Trustee Padilla-Chavez reported that she has heard positive comments about the College’s Nursing Program from staff at Eden Valley Care Center in Soledad; she congratulated faculty, staff and students, and stated that she is proud of Timothy, Emmanuel, and Monica for their scholarship and asked for a round of applause. Trustee Padilla-Chavez encouraged all to attend the Party in the Library because it is a wonderful event; she gave kudos to Dr. Helm because Dr. Helm has been the best President for the college; and she is pleased that Paulette Bumbalough has decided to rescind her retirement and will continue directing south county programs.

CLOSED SESSION

The Board reconvened Closed Session at 7:00 p.m.

RECONVENE

PUBLIC SESSION – REPORT OUT FROM CLOSED SESSION

Trustee Padilla-Chavez reconvened the public session at 9:09 p.m. and reported out a motion (Freeman), seconded (Montemayor), and by vote of 7-0, the Board moved to approve the settlement agreement with Kasavan Architects in the amount of $40,000.

ANNOUNCEMENTS

April 24, 2012, 5 p.m. Study Session/Board Development
May 8, 2012, 5 p.m. Regular Meeting

ADJOURNMENT

Meeting adjourned at 9:10 p.m.

Erica Padilla-Chavez
Board of Trustees President

Phoebe K. Helm
Board Secretary
# SUMMARY COMPARISON OF STATE, PEER GROUP, AND COLLEGE RATES ON PERFORMANCE INDICATORS ACROSS THE PAST TWO REPORTS - ARCC 2010 AND 2011

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<th>STATE Average Rate</th>
<th>PEER GROUP Average Rate</th>
<th>HARTNELL Average Rate</th>
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<td>2004-05 to 2009-10</td>
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<td>2. Completed 30 Units or More</td>
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<td>2004-05 to 2009-10</td>
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<td>3. Fall to Fall Persistence</td>
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<td>5. Basic Skills Course Completion</td>
<td>2008-09</td>
<td>61.5%</td>
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<td>6. Basic Skills Course Improvement</td>
<td>2006-09</td>
<td>53.2%</td>
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<td>2007-08 to 2008-10</td>
<td>58.6%</td>
<td>57.3%</td>
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<td>7. ESL Course Improvement</td>
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<td>2007-08 to 2008-10</td>
<td>54.6%</td>
<td>52.6%</td>
<td>53.9%</td>
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**NOTES:**

1. Of the first time students enrolled in 2003-2004 who showed intent, what percentage earned a degree, certificate, or transfer status within six years (by 2009-2010).
2. Of the first time students enrolled in 2004-2005, who earned 12 units, what percentage earned at least 30 units in the CCC system within six years (by 2008-2009).
3. Of first time students who earned six units or more in their first Fall term (2008), what percentage enrolled the following Fall (2009) anywhere in the CCC system.
4. Of the students enrolled in credit vocational education courses in 2009-2010, what percentage completed the courses with a grade of A, B, C, or CR.
5. Of the students enrolled in Basic Skills in 2009-2010, what percentage completed the courses with a grade of A, B, C, or CR.
6. Of the students who successfully completed a Basic Skills course in 2008-2009, what percentage successfully completed a higher level course in the same discipline within three years (by 2009-2010).
7. Of the students who successfully completed an ESL course in 2007-2008, what percentage successfully completed a higher level ESL course or English course within three years (by 2009-2010).
I. Retirements, resignations, releases, and leave requests
   A. Ratify retirement of regular personnel:
   B. Rescind retirement of management personnel:
      2. Paulette U. Bumbalough, Dean of Education Services South County (#A-52), King City, effective July 1, 2012.

II. Appointments
   A. Ratify appointment of part-time instructors for spring semester 2012:
      1. Zoe Buck, Astronomy. Appointment based on equivalency as follows: Master's in related field. MS in Science Education and is progressing towards PhD in Science Education. 5 quarter units = 16 units semester graduate units, 3 upper division units in Astronomy.
      2. Laura Bussell, Chemistry
      3. Francesca Caparas-Hardwick, English
      4. Noel Collins, Music
      5. Rhonda Courten, Nursing
      6. Donald Dally, Theater Arts
      7. Sergio Diaz, Counseling
      8. Denyss Estrada, Team Self-Management, ACE
      9. Dennis Etler, Anthropology
     10. Maria del Carmen Gonzalez, Early Childhood Education
     11. James Goodwin, Chemistry
     12. Lionell Handel, Agriculture Business Technology
     13. Nathan Harkleroad, Agriculture Business Technology
     14. Frank Henderson, Instructional Aide
     15. Kathryn Hudson, English
     16. Mary Hupport Touton, Biology
     17. Jeffrey Kettering, Administration of Justice
     18. Sarah Lee, Biology
     19. David Lofte, Mathematics
     20. Leanna Lofte, Mathematics
     21. Suzanne Mann, Theater Arts
     22. Julie Martin, Oceanography
     23. Mariam Mooney, Mathematics
     24. Rosser Panggat, Biology
     25. David Parker, Theater Arts
     26. Minho Son, Japanese
     27. Sean Swezey, Agriculture Business Technology
     28. Janine Tabor, English as a Second Language
     29. Particia Tollefson, English
     30. Kristina Wallace, Mathematics
B. Ratify appointments of Professional Experts:

The Title V grant under the U.S. Department of Education Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics (STEM) Articulation Program was awarded to Hartnell and the STEM Regional Community College-to-University Success Program (CUSP) has been created. The main focus of this program is to increase the number of Hispanic and low income students attaining STEM degrees, and increase transfer rates through articulation agreements between Hartnell College, California State University Monterey Bay and the University of California Santa Cruz. In order to fulfill the goals set forth in the grant an established position is needed to perform a variety of specialized duties related to the operating functions of the grant. This is a specially funded program with unique aspects that require the incumbent to possess administrative and specialized technical skills as well as knowledge of multi-year discretionary grants.

1. Brenda Thrasher, $22/hr (20 hrs/week), program technician, February 14 - September 30, 2012.

The categorically funded program, Disabled Students Programs and Services (DSP&S), offers supportive services and instruction for students with disabilities.


Supplemental Instruction (SI) is a peer-led academic support program that helps students enrolled in certain historically challenging courses. SI leaders in the Tutorial Center facilitate student learning through out-of-class discussion and study skills support.


The Nursing and Health Sciences Department comprises four programs: Registered Nursing, Vocational Nursing, Emergency Medical Technician (EMT), and Certified Nursing Assistant. Lab instruction assistants are required to meet Board of Registered Nursing (BRN) requirements for specific student-to-certified-instructor ratios.

5. Nancy Utterback, $30/hr (8 hrs/week), instructional aide, February 18 – May 31, 2012.

Hartnell College provides Crisis Counseling Services that are completely confidential and free of charge to enrolled Hartnell students. A Marriage & Family Therapist Counseling Intern is available to assist students in crisis.


Provide in shop support in Agriculture & Industrial Technology instruction with particular responsibilities for oversight of shop safety for students, materials and equipment.

The Coordinator of the Allied Health and Respiratory Care Practitioner Program provides coordination of all Allied Health programs and provides leadership to develop the new Respiratory Care Practitioner Program in a collaborative environment. Reporting to the Assistant Dean and Director of Nursing and Allied Health, the Coordinator will work closely with the assistant dean to (1) maintain and improve existing Allied Health programs and create the new Respiratory Care Practitioner Program, (2) communicate with and encourage collaboration between and among community partners, health care providers, regulatory agencies, accrediting bodies, professional groups, funding sources, and area colleges and universities, and (3) work on collaborative projects that create a health science pathway from K12 to college in District schools, especially in the Alisal neighborhood of Salinas.

8. Vickie Sciacqua, $50/hr (8 hrs/week), RT Coordinator, January 30 – March 2, 2012.

The Hartnell NASA Science, Engineering, Math and Aerospace Academy (SEMAA) provides extra-curricular science instruction after school and weekends for area K-12 students. STEM content experts are needed to deliver instruction.

9. Estefania Palacios, $33/hr (6 hrs/week), teacher, February 22 – June 1, 2013.

Hartnell’s theater arts program/The Western Stage (TWS) provides students the opportunity to learn their craft within a professional context.

10. Christina Perez, $9625 total, assistant costume shop supervisor, March 1 – September 1, 2012.

The Foster Kinship Care Education Program (FKCE) provides advanced training for current and prospective foster, relative, and non-related extended family member caregivers, adoptive parents, and local agency employees; and support for foster home recruitment activities. This grant-funded program is a joint effort of the California Community College Chancellor’s Office and the Department of Social and Employment Services (DSES). Assignments include orientation leaders, trainers, childcare and activity providers, and program coordination.


C. Ratify appointment of substitute positions:


D. Ratify appointment of volunteer positions:


E. Ratify appointment of Student Workers for spring semester 2012:

1. Oscar Camacho, MESA, Student Worker IV
2. Anita Casarez, Student Affairs, Student Worker I
3. Jose Castaneda, Cafeteria, Student Worker I
4. Luis Cruz-Marin, Student Affairs, Student Worker III
5. Ana Flores Uribe, Tutorial Center, Student Worker II
6. Tenisha Garibaldo, Cafeteria, Student Worker I
7. Monica Garnica, EOPS, Student Worker II
8. Gabriela Godinez, Child Development Center, Student Worker I
9. Brandee-Lynn Ho, Cafeteria, Student Worker I
10. Giovanny Luna, Art, Student Worker I
11. Casandra Martin, Title V CUSP, Student Worker IV
12. Maria Melendrez, Financial Aid, Student Worker II
13. Gavin Okada, Physical Education, Student Worker III
14. George Omictin, MESA, Student Worker III
15. Estefania Palacios Pacheco, NASA-SEMMA Program, Student Worker IV
16. Estefania Palacios Pacheco, Chemistry, Student Worker IV
17. Kayla Pena, Cafeteria, Student Worker I
18. Olga Pena-Fuentes, Child Development Center, Student Worker III
19. Ivan Ramirez, MESA, Student Worker IV
20. Corey Strange, Cafeteria, Student Worker I
21. Steven Young, MESA, Student Worker III
CHAPTER 2, GOVERNING BOARD

Approved BP 2210, Officers (New policy)
Approved BP 2305, Annual Organizational Meeting (Formerly BP 1010)
Approved BP 2310, Regular Meeting of the Board (Formerly BP1015)

CHAPTER 4, ACADEMIC AFFAIRS

<table>
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<tr>
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<th>OLD HCC</th>
<th>NEW HCC</th>
<th>Recommendation</th>
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<tr>
<td>Cooperative Work Experience</td>
<td>4015</td>
<td>4015</td>
<td>This policy accurately reflects the current policy and has one minor edit.</td>
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<td>Child Development Program/Preschool Program</td>
<td>4030</td>
<td>4035</td>
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<td>Graduation Requirements for Degrees and Certificates</td>
<td>4105 4110</td>
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<td>This policy is legally required and was revised and renumbered to be consistent with the statewide system. This policy replaces BP 4105 and 4110.</td>
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<td>Honorary Degrees</td>
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FOLLOWING POLICIES DELETED FROM CHAPTER 4, ACADEMIC AFFAIRS

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<td>Certificate of Achievement</td>
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AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

Title
Disbursements of District Funds

Number
II. B.

Area
Office of Support Operations
Prepared by: Alfred Muñoz

Status
Consent

Recommendation

The administration recommends that the Board of Trustees ratify disbursements from District accounts.

Summary

The attached lists of disbursements from District accounts are presented for ratification.

COUNTY WARRANTS
Any or all of the following funds:
General; Debt Service; Bookstore; Child Development Center; Capital Outlay; Scheduled Maintenance/State-Funded Projects; Property Acquisition; Bond Projects; Cafeteria; Self-Insurance; Retirees’ Health Benefits; Associated Student Body; Scholarship, Loan, and Trust; and Intercollegiate Athletics

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Subtotal: $1,850,230.57

Note: Legal fees in above summary total $5,414.95

CHECKING ACCOUNTS
General Fund Revolving

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Total: $1,851,493.07

Budget Implications
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## Warrant Register For Warrants
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## Warrant Register For Warrants
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<td>746</td>
<td>W. W. Grainger</td>
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<td>WorkWell Health Services</td>
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<td>World Forum Foundation</td>
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**District Total:** $241,775.69
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<th>Vendor Name</th>
<th>Description</th>
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<td>03/14/12</td>
<td>10409</td>
<td>Maya Cinemas Salinas 14</td>
<td>CDC Field Trip-Lorax Movie</td>
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<tr>
<td>03/27/12</td>
<td>10410</td>
<td>Salinas FARP</td>
<td>Payment for Invoice #6780</td>
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<td>03/27/12</td>
<td>10411</td>
<td>Cypress Creek Apartment</td>
<td>April 2012 Rent for Unit 100E</td>
<td>$ 1,050.00</td>
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Total-March 2012 $ 1,262.50
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

Title
Ratify Recommendations from the Curriculum Committee

Number
II. C.

Area
Curriculum & Instructional Support
Prepared by: Stephanie Low

Status
Consent

Recommendation
The administration recommends that the Board of Trustees ratifies the actions taken by the Curriculum Committee from the March 29, 2012, April 19, 2012 and May 3, 2012 meetings.

Summary
The following actions were reviewed by faculty in the disciplines and approved by the Curriculum Committee which is a standing committee of the Academic Senate:

NEW COURSES – 17 Courses

AGRICULTURE-BUSINESS TECHNOLOGY
ABT-82, Integrated Pest Management Principles in Weed Science (3 units)

COMPUTER SCIENCE AND INFORMATION SYSTEMS
CSS-7, Discrete Structures (4 units)

RESPIRATORY CARE PRACTITIONER
RCP-60, Diagnostic Studies and Respiratory Care Theoretical Approach to Advanced Cardiopulmonary Assessment (3 units)
Prerequisite: RCP-50; Co-requisite: RCP-63

RCP-61, Respiratory Therapeutics (3 units)
Prerequisite: RCP-51; Co-requisite: RCP-63

RCP-62, Cardiopulmonary Pathophysiology (2 units)
Prerequisite: RCP-52; Co-requisite: RCP-63

RCP-63, Beginning Clinical Experience (4 units)
Prerequisite: RCP-53; Co-requisite: RCP-60, -61, -62

RCP-64, Supervised Practice: Beginning (0.5 units)
Prerequisite: RCP-54; Co-requisite: RCP-63

RCP-70, Neonatal and Pediatric Respiratory Care (2 units)
Prerequisite: RCP-60; Co-requisite: RCP-73

RCP-71, Basic Mechanical Ventilation (3 units)
Prerequisite: RCP-61; Co-requisite: RCP-73
RCP-72, Neurologic and Traumatic Conditions (2 units)  
Prerequisite: RCP-62; Co-requisite: RCP-73

RCP-73, Intermediate Clinical Experience (4 units)  
Prerequisite: RCP-63; Co-requisite: RCP-70, 71, 72

RCP-74, Supervised Practice: Intermediate (0.5 units)  
Prerequisite: RCP-64; Co-requisite: RCP-73

RCP-80, The Role of the Respiratory Care Practitioner in Advanced Life Support (1.5 units)  
Prerequisite: RCP-70; Co-requisite: RCP-83

RCP-81, Advanced Mechanical Ventilation for the Respiratory Care Practitioner (3 units)  
Prerequisite: RCP-70; Co-requisite: RCP-83

RCP-82, Clinical Reasoning Seminar for the Respiratory Care Practitioner (2 units)  
Prerequisite: RCP-72; Co-requisite: RCP-83

RCP-83, Advanced Clinical Experience (4 units)  
Prerequisite: RCP-72; Co-requisite: RCP-80, RCP-81, RCP-82, RCP-84

RCP-84, Supervised Practice: Advanced (0.5 units)  
Prerequisite: RCP-74; Co-requisite: RCP-83.

COURSE REVISIONS—32 Courses

BUSINESS
BUS-5, Introduction to Organizational Communication (3 units)  
This course is cross-listed with COM-5, which was revised on 3/15/2012  
Areas of revision: description, course content, method of evaluation, materials

COUNSELING
COU-35, Intercultural Communication (3 units)  
This course is cross-listed with COM-35, which was revised on 3/15/2012  
Areas of revision: description, methods of evaluation, materials, objectives, course content

COMPUTER SCIENCE AND INFORMATION SYSTEMS
CSS-3, Computer Architecture and Assembly Language Programming (4 units)  
Areas of revision: re activate course, add prerequisite: CSS-1, grading, description, content, methods of evaluation, materials, reviewed DE/Hybrid

CSS-31, Database Management (4 units)  
Areas of revision: add DE/hybrid

CSS-41, Operating Systems (4 units)  
Areas of revision: grading, lab content, materials, add DE/Hybrid
CSS-60-A, 2-D Game Development (4 units)
Areas of revision: materials, add DE

CSS-60B, 3-D Game Development (4 units)
Areas of revision: course description; add prerequisite: CSS-60A or CSS-1; add DE/Hybrid; modify content to articulate with CSUMB, materials

CSS-123, Network Security Principles (4 units)
Areas of revision: add DE, materials

NVN
NVN-119-B, Vocational Nursing: Clinical Knowledge Practice I (4 units)
Areas of revision: objectives, add lab content, methods of evaluation, grading
Co-requisite: NVN 119A, NVN-150 and NVN-130A.

NVN-121A, Vocational Nursing Theory III (4 units)
Areas of revision: change prerequisite to NVN -119A and NVN-130A from NVN-120A & NVN-130B

NVN-121B, Clinical Knowledge Practice III (2 units)
Areas of revision: change prerequisite to NVN-119B from NVN-120B; grading
Co-requisite: NVN-121A

NVN-121C, Vocational Nursing Clinical III (2 units)
Areas of revision: change prerequisite to NVN-119B from NVN-120B; materials
Co-requisite: NVN-121B, NVN-150

ENGLISH
ENG-2, Critical Thinking and Writing (3 units)
Areas of revision: methods of instruction, methods of evaluation, materials, review DE/Hybrid

ENG-10, Introduction to Linguistics (3 units)
Areas of revision: materials, content, review DE

ENG-26, Chicano Literature (3 units)
Areas of revision: grading: P/NP, materials

ENG-31, Beginning Creative Writing (3 units)
Areas of revision: title, materials

ENG-41, Art of Steinbeck (3 units)
Areas of revision: course review, prerequisite review (ENG-1A)

ENG-44-A, World Literature I (3 units)
Areas of revision: materials, add DE/Hybrid

ENG-44-B, World Literature II (3 units)
Areas of revision: Materials, add DE/hybrid.

ENG-46A, Survey of British English Literature I (3 units)
Areas of revision: prerequisite review (ENG-1A), materials
ENG-46B, Survey of British English Literature II (3 units)
Areas of revision: prerequisite review (ENG-1A)

ENG-47-A, Survey of American Literature I (3 units)
Areas of revision: prerequisite review (ENG-1A)

ENG-47-B, Survey of American Literature II (3 units)
Areas of revision: prerequisite review (ENG-1A)

ENG-50, Film Appreciation to 1960 (3 units)
Areas of revision: materials, DE/Hybrid review

ENG-51, Film Appreciation 1960 to the Present (3 units)
Areas of revision: materials

ENG-253, Fundamentals of Composition and Reading (5 units)
Areas of revision: objectives, course content, methods of evaluation, materials

RESPIRATORY CARE PRACTITIONER
RCP-110, Foundations for Success (1.5 units)
Areas of revision: course title.

RCP-50, Respiratory Care Practitioner Responsibilities (1.5 units)
Areas of revision: course title.

RCP-51, Pharmacology and Medication Administration. (3.0 units)
Areas of revision: course title.

RCP-52, Cardiopulmonary Anatomy and Physiology. (2.0 units)
Areas of revision: course title.

RCP-53, Foundation Skills. (1.0 units)
Areas of revision: course title.

RCP-54, Supervised Practice: Foundations. (0.5 units)
Areas of revision: course title.

NEW DEGREES—2 Degrees
Respiratory Care Practitioner—Associate of Science Degree
English—Associate in Arts in English for Transfer Degree (AA-T)
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly Financial Status Report (CCFS-311Q) for March 31, 2012</td>
<td>II. D.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Support Operations</td>
</tr>
<tr>
<td>Prepared by: Alfred Muñoz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent</td>
</tr>
</tbody>
</table>

Recommendation

The administration recommends that the Board of Trustees review and accept the Quarterly Financial Status Report (CCFS-311Q) for the period ended March 31, 2012.

Summary

AB 2910, Chapter 1486, Statutes of 1986, require California Community College Districts to report on their financial condition on a quarterly basis. Accordingly, the District must submit the attached Quarterly Financial Status Report (Form CCFS-311Q) to the Chancellor’s Office. The County Superintendent of Schools receives an information copy.

In summary, this quarterly report indicates that the District is solvent and that no unusual financial matters arose during the quarter.

Budget Implications

None
# Quarterly Financial Status Report, CCFS-311Q

**ENTER OR EDIT CURRENT DATA**

**Record Updated**

**Fiscal Year:** 2011-2012

**Quarter Ended:** (Q3) Mar 31, 2012

Closed for edits after May 15, 2012

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Adopted Budget (Col. 1)</th>
<th>Annual Current Budget (Col. 2)</th>
<th>Year-to-Date Actuals (Col. 3)</th>
<th>Projected Actuals as of June 30 (Col. 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td><strong>Unrestricted General Fund Revenue, Expenditure and Fund Balance:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.1</td>
<td>Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)</td>
<td>34,536,958</td>
<td>34,536,958</td>
<td>23,211,781</td>
<td>34,536,958</td>
</tr>
<tr>
<td>A.2</td>
<td>Other Financing Sources (Object 8900)</td>
<td>-19,800</td>
<td>-19,800</td>
<td>246,809</td>
<td>-19,800</td>
</tr>
<tr>
<td>A.3</td>
<td>Total Unrestricted Revenue (A.1 + A.2)</td>
<td>34,517,158</td>
<td>34,517,158</td>
<td>23,458,590</td>
<td>34,517,158</td>
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<tr>
<td>B.</td>
<td><strong>Expenditures:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.1</td>
<td>Unrestricted General Fund Expenditures (Objects 1000-6000)</td>
<td>34,891,398</td>
<td>34,891,398</td>
<td>25,386,642</td>
<td>34,891,398</td>
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<tr>
<td>B.2</td>
<td>Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>B.3</td>
<td>Total Unrestricted Expenditures (B.1 + B.2)</td>
<td>34,891,398</td>
<td>34,891,398</td>
<td>25,386,642</td>
<td>34,891,398</td>
</tr>
<tr>
<td>C.</td>
<td><strong>Revenues Over(Under) Expenditures (A.3 - B.3)</strong></td>
<td>-374,240</td>
<td>-374,240</td>
<td>-1,928,052</td>
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<tr>
<td>D.</td>
<td><strong>Fund Balance, Beginning</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>D.1</td>
<td>Prior Year Adjustments + (-)</td>
<td>8,246,608</td>
<td>8,246,608</td>
<td>8,246,608</td>
<td>8,246,608</td>
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<td>D.2</td>
<td>Adjusted Fund Balance, Beginning (D + D.1)</td>
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<tr>
<td>E.</td>
<td><strong>Fund Balance, Ending (C. + D.2)</strong></td>
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<td></td>
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<tr>
<td>E.1</td>
<td>Percentage of GF Fund Balance to GF Expenditures (E. / B.3)</td>
<td>22.6%</td>
<td>22.6%</td>
<td>24.9%</td>
<td>22.6%</td>
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</table>

**II. Annualized Attendance FTES:**

| G.1 | Annualized FTES (excluding apprentice and non-resident)                      |                          |                               |                               |                                          |
|     |                                                                             | 7,100                    |                               |                               |                                          |

Amount as of the Specified

https://misweb.cccco.edu/cc311a/edit.aspx

4/26/2012
III. Total General Fund Cash Balance (Unrestricted and Restricted)

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<tr>
<th></th>
<th>Cash, excluding borrowed funds</th>
<th>5,095,226</th>
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<tbody>
<tr>
<td>H.1</td>
<td>Cash, excluding borrowed funds</td>
<td>5,095,226</td>
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<tr>
<td>H.2</td>
<td>Cash, borrowed funds only</td>
<td>0</td>
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<tr>
<td>H.3</td>
<td>Total Cash (H.1 + H.2)</td>
<td>5,095,226</td>
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</table>

IV. Has the district settled any employee contracts during this quarter?  
☐ Yes  ☐ No

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

<table>
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<th>Contract Period Settled (Specify)</th>
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<th>Permanent</th>
<th>Academic</th>
<th>Temporary</th>
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<tr>
<td>YYY-YY</td>
<td>Total Cost Increase</td>
<td>% *</td>
<td>Total Cost Increase</td>
<td>% *</td>
<td>Total Cost Increase</td>
</tr>
<tr>
<td>a. SALARIES:</td>
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<td></td>
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</tr>
<tr>
<td>Year 1:</td>
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<tr>
<td>Year 2:</td>
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<td></td>
</tr>
<tr>
<td>Year 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. BENEFITS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Year 2:</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Year 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* As specified in Collective Bargaining Agreement or other Employment Contract

V. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)?

☐ Yes  ☐ No

https://misweb.cccco.edu/cc311q/edit.aspx  
4/26/2012
If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VI. Does the district have significant fiscal problems that must be addressed?

This year?  Yes  No

Next year?  Yes  No

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

2000 Characters Remaining
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
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<tbody>
<tr>
<td>Personnel Action</td>
<td>II. E.</td>
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</table>

Area
Human Resources & Equal Employment Opportunity
Prepared by: Terri Pyer

Recommendation

The administration recommends that the Board of Trustees ratify and/or approve the personnel actions as listed below:

Summary
Approval of:
1. request for short-term employment
3. layoff notices to grant-funded employees
1. appointment of leave of absence
2. retirement of regular personnel, faculty

Ratification of:
3. appointments of regular classified positions
7. part-time instructor hires for spring semester
13. part-time instructor hires for summer session
9. appointments of professional experts
3. student worker hires for spring semester
3. promotions of classified employees to vacant positions

Detail

I. Request to hire short-term employee

A. Approve short-term staffing request:

1. Clerical Assistant, $13.59/hr, Academic Affairs, to assist in the organization of accreditation documents, records, and meetings. The appointment will not exceed 75% of the school year. CSEA was consulted on this request and concurs.
II. Retirements, Resignations, Releases and Leave Requests

A. Ratify release of regular grant-funded personnel due to layoff:

The GEAR Up Program is in year 5 of a 5-year grant, due to expire on July 20, 2012. We are in the process of applying for an extension of the grant, but have not yet heard whether that request will succeed. In anticipation of the potential expiration of grant funds, we must issue layoff notices to the three employees serving under this grant, with at least a 45-day notice. If the grant extension request is successful, these layoff notices will be rescinded. If the extension request fails, the District will negotiate with the CSEA, the impacts of the layoff notices to the two CSEA members, including bumping rights. These layoff notices are a precautionary measure to give ample notice to employees who may be impacted by a potential loss of grant funds.

1. Augustine Nevarez, Grant Project Manager, (#A-36), effective July 20, 2012.
3. Delia Edeza, Secretary, (#CC-35), effective July 20, 2012.

B. Leave request:

1. Heidi Ramirez, English Instructor, one year unpaid leave of absence from fall 2012 through spring 2013, pursuant to Article 7 Section J of the Hartnell College Faculty Association (HCFA) contract and section 87763 of the Education Code.

C. Ratify retirement of regular personnel:

1. Carl Christensen, Music Instructor – Fine Arts (#F-17), effective June 1st, 2012.

III. Appointments

A. Ratify appointments of classified employees:

1. Leda Polio, 40 hours per week, 12 months per year, Program Assistant I - (#CC-185), Title V – Student Academic Affairs, Range 26, Step B, effective April 16, 2012. This action represents a promotion from the Administrative Assistant position (#CC-125). This is a one-year, grant funded position, renewable if grant funds are continued.

2. Brenda Thrasher, 40 hours per week, 12 months per year, Program Assistant I - (#CC-184), Title V-Stem – Student Academic Affairs, Range 26, Step A, effective April 23, 2012. This action represents a promotion from the part-time Accounting Assistant position (#CC-12). This is a one-year, grant funded position, renewable if grant funds are continued.

3. Monica Navarro, 20 hours per week, 12 months per year, Admissions & Records Technician - International Students - (#CC-68) – Student Affairs, Range 18, Step A, effective April 23, 2012.
B. Ratify appointments of part-time instructors for spring semester 2012:
   1. Justin Hansen, Physical Education
   2. John Perez, Mathematics
   3. Jose Oviedo, Mathematics. Appointment based on equivalency as follows:
      Master’s and bachelor’s degrees in electrical engineering from UCSC. Master’s in
      related discipline and the equivalent of 15 units of graduate work in math.
   4. Lawrence Raneses, Mathematics. Appointment based on equivalency as follows:
      Master’s degree in Education and bachelor’s degree in math. Has 33.5 upper
      division math coursework.
   5. Alexandre Stoykov, Computer Science
   6. Neil Withers, Mathematics. Appointment based on equivalency as follows:
      Master’s degree in quantitative methods, considered related to mathematics.
      Bachelor’s degree in mathematics. 15 units upper division, including 12 graduate
      level units in math.
   7. Levy Zamora, Speech

C. Ratify appointments of part-time instructors for summer session 2012:
   1. Lorenzo Aragon, Theater Arts
   2. Donald Dally, Theater Arts
   3. Mark Englehorn, Theater Arts
   4. Wanda Guibert, English
   5. Suzanne Mann, Theater Arts
   6. Maria Marquez, Spanish
   7. Robin McKee-Williams, Theater Arts
   8. Glenda Mora, English
   9. Pamela Murakami, Art
   10. Martin Need, English
   11. Jaeduck Park, English as a Second Language
   12. Janine Tabor, English as a Second Language
   13. Daphne Young, English

D. Ratify appointments of Professional Experts:
   Hartnell’s theater arts program/The Western Stage (TWS) provides students the
   opportunity to learn their craft within a professional context.

   2. Leslie Lancaster, $12,700 total, property coordination, April 1 – December 21, 2012.

The Title V grant under the U.S. Department of Education Hispanic-Serving Institutions
Science, Technology, Engineering and Mathematics (STEM) Articulation Program was
awarded to Hartnell and the STEM Regional Community College-to-University Success
Program (CUSP) has been created. The main focus of this program is to increase the
number of Hispanic and low income students attaining STEM degrees, and increase
transfer rates through articulation agreements between Hartnell College, California State
University Monterey Bay and the University of California Santa Cruz. In order to fulfill
the goals set forth in the grant an established position is needed to perform a variety of
specialized duties related to the operating functions of the grant. This is a specially funded program with unique aspects that require the incumbent to possess administrative and specialized technical skills as well as knowledge of multi-year discretionary grants.


Supplemental Instruction (SI) is a peer-led academic support program that helps students enrolled in certain historically challenging courses. SI leaders in the Tutorial Center facilitate student learning through out-of-class discussion and study skills support.

5. Samantha Villafuerte, $11.92/hr (11 hrs/week), tutor, March 26 – May 31, 2012.

The mobile tablet lab will enable middle school students attending area schools that are limited in their access to the Internet to engage in and complete Kinder career exploration activities. Thirty-five teachers, serving over 3000 middle school students, are currently trained and active in the program; approximately half of these are impacted school settings.


The Nursing and Health Sciences Department comprises four programs: Registered Nursing, Vocational Nursing, Emergency Medical Technician (EMT), and Certified Nursing Assistant. Lab instruction assistants are required to meet Board of Registered Nursing (BRN) requirements for specific student-to-certified-instructor ratios.

7. Ashley McDermott, $30/hr (as needed), CPR assistant, January 23 - May 31, 2012.

The Foster Kinship Care Education Program (FKCE) provides advanced training for current and prospective foster, relative, and non-related extended family member caregivers, adoptive parents, and local agency employees; and support for foster home recruitment activities. This grant-funded program is a joint effort of the California Community College Chancellor’s Office and the Department of Social and Employment Services (DSES). Assignments include orientation leaders, trainers, childcare and activity providers, and program coordination.


E. Ratify appointment of Student Workers for spring semester 2012:
1. Eduardo Margarito, Library, Student Worker I
2. Alicia Martinez, ACE, Student Worker II
3. Hannah Morrison, Chemistry, Student Worker I
ACTION ITEMS
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Revisions</td>
<td>III. A.</td>
</tr>
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**Recommendation**

The administration recommends that the Board of Trustees ratify budget revisions for fiscal year 2011-2012, numbered 9729 to 9779.

**Background**

The Board of Trustees recognizes that the annual budget of the District is a financial plan and is subject to adjustments during the fiscal year caused by changes in enrollments, programs, services, and the cost of goods and services.

**Summary**

Revisions to the adopted budget are subject to approval by the Board of Trustees. Budget revisions consist of transfers between major object expenditures or from the appropriations for contingencies, as well as budgetary increases for the use of funds not included in the original budget.

All budget entry numbers are assigned automatically assuring a complete sequence accounting. Numeric breaks on the attached report are due to the exclusion of budget transfers, which do not require Board approval. The accompanying Budget Journal Entry Detail Report was produced directly from the accounting software.

**Budget Implication**

The Unrestricted General Fund, Restricted General Fund, and Associated Student Body Fund (71) budgets remain unchanged.
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### BUDGET JOURNAL ENTRY DETAIL REPORT

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**Transaction Date:** 03/20/12 thru 06/30/12

**Process Entries:** All

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**Author:** Budget Revision

Transfer 11-12 Supplies & Materials, Cap Equipment and Other Operating Exps. to Business Office Other Cost

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| 12-330-00-709500-56300 fr 54300 for Library Books | 5,000.00 | 5,000.00 | In Balance |

**Author:** Budget Revision

Reallocate funds from supplies to Capital Books & Software to pay for Library books.

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| 009733 03/10/12 04/02/12 33-100-00-760003-56400 Tsf from Reserve Account | 4,000.00 | 4,000.00 | DTECHAIR |
| Augment Fund 33 budget from reserve account to purchase equipment. | 4,000.00 | 0.00 | OUT of Balan |

<p>| TOTAL BU 009733 | 4,000.00 | 0.00 | OUT of Balan |</p>
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**BUDGET JOURNAL ENTRY DETAIL REPORT**

**Types of Journal Entries: Budget Adj.**  
**Transaction Date: 03/20/12 thru 06/30/12**

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<td>Transfer from Contingency</td>
<td>18,803.87</td>
<td></td>
<td>WPLACIDO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45-000-01-843009-57900</td>
<td>Transfer to Alisal Parking</td>
<td>18,803.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fund transfer from Contingency</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>to cover cost of additional conduit for future wind Turbin connection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>009772</td>
<td>04/25/12</td>
<td>04/25/12</td>
<td>45-000-00-843006-56216</td>
<td>Transfer from Contingency</td>
<td>1,885.00</td>
<td></td>
<td>WPLACIDO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45-000-00-895001-57900</td>
<td>Transfer to City Sidewalk</td>
<td>1,885.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transfer to cover cost of Dedication for Hartnell Main Bus Stop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>009773</td>
<td>04/25/12</td>
<td>04/25/12</td>
<td>45-000-00-830102-56216</td>
<td>Transfer from Contingency</td>
<td>600.25</td>
<td></td>
<td>WPLACIDO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45-000-00-843006-56216</td>
<td>Transfer from Contingency</td>
<td>130.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45-000-00-895001-57900</td>
<td>Transfer to CAS Modernization</td>
<td>730.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE Number</td>
<td>Trans Date</td>
<td>Entry Date</td>
<td>GL Account</td>
<td>Description</td>
<td>Debit Amount</td>
<td>Credit User ID</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>009773</td>
<td>04/26/12</td>
<td>04/26/12</td>
<td>11-220-00-651000-55650</td>
<td>Move to Pool Chemicals</td>
<td>730.25</td>
<td>In Balance</td>
<td></td>
</tr>
<tr>
<td>11-220-00-683000-54340</td>
<td>Transfer from Maint Agreement from Sierra Chemical and APPI Pool Chemicals</td>
<td>1,222.00</td>
<td>WPLACIDO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL BU 009773</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,222.00</td>
<td>In Balance</td>
<td></td>
</tr>
<tr>
<td>009779</td>
<td>04/26/12</td>
<td>04/26/12</td>
<td>11-220-00-651000-55650</td>
<td>Transfer to cover invoices</td>
<td>917,864.90</td>
<td>OUT of Balan</td>
<td></td>
</tr>
</tbody>
</table>

GRAND TOTALS

917,864.90 895,864.90 OUT of Balan
Resolution 12:5, Classified School Employees Week

The administration recommends that the Board of Trustees adopt Resolution 12:5, Declaring May 20-26, 2012 as Classified School Employee Week.

The California School Employees Association and the California State Legislature have designated the third full week of May (20 through 26) as Classified School Employee Week. To recognize the event locally, Hartnell Chapter 470 requests that the Board adopt the attached resolution.
HARTNELL COMMUNITY COLLEGE DISTRICT

Resolution 12:5
Declaring Classified School Employees Week

WHEREAS, that classified employees provide services to the students of the Hartnell Community College District; and

WHEREAS, that classified employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, that classified employees serve a role in providing for the success of Hartnell Community College District students; and

WHEREAS, that classified employees employed by the Hartnell Community College District strive for excellence in all areas relative to the educational community;

THEREFORE, BE IT RESOLVED, that the Hartnell Community College District hereby recognizes and wishes to honor the contribution of the classified employees to quality education in the state of California and in the Hartnell Community College District and declares the week of May 20–26, 2012 as Classified School Employee Week in the Hartnell Community College District.

Passed and adopted on this 8th day of May 2012.

_____________________________
Erica Padilla-Chavez
President, Board of Trustees

_____________________________
Phoebe K. Helm
Board Secretary
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveyance of Real Property to the City of Salinas</td>
<td>III. C.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Status</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent/President</td>
<td>Prepared by: Dr. Phoebe K. Helm</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation**

The administration recommends that the Board approve the Resolution Conveying Real property to the City of Salinas for the Hartnell College Sidewalk Replacement and Campus Infrastructure Project.

**Background**

In partnership with the Monterey Salinas Transit (MST) System and the City of Salinas and as required by the Environmental Impact Report (EIR), a bus turnout on Alisal, at Homestead Street, was included in the sidewalk replacement and infrastructure improvement project. Conveyance of ownership is necessary to ensure that the City of Salinas will maintain and exercise jurisdiction over the turnout within the City’s streets and highways ownership, operation and control authority. Education Code section 81315 permits the Board of Hartnell College to dedicate or convey real property to the City, where improvements to such real property are required by the City.

**Summary**

A notice of intent to convey real property to the City of Salinas for the bus turnout was posted in compliance with Education Code section 81315. The deed will be sent to the City for review to determine the accuracy of the description. The City will then maintain ownership and control of the property as part of their streets and highways holdings. As a result of this partnership, students are enjoying improved access for boarding and unloading at the corner of Alisal and Homestead. In a separate agreement, and as a result of the leadership of the Student Senate, MST recognizes this bus turnout as a “Free Fare Zone”. This means that students, with appropriate identification, can board MST buses at this stop at no cost. This reduces their round trip fare by 50%.

**Budget Implications**

None to the General Fund. The construction costs were part of the sidewalk and infrastructure improvement project and were paid for by Measure H Bond Funds.
RESOLUTION No. 12:6

BEFORE THE GOVERNING BOARD
OF THE HARTNELL COMMUNITY COLLEGE DISTRICT

In the Matter of conveyance of real property to the City of Salinas

RESOLUTION APPROVING CONVEYANCE OF REAL PROPERTY TO THE CITY OF SALINAS FOR THE HARTNELL COLLEGE SIDEWALK REPLACEMENT AND CAMPUS INFRASTRUCTURE IMPROVEMENT PROJECT

WHEREAS, the Hartnell Community College District ("District") has performed improvements to its Hartnell College Main Campus, located at 411 Central Avenue, Salinas, California 93901 ("College"), generally described as the Hartnell College Sidewalk Replacement and Campus Infrastructure Improvement Project ("Project"); and

WHEREAS, the City of Salinas ("City") owns, operates and controls the streets and highways adjacent to the College; and

WHEREAS, as a part of the Project, City required District to construct a bus turnout on District real property along West Alisal Street near its intersection with Homestead Street, as more fully described and depicted in Exhibits A and B to this Resolution ("Turnout"); and

WHEREAS, District and City have agreed that the City will maintain and exercise jurisdiction over the Turnout within City’s streets and highways ownership, operation and control authority; and

WHEREAS, Education Code section 81315 permits the District Board to dedicate or convey certain District real property to City, where improvements to such real property are required by City; and

WHEREAS, District intends to convey the Turnout to City pursuant to the provisions of Education Code section 81315.

NOW, THEREFORE, BE IT RESOLVED, that pursuant to California Education Code sections 81315, District hereby conveys the Turnout to the City of Salinas.

BE IT FURTHER RESOLVED that the District’s President or her designee is authorized and directed to execute such grant deeds and other documents, and take such further actions, as may be necessary or convenient to carry out the purposes of this Resolution and effect the conveyance.

* * * * * * * * * * * * * * * * * * * *

The foregoing Resolution was duly adopted at a regular meeting of the Board of Trustees of the Hartnell Community College District held on ________________ by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_________________________________________
Erica Padilla-Chavez, Board President

______________________________________
Phoebe K. Helm, Secretary
Title
Second and Final Reading Board Policies, Chapter 3, General Institution

Number
III. D.

Area
Superintendent/President
Prepared by: Dr. Phoebe K. Helm

Status
Action

Recommendation
The administration recommends that the Board of Trustees approve the second and final reading of Chapter 3, General Institution Board Policies.

New # | Name | Delete | Summary
--- | --- | --- | ---
3910 | Soliciting, Materials Distribution, and Fundraising on Campus | 2310, Soliciting Funds or Business of Campus, 3155, Fundraising/ Solicitations on Campus | The old policies are combined under one broaden institutional policy consistent with CCLC.
3920 | Postings of Printed or Other Media Material on Campus | 3160, Posting of Announcements | 

Background
The Board of Trustees approved a service contract with the Community College League of California (CCLC) to provide historical policy updates and best practices as well as annual updates and revisions as required by law, regulation or the Accrediting Commission.

Summary
Both BP 3910 and BP3920 were reviewed and revised with the assistance of counsel and are compliant with applicable Education Codes and Title 5 regulations. These policies are on the Colleges Web site and provided to the public as part of the Board Agenda. Comments and /or recommended revisions should be submitted to the Board Secretary in writing.
HARTNELL COLLEGE

BP 3910 Soliciting, Materials Distribution, and Fundraising on Campus

Reference: Education Code Section 76062 and 76065

Off-Campus Solicitations of Outside Organizations or Entities by College Students and Employees:

Because Hartnell College is a public tax supported institution, the residents of the District, particularly the business and philanthropic sectors, are not to be solicited by personnel employed by the District or by students and student clubs/organizations/affiliated groups representing the College for fundraising projects or advertisements on behalf of the College unless authorized by prior written approval by the CEO and in coordination with the Hartnell College Foundation.

On-Campus Solicitations of College Students and Employees by Outside Organizations or Entities:

All solicitation of funds, business, or financial support (whether selling or showcasing products, distributing information or materials for products/items/services/causes, marketing of services/tickets/memberships/or related activities, or taking orders for such) from students, staff, or faculty by off-campus (outside) organizations, entities or person(s) will be prohibited. All such solicitations are prohibited unless they are part of a campus administration-sponsored event or activity. This is not to be interpreted as restricting the conduct of authorized College business, nor the approved solicitation of funds by campus organizations, nor solicitation within the membership of recognized employee organizations on campus.

On-Campus Solicitations and Fundraising by Students:

All solicitation of funds, business, or financial support (whether for sales of products or services or requests for other financial contributions) on campus by students is limited to students in recognized student clubs and organizations or student clubs in the formal application process of being recognized, by the Inter Club Council and/or the Associated Students of Hartnell College via the Student Senate. Any other type of student group will require recognition approval by the CEO. Prior written approval from the Student Life Coordinator or Vice President for Student Affairs is required for each separate fundraising activity or drive.

On-Campus Solicitations and Fundraising by Campus Employees:

Fundraising and/or solicitations, events, and projects (whether for sales of products or services or requests for contributions, financial, or other philanthropic support) on campus by campus employees and employee groups/organizations must have the prior written approval of the
CEO. This requirement does not apply to communications solely between recognized employee organizations and their members.

Requirements Applicable to All On-Campus Solicitations and Fundraising Activities:

All approved on-campus solicitations and fundraising events, projects, and activities by student groups, employee groups, or approved outside organizations or entities that are part of a campus administration-sponsored event or activity, shall adhere to the following:

1. The use of any interior or exterior area, room, or assignable space on campus must be with prior approval via the campus room/space utilization request process. “Free speech” areas have been designated on each campus for use by those entities, individuals, and groups who have been approved to utilize campus rooms or space through the request process.

2. The sale or vending of any consumable food products, prepared on-site (on campus property) or prepackaged for sale or consumption on campus, must be approved by Hartnell College Food Services and provided/catered by Food Services or an authorized food vendor/caterer with current health department licenses/certifications and appropriate insurance.

3. All fundraising activities, events, raffles, drawings, and related contests on a cost-per-ticket basis, are allowed only as permissible under current law and Office of State Attorney General regulations. It is the responsibility of the student, employee, or off-campus entity seeking approval for a fundraising activity to be aware of all applicable laws and reporting requirements.

4. All on-campus solicitations and fundraising events and activities shall be geographically limited to those areas approved via the campus room/space utilization request process. No on-campus solicitation or fundraising event or activity may impede the orderly flow of students and campus employees and guests via sidewalks, catwalks, walking pathways, at or about entrances or exits to buildings and facilities, or campus interior roadways.

5. No solicitation, distribution of related materials, or fundraising activities of any type (whether the sales of goods or services, taking orders for such goods or services, or the distribution of materials designed to market goods, services, memberships, or causes), may take place in a classroom during class time or academic activity).

6. Other procedures and requirements as described in the procedures for this policy.

Revised (number and title change)________________________;
B.  Student Programs and Services

3155  Fund-Raising/Solicitations on Campus

Students clubs and organizations, approved by the Associated Students of Hartnell College (ASHC), may establish fund-raising activities and sell goods and services only after receiving permission from the Student Activities Office. Proper supervision of all fund-raising and selling of goods and services shall be provided by the authorized club advisor. The administration shall ensure that there is no solicitation for unauthorized purposes.

Off-campus, non-profit groups may provide information and/or solicit from students on campus only if sponsored by a student club or organization acting in compliance with the stipulations of this policy and/or with District Administrative permission. The administration will use all reasonable means to determine that funds collected are used for the purposes indicated and approved. Fund raising, the providing of information, or solicitation activities shall not interfere with the normal conduct of the college.

Reference: California Education Code Sections 76062 and 76065; Governing Board Rules and Regulations. (1954), p. 17
(Formerly Governing Board Policy 3311.1-- "Solicitations", adopted 4-23-68; renumbered as Governing Board Policy 3435, date unknown)
Adopted: Revised and renumbered 10-1-85
Revised and Adopted: 1-5-88, 4-6-98, 6-2-09 (office name change);
HARTNELL COLLEGE

2000 SERIES ADMINISTRATION

D. Other

2310 Soliciting Funds or Business on Campus

The Superintendent/President or designee must give prior approval before an individual or group may solicit funds from or business with students or staff, individually or collectively. This is not to be interpreted as restricting the conduct of authorized college business, nor the approved solicitation of funds by campus organizations, nor solicitations within the membership of recognized employee organizations on campus.

(Formerly Governing Board Policy 7710, adopted 3-19-68; revised and renumbered as Governing Board Policy 2920, adopted 2-2-82)
Adopted: Revised and renumbered 10-1-85
Revised and Adopted: 7-2-91, 7-1-96
HARTNELL COLLEGE

BP 3920  Postings of Printed or Other Media Material on Campus

Reference: Education Code Section 70902(b)(6)

The posting of printed material or other media by students, campus employees, and community members (all off-campus entities) is permitted as follows:

- Each Hartnell College campus/center shall feature a minimum of one identified, official campus posting bulletin board in a central location.
- Entities wanting to post printed material or other media on campus must have that posting approved by the appropriate office. One copy of the approved posting will be stamped and dated and allowed to be posted on the official posting bulletin board for a period not to exceed ten calendar days.
- Postings for official bulletin board display may feature information regarding campus events, groups, or information as well as community events and information of and by non-profit entities.
- Postings for official bulletin board display by commercial, for-profit entities, products, information, or events are prohibited except as part of a campus administration-sponsored program or activity.
- Postings on topics that violate other Board policies (e.g., student credit card solicitations, solicitations and fundraising by off-campus entities, etc.) are prohibited.
- Only approved and stamped postings may be featured on the official bulletin boards.
- No postings of any type or media, for any purpose, may be affixed to any wall, structure, campus facility, grounds, or asset without the prior approval of the Office of the Superintendent/President.

No postings shall be permitted that do not conform with current legal standards, or which so incite students to create a clear and present danger of the commission of unlawful actions on the College premises, or the violation of lawful community college regulations, or the disruption of the orderly operation of the College.

Postings or placing flyers, leaflets, or other materials on vehicles parked in College parking lots is prohibited and violators will be charged with the costs related with cleaning such materials left in campus parking lots and grounds.
HARTNELL COLLEGE

3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3160 Posting of Announcements

Any announcement posted on campus shall bear on its face the approval of the Office of Student Affairs. All approvals must be dated in order to permit their removal after the date of the event. All notices posted without approval of or in violation of any of the regulations stated in the Hartnell College Posting Procedure shall be removed and destroyed. Appropriate procedures are available in the Student Activities Office and the Office of Student Affairs.

Reference: Education Code Section 70902 (b) (6)
Adopted: Revised and renumbered 10-1-85
Revised and Adopted: 1-5-88, 7-2-91, 4-4-95, 4-6-98, 6-2-09 (office name change)
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

Title
Student Affairs Policies: Second Reading

Number
III. E.

Area
Office of Student Affairs
Prepared by: Mary Dominguez

Status
Action

Recommendation

The administration recommends that the Board of Trustees accept the second reading and adopts the attached updated student policies.

Background

The Division of Student Affairs is currently reviewing all student policies. Because of new and changing legislation, regulatory modifications, and/or systemwide program revisions, Hartnell College (and all California community colleges) is required to adopt and post specific policies featuring specific language. A shared governance committee and the Student Policies Committee have prepared, endorsed, and submitted new or modified existing Hartnell College student policies, according to the specific language provided to this and other colleges by the Community College League of California (CCLC) and its counsel so that our policies are in strict conformance with current legislation, agency regulations, and accreditation mandates.

Summary

The following policies have been reviewed and modified by the Student Policies Committee with language that makes them compliant with current law and regulations.

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Concurrent Enrollment</td>
<td>3035 5010</td>
<td>This policy updates our more limited 3035 policy on special admissions in order to feature legally mandated language now required regarding admissions and concurrent enrollment.</td>
</tr>
<tr>
<td>Attendance</td>
<td>3040 5070</td>
<td>This represents primarily a change in the current policy’s number to adopt the systemwide numbering system.</td>
</tr>
<tr>
<td>Counseling</td>
<td>3170 5110</td>
<td>This policy revises the language of the current policy to maintain compliance with Education Code Section 72620.</td>
</tr>
<tr>
<td>Communicable Disease</td>
<td>3225 5210</td>
<td>This policy replaces BP 3225 with new, broader language to maintain compliance with Education Code Section 76403.</td>
</tr>
<tr>
<td>Drug Free Campus – Students</td>
<td>3230 5230</td>
<td>This represents primarily a change in the current policy’s number to adopt the systemwide numbering system.</td>
</tr>
<tr>
<td>Policy Title</td>
<td>Code</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
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<td>------</td>
</tr>
<tr>
<td>Associated Students Organization</td>
<td>3135</td>
<td>5400</td>
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<tr>
<td>Associated Students Finance</td>
<td>3140</td>
<td>5420</td>
</tr>
<tr>
<td>Standards of Conduct</td>
<td>3100</td>
<td>5500</td>
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<td>Student Complaints and Grievances</td>
<td>3105</td>
<td>5505</td>
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<tr>
<td>Advisors and Sponsors for Student Clubs/Organizations</td>
<td>3145</td>
<td>5506</td>
</tr>
<tr>
<td>Off-Campus Student Organizations</td>
<td>New</td>
<td>5507</td>
</tr>
<tr>
<td>Speech: Time, Place, and Manner</td>
<td>3110</td>
<td>5550</td>
</tr>
<tr>
<td>Student Credit Card Solicitations</td>
<td>New</td>
<td>5570</td>
</tr>
</tbody>
</table>

In addition, the following current student policies are recommended for deletion. The current systemwide mandated “matriculation” policy (adopted by the Board) provide access to services to all students. Therefore, the past practices (of more than one decade ago) of repeating policies for specific services for specific student groups is no longer required or advised.

<table>
<thead>
<tr>
<th>Policy Title</th>
<th>Code</th>
<th>Page</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans’ Services</td>
<td>3190</td>
<td></td>
<td>This policy was last revised in 1998. The District, and all districts, is already mandated to provide Veterans and other students with access and services. The new policy on matriculation passed by the Board further mandates the provision of and access to services for Veterans and all students. In accordance with advice and practice by the Community College</td>
</tr>
<tr>
<td>Service</td>
<td>Code</td>
<td>Description</td>
<td></td>
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<td>-------------------------------</td>
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<td></td>
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<tr>
<td>League of California</td>
<td></td>
<td>A policy on this specific practice is not required at the District level.</td>
<td></td>
</tr>
<tr>
<td>Tutorial Center</td>
<td>3195</td>
<td>The new policy on matriculation passed by the Board further mandates the provision of and access to student success services all students. In accordance with advice and practice by the Community College League of California, a policy on this specific practice is not required at the District level.</td>
<td></td>
</tr>
<tr>
<td>Re-Entry</td>
<td>3200</td>
<td>This policy was last revised in 1998. The District, and all districts, are already mandated to provide Re-Entry and other students with access and services. The new policy on matriculation passed by the Board further mandates the provision of and access to services for all students. In accordance with advice and practice by the Community College League of California, a policy on this specific practice is not required at the District level.</td>
<td></td>
</tr>
<tr>
<td>American Indian Services</td>
<td>3205</td>
<td>This policy was last revised in 1998. The District, and all districts, are already mandated to provide American Indian and other students with access and services. The new policy on matriculation passed by the Board further mandates the provision of and access to services for all students. In accordance with advice and practice by the Community College League of California, a policy on this specific practice is not required at the District level.</td>
<td></td>
</tr>
<tr>
<td>Career/Testing Center</td>
<td>3210</td>
<td>This policy was last revised in 1995. The new policy on matriculation passed by the Board further mandates the provision of and access to such success services for all students. In accordance with advice and practice by the Community College League of California, a policy on this specific practice is not required at the District level.</td>
<td></td>
</tr>
<tr>
<td>Academic Assessment for</td>
<td>3215</td>
<td>This policy was last revised in 1996. The new policy on matriculation passed by the Board further mandates the provision of and access to such success services for all students. Accreditation Standard IIB.3(e). In accordance with advice and practice by the Community College League of California, a policy on this specific practice is not required at the District level.</td>
<td></td>
</tr>
</tbody>
</table>
BP 5010 Admissions and Concurrent Enrollment

Reference: Education Code Sections 76000, 76001, and 76002; Labor Code Section 3077

Admission

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the CEO or designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student’s high school completion. The CEO shall establish procedures for evaluating the validity of a student’s high school completion.

Admission of K-12 Students (Concurrent Enrollment)

K-12 students must complete an assessment to establish the ability to benefit from college instruction. Within the first two weeks of a regular semester and the first three days of a summer term or intersession, the faculty member of record will retain the right to determine whether the student’s progress, participation and maturity are sufficient to continue or be dropped from the class.

A parent or guardian must complete a College Concurrent Enrollment Form requiring the signatures of the parent, school principal, Hartnell College Counselor, and District administrator(s).

- Any student whose age or class level is equal to grades 9-12 is eligible to attend as a special part-time student or full-time student for advanced scholastic or vocational courses.
- Students in grades K-8 are not eligible to attend any credit or non-credit course at Hartnell College, except for those courses specifically designed for students at that grade and age level (academic camps for young students, children’s theater, etc.)
Denial of Requests for Admission

- If the Board denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted, the board will record its findings and the reason for denying the request in writing within 60 days.
- The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the district.

The CEO shall establish procedures regarding evaluation of requests for special full-time or part-time enrollment by a pupil who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the district based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The CEO or designee shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

Administrative Procedures AP 3035
The special admission policy provides provisional admission to K-12 students who, in the opinion of the Superintendent/President or designee, can benefit from college courses of instruction for advanced scholastic coursework. The Superintendent/President shall assure that this policy and procedures are published in the college catalog and schedule of classes. These procedures are also located in the Office of Admissions and Records.

Provisional Admissions may be granted provided that additional enrollment criteria are met:

a. Students whose age or class level is equal to grades 9-12 may be admitted to Hartnell College as special part-time students, special full-time students, or special summer session students for advanced scholastic, vocational, or physical education courses in accordance with the procedures published in the college catalog.

b. Non high school students enrolled in K-8 districts may be admitted to Hartnell College for advanced scholastic courses only as special part-time students. This does not include physical education, dance, or vocational courses. Students will be admitted in accordance with the procedures published in the college catalog.

Reference: Education Code 48800, 48800.5, and 76001
Adopted: 3-4-86
Revised and renumbered: 1-6-87
Revised and Adopted: 1-5-88, 1-2-90, 4-4-95, 4-6-98, 8-5-03, 2-3-09
BP-3040 5070 Attendance

Reference: Education Code Sections 70902, Title 5 Sections 55750 et seq.

Regular attendance and consistent study are student responsibilities and are two factors which contribute most to a successful college experience. A college student is expected to attend all of his/her class sessions. It is the responsibility of each student to know the specific attendance and absence policy of each class in which he or she is enrolled.

The Superintendent/President has developed procedures for the implementation of this policy is published in the college catalog and schedule of classes. These procedures are located in the Office of Admissions and Records

The College’s current class attendance policy, and procedures for the implementation of this policy, is featured on the College website, College catalog, and/or schedule of classes.

Formerly 3040 (revised/renumbered)________________;
BP 5110  Counseling

References: Education Code Section 72620 and Title 5 Section 51018

Counseling services are an essential part of the educational mission of the District.

The CEO shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.

Counseling shall be required for all first time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation.
HARTNELL COLLEGE

3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3170 Counseling Program

The Governing Board of Hartnell College supports a program of comprehensive counseling services as a necessary and required part of the educational program at Hartnell College.

In helping students to achieve their academic potentials, counseling services shall include, as a minimum, academic counseling, career counseling, evaluation of assessment testing result, personal counseling, referrals to on-campus and community services, the instruction of counseling related courses, and recruitment activities.

Student counseling services shall be available to all current and potential Hartnell College students. These services shall be mandatory for first-time students enrolling for more than six units and students on academic progress probation.

Reference: California Education Code 72620; Title 5, Sections 51018
(Formerly Governing Board Policy 2210; adopted 3-13-69; see also former Governing Board Policy 2211: "Referrals", adopted 3-13-69)
Adopted, Revised and Renumbered 10-1-85
Revised and Adopted: 4-4-95, 7-1-96, 6-2-09
NEW POLICY

HARTNELL COLLEGE

BP 5120   Transfer Services

References: Education Code Sections 66720 – 66744; Title 5 Section 51027

The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility.

The College’s transfer plan is designed to increase the transfer applications of underrepresented students and other target populations and complies with law and regulations.

Adopted__________________
BP 5210       Communicable Disease

Reference:  Education Code Section 76403

The CEO shall establish procedures necessary to assure cooperation with local public health officials in measures necessary for the prevention and control of communicable diseases in students, employees, and campus visitors.
The Hartnell Community College District is committed to providing a safe as well as fair, sensitive and nondiscriminatory environment which is in compliance with federal, state, and local regulations. According to medical evidence, individuals who have tested HIV positive or are perceived as being HIV positive, do not present a health risk to others in the classroom nor in the workplace. Whenever possible, the District will provide students with current information on HIV/AIDS from available medical sources.

The Hartnell Community College District will treat all students equally, regardless of whether they are HIV positive or are perceived to be HIV positive, belong to a group thought to be particularly susceptible to HIV/AIDS, or have tested positive for HIV antibody. An HIV positive individual will not be denied enrollment for instruction in the District as long as he/she is able to perform in accordance with the respective standards of each class. Furthermore, the District will not require an individual to undergo HIV antibody testing, nor HIV/AIDS medical screening as a condition of enrollment.

Reference: Health and Safety Code, Sections 199.20 et seq.; Education Code, Section 72011
Revised and Adopted: 1-5-88
Revised and Adopted: 7-2-91
It is the policy of the Hartnell College District to maintain a drug-free campus by prohibiting the manufacturing (or manufactured), distribution, dispensing, possession or use of controlled substances as listed in Section 22: The Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101-226), which includes, but is not limited to, substances such as marijuana, heroin, cocaine, amphetamines, and alcohol.

For the purpose of this policy, campus shall mean those places where a student is involved in an authorized college activity. The campus includes, but is not limited to: property owned or leased by the district; any place used by the district for student participation in a field trip; field study; athletic competition; study travel program; and in the District or private vehicles being used for official district business.

In implementing this policy, all students shall be made aware of the danger of drug abuse and the college and community resources available for counseling and rehabilitation of those with drug-related problems. All students shall also be informed of the consequences of drug abuse violations. These consequences shall include, but not limited to: student disciplinary action pursuant to Education Code and District policy.

As a condition of continued enrollment, students shall abide by the terms of the policy.

Individuals on campus who are not Hartnell College students are required to comply with this policy. Such individuals who unlawfully manufacture, distribute, dispense, possess or use controlled substances may be barred from Hartnell College campuses.

Formerly BP 3230; revised/renumbered ________________.
The Governing Board of Hartnell College recognizes and approves the Associated Students of Hartnell College (ASHC) as the legitimate student government association of Hartnell College whose purpose is the conduct of activities in support of students and to serve as the voice of students on College shared governance committees. It may conduct other activities as approved by the CEO or designee.

The ASHC will oversee activities for students, including student clubs and organizations. Clubs and organizations will be organized in conformity with procedures established by the College. Clubs shall establish aims which are educational and compatible with College and/or community interest. Exploitation of the name of the District shall not be permitted.

Advisement and oversight will be provided to the ASHC Student Senate and student clubs for proper direction and conduct of all student activities and meetings. The ASHC shall be granted the use of Hartnell College premises in accordance with established administrative procedures or as may be established by the CEO. Such use shall not be construed as transferring ownership or control of the premises. All student activities conducted on campus, or off-campus as an official, sanctioned, or recognized Hartnell College student/ASHC/student club or organization, will comply with established College requirements.

The Associated Students activities shall not conflict with the authority or responsibility of the Board or its officers or employees.

The Associated Students shall conduct itself in accordance with state laws and regulations and administrative procedures established by the CEO.

See Administrative Procedure AP 5400
B. **Student Programs and Services**

3135 **Associated Students of Hartnell College**

The Governing Board of Hartnell College recognizes and approves the Associated Students of Hartnell College (ASHC) as the legitimate student government association of Hartnell College whose purpose is the conduct of activities, that are approved by the Governing Board, on behalf of the students.

The ASHC will oversee activities for students, including student clubs and organizations. Clubs and organizations will be organized in conformity with procedures established by the College. Clubs shall establish aims which are educational and compatible with College and/or community interest. Exploitation of the name of the District shall not be permitted.

Advisement will be provided to the ASHC for proper direction of all student activities. The ASHC shall be granted the use of Hartnell College premises without charge. All student activities conducted on campus will comply with established College requirements. The College nor the ASHC will assume responsibility for activities held off-campus which do not comply with the requirements set by the Governing Board.


(Formerly Governing Board Policy 3310-- "Philosophy Toward Student Activities", adopted 12-19-67; revised and renumbered as Governing Board Policy 3410, date unknown)

Adopted: Revised and renumbered 10-1-85, 5-5-09
BP 5420  Associated Students Finance

Reference: Education Code Sections 76063–76065

Associated Student funds shall be deposited with and disbursed by the CEO via its fiscal agent, Hartnell College and/or Hartnell College Foundation. The funds shall be deposited, loaned or invested in one or more of the ways authorized by law.

All funds shall be expended according to procedures established by the Associated Students, consistent and in compliance with District fiscal procedures, subject to the approval of each of the following three persons, which shall be obtained each time before any funds may be expended:

• the CEO or designee;
• the employee who is the designated adviser to ASHC (Student Life Coordinator) and its clubs; and
• a representative (student or club advisor) of the student body organization.

The funds of the Associated Students shall be subject to an annual audit.

See Administrative Procedure AP 5420
3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3140 Funds of the Associated Students of Hartnell College

The Governing Board of Hartnell College authorizes the Associated Students of Hartnell College to conduct fund-raising activities on the College campus during operating hours provided such activities do not interfere with the normal conduct of the College. The ASHC is also permitted to establish additional student fees in accordance with the requirements of the Educational Code and the approval of the Governing Board.

Student organization activities shall be self-supporting. ASHC funds should serve the student body as a whole. Student organizations shall prepare budgets of anticipated income and expenditures for each school year to serve as operating guides for the year’s activities. Activities will be limited by the actual funds available, not by the budget.

The ASHC shall adopt procedures for expenditure of student organization funds. Each expenditure must be approved by a representative of the ASHC, the certificated advisor, and the College President or designee prior to expending student funds.

Appropriate arrangements for the cost and maintenance of the supervision of all funds raised by the Associated Students of Hartnell College and its organizations using the name of Hartnell College shall be provided for by Hartnell College. A continuing audit of student body funds will be maintained. The cost of the audit will be charged to the Associated Students.

Any deposits or investments of funds of the Associated Students of Hartnell College may be made only upon approval of the Hartnell College Governing Board and in compliance with the California Education Code Section 76063.

Revised: 10-1-85
Revised and Adopted: 4-4-95, 7-1-96, 5-5-09
HARTNELL COLLEGE

5500 Standards of Conduct

Reference: Education Code Sections 66300 and 66301; Accreditation Standard II.A.7.b

The Governing Board of Hartnell College requires that student conduct must reflect the standards of appropriate behavior consistent with the educational purposes of the College. Student conduct should reflect consideration of the rights of others, and students are expected to cooperate with all members of the College community and conform to Federal, State and local laws, Board regulations, College regulations, and applicable provisions of civil law.

The CEO or designee shall have the right to administer suitable and proper corrective measures for misconduct, including suspension.

The CEO or designee shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student. The procedures shall be made widely available to students.

The Board shall consider any recommendation from the CEO for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

- Causing, attempting to cause, or threatening to cause physical injury to another person. Physical or verbal abuse of any person or group, or conduct which intimidates, threatens, or endangers the health or safety of any person or group. Assault, battery, or any threat of force or violence upon the College’s staff members, students, or visitors.
- Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous chemicals or object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the college president.
- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind on District property or at events sponsored by the District; or
unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to district property or to private property on campus.
- Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
- Failure to pay just debts such as fines or loans, and failure to return borrowed property.
- Gambling in any form.
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
- Committing sexual harassment as defined by law or by District policies and procedures.
- Engaging in harassing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.
- Hazing or any acts of discrimination that injures, degrades, or disgraces another person or group.
- Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Interference with the normal operations of the College (e.g., obstruction or disruptions of teaching, research, administration, disciplinary procedures, pedestrian, or vehicular traffic, or other College activities, including its public service functions or other authorized activities on College premises).
- Failure to comply with lawful directions of College officials, faculty, staff, or campus safety officers who are acting within the scope of their duties.
- Violation of District policies or College regulations concerning the registration of student organizations, the use of District facilities, or the time, place, and manner of public expression.
- Using or consulting sources or materials, including electronic devices, during an examination unless expressly authorized by the instructor or as a permitted accommodation.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
- Dishonesty, forgery, alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
- Unauthorized entry upon or use of college facilities.
- Lewd, indecent, or obscene conduct on District-owned or controlled property or at District-sponsored or supervised functions.
- Engaging in expression which is obscene; libelous, or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
• Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
• Transmission, copying, or use of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Downloading, viewing, storing or printing files or messages that are profane, obscene, or that use language that is offensive or degrading to others is not allowed.
• Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.
• Violations of other applicable federal and state statutes and College rules and regulations.

Additional standards of student conduct may be found in the Students Rights and Responsibility Handbook.

See Administrative Procedure AP 5500

Formerly BP 3100 (revised/renumbered) ______________________;
3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3100 Rules Governing Student Behavior

The Governing Board requires that student conduct must reflect the standards of appropriate behavior consistent with the educational purposes of the College. Student conduct should reflect consideration for the rights of others, and student are expected to cooperate with all members of the College community and conform to Federal and State laws, Board regulations, College regulations, and applicable provisions of civil law.

College personnel are responsible for communicating appropriate student conduct and for reporting any violations thereof, and the College President or designee shall have the right to administer suitable and proper corrective measures for misconduct.

The Governing Board, the College President or designee may suspend a student for good cause or when the presence of the student causes a continuing danger to the physical safety of the student or others. The Governing Board may exclude from attendance in regular classes any student whose physical or mental disability is such as to cause his or her attendance to be inimical to the welfare of other students.

The College President or designee shall report any violation of Federal or State law to the appropriate law enforcement authorities.

Reference: California Education Code Sections 66017, 66300, and 76030-76037
(Formerly Governing Board Policy 3222, adopted "prior to 7-1-73"; revised and renumbered as Governing Board Policy 3310, date unknown)
Revised and Renumbered: 10-1-85
Revised and Adopted: 1-2-90, 4-4-95, 4-6-98, 5-5-09
Grievance Policy for Students

Student Complaints and Grievances

Reference: Education Code Sections 76030, 76037; Title 5; Nondiscrimination in Programs Receiving State Financial Assistance through the Chancellor or Board of Governors of the California Community Colleges, commencing with Section 59300, et seq., Hartnell College Affirmative Action Plan

Grievances and complaints by Hartnell College students, concerning Hartnell College personnel and/or procedures, shall be handled in compliance with Title IX, the California Education Code, and this policy. Students shall be granted and assured all rights and procedures inherent in the above, and Hartnell College shall make a comprehensive effort to ensure that all students are informed of and, as applicable, assisted with these procedures.

Student grievances include:

1) charges of discrimination on the basis of sex, race, color, ancestry, ethnic group, religion, national origin, sexual orientation, or disability;

2) arbitrary imposition of sanctions without proper regard for individual civil rights and due process;

3) prejudiced or capricious decision in the academic evaluation of a student's performance;

4) other complaint(s) as determined in the legislation and policies stated above.

The college will publish policies and procedures which protect the rights of students. Copies of Affirmative Action laws and procedures will be made available in the Office of Human Resources and Equal Employment Opportunity and on the college's web site.

The college will establish and disseminate policies and procedures which protect the rights of students and that detail student rights and responsibilities, as well as standards of conduct.

Formerly BP 3105 (revised/renumbered)________________;
BP 3145 5506 Advisors and Sponsors for Student Clubs and Organizations

Reference: Education Code Sections 76062 and 76065

Each club or organization approved by the Associated Students of Hartnell College (ASHC) as part of the student body organizations must have an employee of the district as an advisor. The advisors will provide supervise, as necessary, meetings and official activities, including mandatory supervision of the financial transactions of the club or organization. The advisors will do what is prudent to ensure proper supervision and conduct in the actions of the group for which they are responsible, but otherwise their duties are primarily advisory.

All authorized student functions must have proper chaperonage supervision. Student club or organization advisors are required to chaperone supervise and/or provide for proper chaperonage supervision for all the activities of his or her club or organization as required by this policy.

Formerly BP 3145 (revised/renumbered) __________________;
BP 5507    Off-Campus Student Organizations

Reference: 34 Code of Federal Regulations Section 668.46(b)(7)

The Hartnell Community College District shall work with local law enforcement agencies to monitor and assess criminal activity in which students engage at off-campus locations of student organizations officially recognized by the District.
BP 5550   Speech:  Time, Place, and Manner

References:  Education Code Sections 76120 and 66301

Students, employees, guest speakers, and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this policy.

The college(s) of the District is/are non-public forums, except for those areas that are designated public forums available for the exercise of expression by students, employees, and members of the public. The CEO shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free expression in the designated public forums.

The administrative procedures promulgated by the CEO shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards, the distribution of printed materials or petitions in those parts of the college designated as areas generally available to students and the community, and the wearing of buttons, badges, or other insignia.

Speech by students, employees, guest speakers, and members of the public shall be prohibited that is defamatory, libelous, slanderous, or obscene according to current legal standards, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District property or the violation of District policies or procedures, or the substantial disruption of the orderly operation of the District.

Nothing in this policy shall prohibit the regulation of hate violence directed at students in a manner that denies their full participation in the educational process (Education Code Section 66301(e)), so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students may be disciplined for harassment, threats, or intimidation unless such speech is constitutionally protected.

Formerly BP 3110/3150 (revised/renumbered)__________________;
HARTNELL COLLEGE

3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3110 Exercise of Free Expression by Hartnell College Students

The Governing Board of Hartnell College upholds the rights of students to free expression of their opinions. Rules and regulations shall be adopted relating to the exercise of free expression by students upon the premises of Hartnell College, which shall include reasonable provisions for the time, place, and manner of conducting such activities. The college will publish these regulations, which will be made available through the Office of Student Affairs and the college’s web site.

Such rules and regulations shall not prohibit the right of students to exercise free expression including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, or other insignia, except that expression which is obscene, libelous or slanderous according to current legal standards, or which so incites students as to create a clear and present danger of the commission of unlawful acts on Hartnell College premises, or the violation of lawful Hartnell College regulations, or the substantial disruption of the orderly operation of Hartnell College, shall be prohibited.

Reference: Education Code, Sections 66301, 76120; Title 5, Section 51977
(Formerly Governing Board Policy 3315.4; adopted 3-19-68)
Revised and Renumbered: 10-1-85
Revised and Adopted: 6-1-90, 4-4-95, 7-1-96, 05-05-09
B. **Student Programs and Services**

3150 **Student Organization Speakers**

Off-campus speakers and Hartnell College students, faculty and staff speakers may address groups at approved functions of the College. It is the policy of the college to encourage the selection of speakers who present diverse views.

All arrangements for publicity, facilities use, etc., will be in compliance with Hartnell College procedures. If the engagement is sponsored by a club or organization, the advisor is expected to attend.

The administration will ensure that the provisions of Board Policy 3110 "Exercise of Free Expression by Hartnell College Students," are upheld. The prohibitions against student expression in Board Policy 3110 shall be applicable to ALL Hartnell College speakers, whether or not they are Hartnell students.

Reference: Education Code Section 66301, 76120, Governing Board Policy 3110  
(Formerly Governing Board Policy 3312.3, adopted 11-19-68; renumbered Governing Board Policy 3440, date unknown; Revised and Renumbered 10-1-85)  
Revised and Adopted: 1-2-90, 4-4-95, 7-1-96
NEW POLICY

HARTNELL COLLEGE

BP 5570  Student Credit Card Solicitations

References: Education Code Section 99030; Title 5 Section 54400; Civil Code Section 1747.02(m)

Except as part of a general College Financial Aid sponsored event regarding student financial and/or budgeting information, options, or services, the on campus solicitation or marketing (by any electronic, printed, personal, posting, or other means) of student credit/debit cards is prohibited.

Adopted
HARTNELL COLLEGE

3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3190 Veterans' Services

Hartnell College provides educational opportunities for veterans and dependents of veterans so that they are provided opportunity for academic achievement at Hartnell College.

The Hartnell College staff provides assistance to veterans and eligible dependents in planning educational programs, using College services and opportunities, and qualifying for education benefits.

Reference: Education Code, Sections 12090 and 76320
Adopted: 10-1-85
Revised and Adopted: 1-2-90, 4-4-95, 4-6-98
HARTNELL COLLEGE

3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3195 Tutorial Center

Hartnell College supports a comprehensive student tutorial program in order to maximize student educational achievement at the College. Tutors support the regular instructional program through individual and small group tutorial sessions. Supplemental instruction training is included in tutor training. Tutorial assistance is provided at no cost to Hartnell College students.

Reference: Title 5, Sections 58168 and 58170
Revised and Adopted: 10-1-85, 4-4-95, 6-2-09
B. Student Programs and Services

3200 Re-Entry Program

The Governing Board recognizes the importance of providing support services to the re-entry student population of Hartnell College in order to help ensure the effectiveness and sensitivity of student services designed to assist these students in their achievement of academic goals and success at Hartnell College.

The Re-Entry Program's purpose is to provide specialized supportive services for the student returning to school after an absence. These students may include single parents, persons undergoing a career change, and other non-traditional students.
3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3205 American Indian Services

It is the policy of Hartnell College to provide students of American Indian heritage with specialized information regarding the Bureau of Indian Affairs (BIA) Programs.
HARTNELL COLLEGE

3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3210 Career/Testing Center

It is the policy of Hartnell College to offer comprehensive career counseling, information and testing. These services assist students with career goals exploration and provide information on the general labor market, career opportunities, educational preparation, and college and university programs.

Reference: California Education Code, Section 72620; Title 5, Section 51018
Revised and Adopted: 10-1-85, 4-4-95
HARTNELL COLLEGE

3000 SERIES STUDENTS AND STUDENT SERVICES

B. Student Programs and Services

3215 Academic Assessment for Hartnell College Students

It is the policy of Hartnell College to provide basic skills assessment for students. The assessment program gives students information that enables them to select classes based on their reading, writing and mathematical skills. By implementing the assessment program, the College continues to improve the educational program to meet the needs of individual students.

Reference: Title 5, Section 51018, Education Code Section 78213
Adopted: 10-1-85
Revised and Adopted: 1-5-88, 4-4-95, 7-1-96
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

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Recommendation

The administration recommends that the Board of Trustees approves the Substantive Change Proposals for submission to the Accrediting Commission.

Background

The Accrediting Commission requires community colleges to submit Substantive Change Reports under four conditions: 1) New Programs are created; 2) New Certificates are created; 3) when 50% or more of a degree can be offered through distance learning; and, 4) New location (campus or center). Recently, in 2010, Hartnell College received approval of two distance learning degrees and certificates in Administration of Justice and Corrections, and one new site – The Alisal Campus. Much earlier, in 2003, the King City Center was approved. Transfer Degrees designed to in compliance with SB 1440 do not require Substantive Change Reports if they result primarily from the combining of existing courses. Failure to report and obtain approval from the Accrediting Commission can result in denial of course credits and financial aid for students in these programs.

Summary

Fifteen (15) Degrees and five certificates are available for delivery via distance learning (see attached listing). Four new Associate Degrees and five new certificates are being submitted for approval. They are:

Associate Degrees:
1. Alcohol and Drug Abuse Counseling
2. Construction – Sustainable Construction
3. Respiratory Care Practitioner
4. Spanish

Certificates:
1. Agriculture and Food Safety
2. Construction – Sustainable Construction
   - Construction Management
   - Green Building
   - Sustainable Design
3. Alcohol and Drug Abuse Counseling

Budget Implications

Courses and Programs generate both future revenues and expenses. The development of these programs included both general and restricted funds included in prior budgets.
Substantive Change Proposal

(Alcohol and Drug Abuse Counseling — AA Degree and Certificate)

To Request Approval of a New Program

HARTNELL COLLEGE
411 Central Avenue
Salinas, CA 93901
www.hartnell.edu

April 10, 2012

Phoebe K. Helm
Superintendent/President
831 755-6900
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  15. Admissions ................................................................................. 6
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      Alcohol and Drug Abuse Counseling – Associate of Arts Degree
      Alcohol and Drug Abuse Counseling – Certificate of Achievement
   Appendix B: Sample Course Outline
   Appendix C: Shared Governance Model
   Appendix D: Hartnell College Organizational Chart
A. Description of Proposed Change

The College is requesting approval of an Associate of Arts degree and Certificate in Alcohol and Drug Abuse Counseling.

According to its 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.” The Alcohol and Drug Abuse Counseling AA Degree and Certificate of Achievement fall within the mission of Hartnell College to provide students with a quality education and the opportunity to pursue and achieve their goals. Students who complete AA degree requirements will not only achieve competency in a core curriculum, but will also demonstrate competency in institutional learning outcomes including communication skills, information skills, critical thinking, global awareness, and personal growth and responsibility.

In 2003, Hartnell College offered an Alcohol/Drug Program Specialist AA Degree and Certificate of Achievement under the Health Education discipline. The program was inactivated when legislative changes altered the requirements for chemical dependency counseling certification and the existing Hartnell program no longer met these new requirements. More recently, after encouragement from the alcohol and drug treatment community, a new Certificate and AA Degree program was developed with members of the psychology discipline assuming a key role. Community treatment facilities were visited, current legal regulations were researched, and an advisory committee was formed of members of the alcohol/drug treatment community, interested college faculty and administrators, and student representatives.

B. Program Compliance and Approvals

The Associate Degree and Certificate Program in Alcohol and Drug Abuse Counseling was discussed and approved by the Curriculum Committee, a standing committee of the Academic Senate, and was subsequently approved by the Board of Trustees. See Appendix A: Catalog Description and Appendix B: Sample Course Outline.

The program provides students with the academic preparation needed for certification and employment in the substance abuse field. Consistent with requirements of the California Association of Alcohol and Drug Abuse Counselors (CAADAC), the goals of the program are to provide knowledge, skills, and abilities in each of the core functions and performance domains of substance abuse counselors. Further work experience and state examinations are required by the California Department of Alcohol and Drug Programs and the Certification Board of Alcohol and Drug Counselors. Recent regulatory changes indicate that an AA degree will be a minimal level of education. Advancement in the substance abuse field will require a higher level of education.

Courses may transfer to the CSU system as electives for those students wishing to complete further education. For students wishing to pursue advanced placement, the AA degree provides a foundation of core coursework, transferable general education and the potential for transferable electives. For those individuals already possessing bachelors or masters degrees, the Certificate of Achievement may provide the specific content areas needed for certification exams.
C. Planning Process

The overarching reason for conducting the needs assessment for and otherwise planning this program is to more effectively serve the community. Accordingly, statewide needs and regulations, labor market information, a local employer survey, establishment of a community-based program advisory committee, and career advancement needs collectively point to the benefits associated with offering this program, and the systematic planning involved in establishing it.

Career opportunities for certified Alcohol and Drug Counselors include: counselors in social model county residential treatment programs; counselors in pre-treatment, inpatient, outpatient, and after-care programs; counselors in hospital-based chemical dependency community prevention and education programs; recovery/relapse prevention counseling in the private sector; counselors in recovery home/sober living environments.

The program planning and assessment process, implemented for the review of all programs offered by the college, includes a comprehensive review of the entire curriculum for each discipline. During this review, it was determined that the existing courses had discipline and Curriculum Committee approval and were articulated through the CSU and UC system.

D. Adequate Resources and Processes to Ensure Quality

Although full-time faculty are not generally available to teach courses in the program, part-time faculty are available to teach specific courses consistent with their areas of clinical expertise. Faculty members include individuals who have attained PhD and Master's degrees and who are actively involved in the chemical dependency and/or counseling field. Instructors for all courses are actively working within the community in the field of substance abuse and/or the mental health field.

The program advisory committee will continue to consider ongoing issues associated with the program, and otherwise assist in ensuring program quality. Existing facilities are adequate; the program imposes no special facilities or equipment needs.

Quality Assessment and Planning Process: Hartnell College believes in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. Thus, the college has adopted an assessment and planning model that will be utilized to systematically examine its student learning outcomes at the course, program, and institutional levels, regardless of modality. Those data are used by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement. The assessment and planning model is depicted below:
The Academic Senate has worked with the student and employee groups to redesign and adopt its Shared Governance Model and the Planning and Assessment Model for continuous improvement. See Appendix C (http://www.hartnell.edu/accreditation/reports/). The Shared Governance model has four committees that take responsibility for the assessment and planning model. The work of these four committees flows through the Resource Allocation Committee to the president and the Board.

The college has identified and assessed outcomes at the course, program, and institutional levels on an annual basis, with a comprehensive program review in Year 5. Institutional student learning outcomes (Core Competencies: Communication Skills, Information Skills, Critical Thinking, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) are the same for all students without regard to time of day, location or mode of instruction. In addition to other analyses, the college disaggregates its SLO data by these three factors to test its achievement of this commitment to quality learning for all students.

E. Approvals

Discipline faculty, the Curriculum Committee, and the Hartnell College Board of Trustees have approved the courses required to obtain the Associate of Arts degree and certificate in Alcohol and Drug Abuse Counseling through its established review processes. Approval by the Commission is hereby requested.

F. Eligibility Requirements

Each Eligibility Requirement will continue to be met by Hartnell College.

1. Authority
Hartnell Community College is authorized or licensed by the State of California and WASC to operate as a public educational institution and to award associate degrees and certificate as approved. It is regulated by Title 5 and the California Education Code.

2. Mission
According to its 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.” By offering an Associate of Arts degree and certificate in Alcohol and Drug Abuse Counseling provides an opportunity for entry-level employment, preparation for certification, and continued training for mental health professionals and alcohol/drug abuse counselors.

Hartnell College is committed to its mission, as published in its catalog, course schedule, on its web site, and in each monthly meeting agenda for the Board of Trustees, as well as numerous other documents and reports. In preparation for the next site visit in 2013, Hartnell is completing a self-study to assess its performance with regard to the promises
contained in its mission by identifying the education and training needs of the district and analyzing access and student success data with particular attention to closing any gaps or disparities.

3. **Governing Board**
Hartnell College is a single college district with seven trustees, each elected for four-year terms from one of the seven sub districts, and one student trustee elected by the students. Elections are held in odd numbered years, four were elected in 2011 and three in 2009. The Superintendent/President has served three and one-half years, including one year as interim.

Board Policies governing its operating procedures as a board, as well as the college are available at [www.hartnell.edu/board/board_policies/](http://www.hartnell.edu/board/board_policies/). These policies are designed to ensure financial integrity and quality of its programs, consistent with its mission.

4. **Chief Executive Officer**
The Hartnell College Board, through its policies, delegates the operations of the college to the **Superintendent/President** who is held accountable for its effectiveness.

5. **Administrative Capacity**
The Associate of Arts degree is supported by the Vice President of Academic Affairs and Accreditation, the Dean of Social and Behavioral Sciences, an administrative assistant, and the Tutorial Services Coordinator. See Appendix D: Organizational Chart [http://www.hartnell.edu/accreditation/reports/](http://www.hartnell.edu/accreditation/reports/).

6. **Operational Status**
Hartnell College is operational, with students actively pursuing its degree programs. The online degrees and certificates are fully integrated into existing programs.

7. **Degrees**
A substantial portion of Hartnell College's educational offerings are programs that lead to degrees. The College assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements. As described within this substantive change proposal, the Associate of Arts degree in Alcohol and Drug Abuse Counseling allows students to earn a degree while meeting transfer requirements to UCs and CSUs and provides students with opportunity to satisfy CSU General Education Breadth and IGETCU admission criteria.

8. **Educational Programs**
The College's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. All associate degrees require the completion of at least sixty (60) units. The unit requirements for the degree and certificate are listed in Appendix A.
9. **Academic Credit**
Hartnell College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations. Academic credit awarded is based on Carnegie units of instruction. Specific semester units are awarded based on the scope of course content and the lecture and/or lab configuration of the course, both of which are elements contained in the course outline of record.

10. **Student Learning and Achievement**
All courses and programs possess explicit student learning outcomes that have been developed and approved by discipline faculty. Course-level outcomes are developed for each course approved by the Curriculum Committee and are included on the syllabi provided to students. Program-level outcomes are included in the catalog. Discipline faculty members align course-level outcomes with program-level outcomes and have developed assessment strategies to measure outcome achievement as well as interventions for program improvement.

11. **General Education**
The College has identified and offers courses that meet CSU and UC General Education requirements. Hartnell College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. **Academic Freedom**
The College embraces academic freedom. Board Policy 4030 states: “Academic freedom shall be guaranteed to all academic employees. No special limitations shall be placed upon study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional responsibility…” (http://www.hartnell.edu/board/policies/4030.pdf)

13. **Faculty**
Hartnell College currently has qualified faculty with full-time responsibility to support the college’s educational programs. The Hartnell College Faculty Association contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting curriculum development and assessment of learning outcomes.

The Faculty Development committee organizes and offers a variety of ongoing faculty development opportunities, including workshops and online classes for faculty who wish to become online instructors. Faculty are notified of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site. (www.hartnell.edu/ecampus/faculty/opportunities.html)

14. **Student Services**
Hartnell College provides a comprehensive range of student services that support student development and learning within the context of the College’s mission. Student support services are regularly assessed and improved to meet the needs of all students. Student services and library services are available to the entire Hartnell community, including online
students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore and the Library's online databases.

All Hartnell students are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center and Computer Center. Technical Support is provided to students and faculty by campus staff. Counseling is provided through email to all students, and counselors are scheduled to respond to email requests within 24 hours. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

15. Admissions
Hartnell College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the College catalog and specify the qualifications appropriate for the College's institutional programs.

16. Information and Learning Resources
The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The College Library offers key services and resources to students, faculty, and staff. The Library is designed to meet the information and research needs of students and the learning community and features over 200 computers, a wireless network, video on demand, laptops for in-library use, and 22 collaborative study rooms. The Library’s print collection consists of approximately 64,000 volumes; currently, the Library subscribes to approximately 150 print periodicals, more than 35 databases, and 6 daily newspapers. Students at the main campus, the Alisal Campus, and the King City Education Center have full access to Library services.

17. Financial Resources
Hartnell College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. There will be no impact on the financial resources of the College because of the implementation of the proposed program in Alcohol and Drug Abuse Counseling.

18. Financial Accountability
Hartnell College relies on a broad-based planning process that ties resource allocation to priorities. Although the campus community is struggling with budget cuts, the College has used a vigorous shared-governance process and continuous improvement cycle to establish priorities for the distribution of resources. In addition, Hartnell College annually undergoes and makes available to the public an external financial audit by an independent certified public accountant. The unqualified audit(s) are available at: http://www.hartnell.edu/documents/Audit_2011.pdf.
19. Institutional Planning and Evaluation
Hartnell College is committed to improving student learning and believes that progress must be documented in a way that answers the questions: 1) are we a better college than we were a year ago and 2) what is the evidence? Further, the College is committed to using results of the analysis of data to drive institutional change and resource allocation.

As explained earlier in this proposal the college, in 2007, adopted an assessment and planning model that systematically examines, in addition to its processes, achievement of student learning outcomes at the course, program, and institutional (core) levels. Data from those assessments are utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement.

20. Public Information
Hartnell College provides a catalog for its constituencies in both print and online format. (www.hartnell.edu/academics/catalog.pdf) General information, academic and financial aid requirements, fees, degree and certificate information, student policies and board policies are all available in print and online formats.

21. Relations with the Accrediting Commission:
Hartnell College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. An archive of accreditation documents, presentations, correspondence and reports may be accessed online, www.hartnell.edu/accreditation/.

G. Accreditation Standards
Hartnell College fully resolved all of the Commission’s recommendations and concerns and had its accreditation fully reaffirmed by the Commission in June 2009. The college accomplished this goal through three progress reports and visits – October 2007, March 2008 and March 2009. The Mid-Term Report was accepted by the Commission on June 11, 2010. Hartnell is now completing a self-study in anticipation of a site visit in early 2013.

Each Accreditation Standard will continue to be met by Hartnell College. The process for monitoring and evaluating the effectiveness and learning outcomes for online programs is the same as those for face-to-face programs and courses.

Standard 1: Institutional Mission and Effectiveness

According to its 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."

This mission statement appears in each Board agenda and is published on the college web site and in the college catalog and shows the institution’s intent to serve the needs of individual students and the
community by offering programs in transfer education, career and technical education, and basic skills. During the last accreditation review cycle, the college adopted a continuous improvement process consisting of five phases: assessment, analysis, planning, resource allocation, and implementation. These phases are facilitated through the shared governance committee structure and then communicated to the larger campus community.

In evaluating institutional effectiveness, the college has relied on the findings from the 2008 district-wide assessment report, Salinas Valley 2020 Vision, the annual Accountability: Focus on Results study from the Chancellor's Office, and the goals stated in the Educational Master Plan, Educational Facilities Master Plan, Technology Master Plan, and the 2016 Financial Plan. These guides have led the college in reorganizing its administrative structure to appoint four instructional Deans as well as focusing its efforts on reviewing the effectiveness of programs; and enhancing the institutional assessment of student learning outcomes, regardless of instructional modality.

**Standard II: Student Learning Programs and Services**

The College assures the quality of all associate degree programs and the courses that comprise these programs through discipline review and assessment of both course-level and program-level assessments. Dialog regarding assessment results and interventions is documented in program planning documents. In addition, course outlines are reviewed and approved by discipline faculty and by the Curriculum Committee. Student learning outcomes for each course appear on the respective syllabus, and program outcomes are listed in the college catalog.

The key to the sustainability of the college’s assessment plan is that detailed program reviews will be conducted on a rotating basis such that all programs will be reviewed at least every five years. Included in this process will be an assessment of the student learning outcomes at the program level.

Course-level and program-level outcomes are reviewed regularly with interventions implemented as determined by assessments. The program planning and assessment process includes review of data elements to include enrollments, success, consistency, efficiency/WSCH, revenue/cost-ratios, and number of degrees and certificates awarded. These factors can be compared annually across time; between disciplines, programs, and divisions; and by college. In addition, the institutional outcomes (core competencies) of Communication Skills and Critical Thinking have been assessed college-wide, with plans to assess the remaining core competencies by Fall 2012.

**Standard III: Resources**

The college has made significant gains in putting in place planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff, and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite the impending State budget cuts for FY 2009.
The college employs qualified administrators, faculty, and staff to support all academic programs. The Alcohol and Drug Abuse Counseling program is supported by the Vice President of Academic Affairs and Accreditation, Dean of Social and Behavioral Sciences, an administrative assistant, and the Tutorial Service Coordinator. (see Appendix D: Organizational Chart).

The Faculty Development committee organizes and offers a variety of ongoing faculty development opportunities. Faculty receive notification of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site, http://www.hartnell.edu/ecampus/faculty/opportunities.html.

Student services and library services are available to the entire Hartnell community, including online students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore and the Library's online databases.

All Hartnell students are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center, Computer Center and Academic Learning Center. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

**Standard IV: Leadership and Governance**

The college is in full compliance with the Governance and Leadership standard. It is governed by the Board of Trustees whose policies include ethics and sanctions for violations, as well as the policies appropriate for governing and delegating the operations of the college to the Superintendent/President. The commitment to transparency and integrity in its decision processes and shared governance processes are evident in the work that has been accomplished since July 2007. The college faculty, staff, and the Board of Trustees have invested significant effort in the redesign of its shared governance processes. This is evident in the Accreditation Reports filed over the past two years at http://www.hartnell.edu/accreditation/documents.
Appendix A

Catalog Descriptions

ALCOHOL AND DRUG ABUSE COUNSELING—ASSOCIATE OF ARTS DEGREE

PROGRAM DESCRIPTION

The Hartnell College Associate Degree and Certificate Program in Alcohol and Drug Abuse Counseling provides students with the academic preparation needed for employment in the substance abuse field. The curriculum is designed to meet the California Association of Alcoholism and Drug Abuse Counselors (CAADAC) requirements and pending legislative regulations requiring 350 hours of approved alcohol and drug classroom education, 45 hours of supervised practicum and 255 hours of supervised work experience.

Students who wish to continue their course of study to a 4-year setting are recommended to complete the Associate in Arts Degree program, which includes both the general education requirements and major courses in Alcohol and Other Drug Counseling. Completion of additional requirements for transfer may be required. It is recommended that students take AOD courses in numeric order. AOD 1-9 must be completed before enrolling in AOD 10 (Chemical Dependency Practicum Seminar) and AOD 99 (Practicum in Chemical Dependency).

Career opportunities for certified Alcohol and Drug Counselors include: counselors in social model county residential treatment programs; counselors in pre-treatment, inpatient, outpatient, and after-care programs; counselors in hospital-based chemical dependency community prevention and education programs; recovery/relapse prevention counseling in the private sector; counselors in recovery home/sober living environments. California state laws require that individuals who are providing services in an alcohol or drug abuse setting be registered. Students may obtain a registration manual, which contains information on academic requirements, procedures, forms, examination schedules and fees by going to the CAADAC website (http://caadac.org) and clicking on "certification" where an order form and other information are provided.

For more information, contact: Carol Kimbrough at 831-755-6856, ckimbrough@hartnell.edu, CAB 308

PROGRAM OUTCOMES

Upon successful completion of the Alcohol and Drug Abuse Counseling program, a student should be able to:

- demonstrate proficiency in each of the core functions and performance domains of substance abuse counselors
- function as ethical and competent entry-level substance abuse counselors, with an understanding of and sensitivity to the diverse populations which they will serve

A minimum of 60.0 semester units with a grade of “C” or better must be maintained in all degree-applicable units. Only courses numbered 1-199 may apply toward the Associate Degree. Courses listed below may have prerequisites that must be completed prior to enrolling. Consult a schedule of classes, college catalog, or a counselor for further information.

<table>
<thead>
<tr>
<th>✓ REQUIRED MAJOR COURSES</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Major Course</td>
<td>AOD-1</td>
<td>Fundamentals of Chemical Dependency</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-2</td>
<td>Pharmacology and Physiology of Alcohol and Other Drugs</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-3</td>
<td>Intervention, Treatment and Recovery</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-4†</td>
<td>Counseling Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-5</td>
<td>Legal/Ethical Considerations and Professional Growth</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-6</td>
<td>Prevention, Education and Relapse Prevention</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-7</td>
<td>Individual Counseling Skills in Chemical Dependency</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-8</td>
<td>Family and Group Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-9</td>
<td>Chemical Dependency Practicum Seminar</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>AOD-99</td>
<td>Practicum in Chemical Dependency</td>
<td>4.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>BIO-11‡</td>
<td>Introduction to Human Anatomy &amp; Physiology</td>
<td>4.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>PSY-22</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

GRADED COURSES

Required Major Course

SUBTOTAL UNITS (38.0)

✓ RESTRICTED MAJOR ELECTIVES (Select a minimum of 6.0 units from the following)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOD-9</td>
<td>Co-Occurring Disorders or Abnormal Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-33</td>
<td>Personal and Social Adjustment or Psychology of Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-41</td>
<td>Personal and Social Adjustment</td>
<td>3.0</td>
</tr>
</tbody>
</table>

SUBTOTAL UNITS (6.0)

✓ RECOMMENDED MAJOR ELECTIVES (Select from the following; some required)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PSY-10</td>
<td>Introduction to Biological Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-22</td>
<td>Abnormal Psychology</td>
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</tr>
<tr>
<td>PSY-33</td>
<td>Personal and Social Adjustment</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-41</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-42</td>
<td>Psychology of Women</td>
<td>3.0</td>
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</table>

SUBTOTAL UNITS (6.0)
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-5</td>
<td>Introduction to Social Problems</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC-41</td>
<td>Marriage and the Family</td>
<td>3.0</td>
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### REQUIRED GENERAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIO-11†</td>
<td>Introduction to Human Anatomy &amp; Physiology</td>
<td>(4.0)</td>
</tr>
<tr>
<td>PSY-2‡</td>
<td>General Psychology</td>
<td>(3.0)</td>
</tr>
<tr>
<td>AOD-4‡</td>
<td>Counseling Diverse Populations</td>
<td>(3.0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-1A</td>
<td>College Reading and Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT-123</td>
<td>Intermediate Algebra</td>
<td>5.0</td>
</tr>
</tbody>
</table>

### OTHER REQUIRED COURSES FOR CERTIFICATE

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-101*</td>
<td>Intermediate Composition and Reading</td>
<td>(3.0)</td>
</tr>
<tr>
<td>ESL-101*</td>
<td>or Academic Writing &amp; Reading II</td>
<td>(5.0)</td>
</tr>
<tr>
<td>MAT-121**</td>
<td>Elementary Algebra</td>
<td>(5.0)</td>
</tr>
</tbody>
</table>

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‡ These courses also satisfy General Education Requirements.

**Eligibility for ENG-1A fulfills this requirement**

**Eligibility for MAT-123 or completion of any course for which MAT-121 is a prerequisite with a grade of “C” or better.**
Appendix B:
Sample Course Outline
Course Outlines with SLOs available online at http://www.hartnell.edu/accreditation/reports/

CURRICULUM COMMITTEE COURSE & DEGREE COVER SHEET

<table>
<thead>
<tr>
<th>Discipline:</th>
<th>AOD</th>
<th>Course Title:</th>
<th>Fundamentals of Chemical Dependency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #:</td>
<td>1</td>
<td>Initiated By:</td>
<td>Carol Kimbrough</td>
</tr>
<tr>
<td>Units:</td>
<td>3</td>
<td>First Reading:</td>
<td>(Date)</td>
</tr>
<tr>
<td>Minimum Course Duration:</td>
<td></td>
<td></td>
<td>(Date)</td>
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</table>

DATE: 04/10/2012

**SLO's**

Students will describe, contrast and compare models and theories of the etiology of alcoholism and substance abuse to others, including a potential client.

Students will evaluate modalities of treatment of chemical dependency.

Students will describe the social, political, economic and cultural context within which chemical dependency exists, including risk and resiliency factors that characterize individuals and group populations.

Students will consider behavioral, psychological, physical and social effects of psychoactive substances on the individual, the family and significant others as part of an integrated approach to assessment and treatment of chemical dependency.

Students will evaluate political and legislative measures regarding the use, abuse, and control of psychoactive drugs and the treatment of chemical dependency.

Students will assess legal requirements for certification as an alcohol and drug counselor.
HARTNELL COLLEGE COURSE OUTLINE

CC Approval: 12/18/2008
Board of Trustees: 02/03/2009
Last Revised:

DESIGNATOR & NUMBER: AOD 1

COURSE TITLE: Fundamentals of Chemical Dependency

CREDIT UNITS: 3

FACULTY INITIATOR: Carol Kimbrough

WEEKLY CONTACT HOURS:

3 Lecture
0 Lab
0 By-Arrangement (DHR)
0 Homework (Lecture hours X 2)

TOTAL CONTACT HOURS (BASED ON 16-18 WEEKS)

48 Lecture
0 Lab
0 By-Arrangement (DHR)

GRADING BASIS: Grade Only

PREREQUISITE:

COREQUISITE:

ADVISORY:

OTHER:

COURSE DESCRIPTION:
An introduction and overview of basic concepts of chemical dependency including the history of alcohol and other mood-altering substances in the U.S. Myths and stereotypes of alcohol and drug use will be examined as well as socio-cultural factors that contribute to the use of drugs. Theories of chemical dependency and an overview of the effects of various drug categories on human behavior, treatment and recovery approaches will be included. Designed for students interested in obtaining CAADAC certification.

COURSE OBJECTIVES:
Upon satisfactory completion of the course, students will be able to:

1. define alcoholism and chemical dependency and describe the epidemiology of alcohol and a variety of other commonly used substances.
2. describe major historical factors and current trends influencing societal attitudes toward alcohol and drug use, abuse and addiction.
3. compare and contrast major models and theories of addiction.
4. describe biological and behavioral antecedents and consequences of alcohol and other commonly abused substances.
5. describe the process, patterns and progression of addictive disorders.
6. describe diagnostic, assessment, and treatment modalities and approaches to recovery.
7. describe the influence of family in the development, treatment, and recovery process
8. describe factors that increase or decrease the likelihood for an individual, community, or group to be at risk or resilient to chemical dependency and consequences of chemical dependency in special populations.
9. analyze and debate the trends and consequences of government regulation of alcohol and other commonly abused substances.
10. describe the certification process for alcohol and drug counselors in California.

COURSE CONTENT:

1. Scope of Chemical Dependency
   1. Definitions
   2. Epidemiology of alcohol and drug use
   3. Societal costs
2. Historical Perspectives
   1. Ancient civilizations
   2. Middle Ages
   3. Renaissance
   4. Age of Enlightenment and the early Industrial Revolution
   5. Twentieth Century
   6. Current trends
3. Theories and Models of Addiction
   1. Risk factors for addiction
   2. The moral model
   3. Psychogenic theories
   4. Biological theories and the medical model
   5. Sociocultural theories and patterns of use
   6. Multi-causal model
4. Physiologic and Behavioral Consequences of Psychoactive Drug Use: Overview
   1. Introduction to the neurobiology of addiction
   2. Addictive potential of substances
   3. Effects of alcohol
   4. Opiates and sedative-hypnotics
   5. Stimulants
   6. Psychedelics and hallucinogens
5. Patterns and Progression of Addiction
   1. Stages of alcoholism
2. Course of methamphetamine addiction
3. Heroin addiction
4. Marijuana addiction

6. Intervention, Assessment and Diagnosis
   1. DSM criteria for abuse
   2. DSM criteria for dependence
   3. BAC and screening tests
   4. Denial, resistance and motivation
   5. Tolerance, withdrawal and craving

7. Treatment Modalities and Approaches
   1. The process and stages of recovery
   2. Modalities of treatment
   3. Placement criteria
   4. Self-help groups
   5. Community-based programs
   6. Local resources
   7. Outcomes and relapse considerations

8. Family Systems and Chemical Dependency
   1. Family systems theory of alcoholism and the family
   2. Rules and roles
   3. Co-dependency and enabling
   4. Children and adult children of alcoholics
   5. Special considerations for assessment and treatment of alcoholic families

9. Chemical Dependency in Special Populations: Overview
   1. Myths and stereotypes
   2. Children and adolescents
   3. Chemicals and the neonate
   4. Elderly adults
   5. Ethnicity, culture and substance abuse
   6. Sexual orientation and chemical dependency issues
   7. Gender and drugs
   8. Chemical addiction and mental disorders
   9. Substance abuse and infectious disease

10. Regulating Drugs
    1. A brief history of legislative efforts to control alcohol and drug use
    2. Sociocultural influences on public drug policy
    3. Economic and political factors
        4. Drugs, alcohol, and crime
        5. Legalization and drug control

11. Certification Standards for Alcohol and Drug Counselors
    1. Legal requirements
    2. State certification process
INSTRUCTIONAL METHODOLOGY:
CLASSROOM
Lecture
Audiovisual (including PowerPoint or other multimedia) Discussion
Group Activity
Requires a minimum of three (3) hours of work per unit including class time and homework.

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:
Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:

<table>
<thead>
<tr>
<th>CLASSROOM</th>
<th>EXPLANATION</th>
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<tbody>
<tr>
<td>Class Activity</td>
<td>Course will include in-class activities that assess current knowledge of course concepts and generate further discussion about relevant topics. For example, students may engage in group discussions about clinical vignettes or role-play client-counselor scenarios. Students will complete various written assignments to demonstrate mastery of course concepts, self-reflection, and communication competency. For example, students may conduct and evaluate self-screening interviews and/or write topic papers pertinent to the scope of the course (see attached rubric).</td>
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<table>
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<tr>
<th>Written Assignments</th>
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<table>
<thead>
<tr>
<th>EXAMS</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Examinations may include written responses to demonstrate understanding and application of course concepts (see attached rubric).</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>Final examination may include a selection of questions pertinent to all material included in the course outline and/or a written assignment that reflects the ability to apply course concepts in a clinical vignette simulation.</td>
</tr>
<tr>
<td>Objective Test</td>
<td>Examinations may include multiple choice, t/f and fill-in responses as appropriate to the course content</td>
</tr>
</tbody>
</table>

| Quizzes | Quizzes may be administered to check student learning of course concepts |

MINIMUM STUDENT MATERIALS:
Textbook(s) similar to:

Learning, 2009, print, 0495505803.


ADDITIONAL RESOURCES

Additional resources may be required or recommended depending upon the preferences of the instructor
Appendix C:
Shared Governance Structure
Appendix D:
Organizational Chart

Note: Disciplines are assigned to each area dean, and includes all modalities.
Substantive Change Proposal  
(Construction--Sustainable Construction —  
AS Degree and Certificates)

To Request Approval of an Additional New Degree and Certificates

HARTNELL COLLEGE  
411 Central Avenue  
Salinas, CA 93901  
www.hartnell.edu

April 10, 2012

Phoebe K. Helm  
Superintendent/President  
831 755-6900
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   Appendix A: Catalog Descriptions
      Construction--Sustainable Construction--Associate of Science Degree
      Construction Management—Certificate of Achievement
      Green Building—Certificate of Achievement
      Sustainable Design—Certificate of Achievement
   Appendix B: Sample Course Outline
   Appendix C: Shared Governance Model
   Appendix D: Hartnell College Organizational Chart


A. Description of Proposed Change

The College is requesting approval of one Associate of Science degree and three certificates in Sustainable Construction and Design, as follows:

- Construction--Sustainable Construction--Associate of Science Degree
- Construction Management—Certificate of Achievement
- Green Building—Certificate of Achievement
- Sustainable Design—Certificate of Achievement

According to its 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." Through its Career Technical Education programs, the College is a resource for the economic evolution of the community. The proposed program changes provide for training that is responsive to the educational needs of students and employers the Salinas Valley, and support the mission of the College by offering high-quality programs, based on local and regional need, to train students to use in-demand technologies and skill sets.

Hartnell College offered a strong traditional construction program for many years. At the urging of local construction industry leaders, a regeneration of the conventional residential construction program was undertaken. With industry guidance, both environmental (green) and commercial building elements were added to the course of study, and the entire program updated to integrate principles and techniques of sustainability as applied to construction.

Working closely with industry and the larger community, the Hartnell Foundation raised significant funds from industry, government, public and private sources to support the development of the updated program. New facilities to house this and other CTE programs were constructed for the Center for Advanced Technology at the Alisal campus, which was approved in July 2010 by the Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

The College’s industry advisory councils were clear in the need to develop a workforce trained in principles and techniques related to sustainability, and to upgrade the skills of the existing workforce, with these demands to be fully realized when the region’s building and remodeling activity rebounds. Other sources also substantiated the need for these developments. Next10 (www.next10.org/environment) estimated growth in green jobs between 10-15% in California over the decade 2010-2020, and cites green construction as playing a leading role. Environmental Leader Insights (www.environmentalleader.com, 7/1/2010) projected that the U.S. commercial green building sector will grow by 18.1% between 2010-2015, and the entire green building sector market value will reach $173.5 billion by 2015. The State of California passed CALGREEN, a green building standard in the state building code, effective January 1, 2011. Many local municipalities have adopted the stricter U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) standards for new construction and retrofits.
B. Program Compliance and Approvals

The revised program in Sustainable Construction is intended to meet the educational and workforce development needs of the Hartnell College District. It is in line with the current educational endeavors of Hartnell College in career technical education. Hartnell College used the same curriculum approval process for each of the required courses that comprise the degree and certificates as is used for all courses, certificates and degrees. These courses are reviewed by discipline faculty and by the Curriculum Committee as part of a two-year review process. In addition, the associate degree and certificates in Sustainable Construction were presented to the Curriculum Committee, a standing committee of the Academic Senate, first as a discussion item and then for approval. This was followed by Board approval as well as Chancellor’s Office approval. Student learning outcomes and assessment criteria are identified for each of the courses in the program. These program-level outcomes are included in the College catalog. See Appendix A: Catalog Description and Appendix B: Sample Course Outline. At http://www.hartnell.edu/accreditation/reports/, the list of required courses includes links to each course outline of record with student learning outcomes.

C. Planning Process

The program planning and assessment process, implemented for the review of all programs offered by the college, includes a comprehensive review of the existing curriculum and the proposed changes. This process occurs through an annual cycle of program review, including evaluating data, setting goals, identifying objectives and resources needs, implementing the plan, and evaluating the results. Each academic program is reviewed and prioritized at the unit level, division level, and at the level of the Vice President for Academic Affairs. Final prioritized resource requests are forwarded to the appropriate governance group for developing college-wide resource recommendations.

The unit plan and program review utilize economic and job market analysis for the academic departments. Assessing job growth patterns and projections is a key element in building a program proposal.

The Sustainable Construction Advisory Committee, made up of local professionals and industry members, provided critical input and guidance leading to and supporting the revisions and additions to the existing program. This input included information about local resources for equipment, data, student recruitment and potential future jobs for those who successfully complete the proposed degree and certificate options. Ongoing discussions between industry representatives and the College also included a focus on improving the linkages between classroom and industry. This substantive change request is a result of those meetings and the suggestions and ideas generated.

No adverse impact on the institution will result from the proposed substantive change. The changes to the Construction program outlined here will complement and expand the educational and career opportunities for students enrolled in CTE degree/certificate programs. Students successfully completing a certificate or degree sequence will be eligible for enhanced job and career opportunities as a result of the working partnerships between College and industry that led to these program developments.
D. Adequate Resources and Processes to Ensure Quality

The proposed change addresses the content and sequencing of courses within the named certificate and degree programs. Courses are currently taught by one full-time and several adjunct faculty. As course enrollments grow, additional adjunct and/or full-time faculty may need to be identified and hired. Additional resources in the form of tools and equipment will be purchased to bring the instruction into alignment with course requirements.

The program will be offered at the Center for Advanced Technology, housed at the Alisal Campus in East Salinas. Currently, this facility provides for both a general construction classroom/laboratory, and a sustainable construction classroom. Instruction in Drafting and related design skills are supported by a conventionally furnished drafting lab and a computer classroom loaded with appropriate software. Two mobile units to support student activities in the field are also housed at the Alisal facility.

The program is supported by the Vice President of Academic Affairs and Accreditation, Dean of the Center for Advanced Technology and an administrative support team.

Student support services at this site include child care services, tutoring, counseling, Admissions and Records services, and access to two open study areas, Internet, printing and ATM. Sources of financial support include general funds allocated to operate the program and facilities, along with private funding held by the Hartnell Foundation and a variety of CTE and workforce-training related grants from state, federal and private funders.

Quality Assessment and Planning Process: Hartnell College believes in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. Thus, the college has adopted an assessment and planning model that will be utilized to systematically examine its student learning outcomes for these programs, whether at the course, program, and institutional levels. Those data will be utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement. The assessment and planning model is depicted below:

The Academic Senate has worked with the student and employee groups to redesign and adopt its Shared Governance Model and the Planning and Assessment Model for continuous improvement. See Appendix C (http://www.hartnell.edu/accreditation/reports/). The Shared Governance model has four committees that take responsibility for the assessment and planning model. The work of these four committees flows through the Institutional Action and Resource Allocation Committee to the president and the Board.
The college has identified and assessed outcomes at the course, program, and institutional levels on an annual basis, with a comprehensive program review in Year 5. Institutional student learning outcomes (Core Competencies: Communication Skills, Information Skills, Critical Thinking, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) are the same for all students without regard to time of day, location or mode of instruction. In addition to other analyses, the college disaggregates its SLO data by these three factors to test its achievement of this commitment to quality learning for all students.

E. Approvals

Discipline faculty, the Curriculum Committee and Hartnell College Board of Trustees have approved the courses required to obtain the proposed degree in Sustainable Construction and related certificates. The Central Regional Consortium and the Chancellor’s Office approved the proposal. Approval by the Commission is hereby requested.

F. Eligibility Requirements

Each eligibility requirement will continue to be met by Hartnell College.

1. Authority
Hartnell Community College is authorized or licensed by the State of California and WASC to operate as a public educational institution and to award associate degrees and certificates as approved. It is regulated by Title 5 and the California Education Code.

2. Mission
According to its 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." The substantive program changes proposed here expand educational and occupational opportunities for Hartnell students to meet their goals, and respond to changes in an evolving industry. Offering these options at the Center for Advanced Technology promotes the continued development and growth of the low-income, largely Hispanic community that are the majority population in East Salinas.

Hartnell College is committed to its mission, as published in its catalog, course schedule, on its web site and in each monthly meeting agenda for the Board of Trustees, as well as numerous other documents and reports. In preparation for the next site visit in 2013, Hartnell is completing a self-study to assess its performance with regard to the promises contained in its mission by identifying the education and training needs of the District and analyzing access and student success data with particular attention to closing any gaps or disparities.

3. Governing Board
Hartnell College is a single college district with seven trustees, each elected for four-year terms from one of the seven sub-districts, and one student trustee elected by the students. Elections are held in odd-numbered years, four members were elected in 2011, and three in 2009. The Superintendent/President has served three and one-half years, including one year as interim.
Board policies governing its operating procedures as a board, as well as the College, are available at [www.hartnell.edu/board/board_policies](http://www.hartnell.edu/board/board_policies). These policies are designed to ensure financial integrity and quality of its programs, consistent with its mission.

4. **Chief Executive Officer**
   The Board, through its policies, delegates the operations of the College to the Superintendent/President, who is held accountable for its effectiveness.

5. **Administrative Capacity**
   The College has the administrative capacity, with experienced and appropriately trained faculty and staff, to operate effectively. Faculty and staff supporting the proposed programs include the Vice President of Academic Affairs and Accreditation, the Dean of Advanced Technology and full- and part-time faculty in construction and related courses. Support staff includes clerical support for academic and student services, custodial and maintenance, as well as security staff. See Appendix D: Organizational Chart ([http://www.hartnell.edu/accreditation/reports/](http://www.hartnell.edu/accreditation/reports/)).

6. **Operational Status**
   The college is operational and a substantial portion of its students are enrolled in courses and programs that lead to a degree or certificate.

7. **Degrees**
   A substantial portion of Hartnell College’s educational offerings are programs that lead to degrees. The College assists and evaluates students’ educational goals to ensure that they achieve course and program objectives and degree requirements. The programs in Advanced Technology at the Alisal campus provide preparation for employment as well as general education courses to assist students in reaching a variety of academic goals.

8. **Educational Programs**
   The College’s degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. All associate degrees require the completion of at least sixty (60) units. See Appendix A for unit requirements for each certificate. ([http://www.hartnell.edu/accreditation/reports/](http://www.hartnell.edu/accreditation/reports/))

9. **Academic Credit**
   Hartnell College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations. Academic credit awarded is based on Carnegie units of instruction. Specific semester units are awarded based on the scope of course content and the lecture and/or lab configuration of the course, both of which are elements contained in the course outline of record.

10. **Student Learning and Achievement**
    All courses and programs possess explicit student learning outcomes that have been developed and approved by discipline faculty. Course-level outcomes are developed for each course approved by the Curriculum Committee and are included on the syllabus provided to students. Program-level outcomes are included in the catalog. Discipline faculty members align course-level outcomes with program-level outcomes and have developed assessment strategies to measure outcome achievement as well as interventions for program improvement.
11. General Education
The College has identified and offers courses that meet CSU and UC General Education requirements. Hartnell College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. Academic Freedom
The College embraces academic freedom. Board Policy 4030 states:
“Academic freedom shall be guaranteed to all academic employees. No special limitations shall be placed upon study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional responsibility…” (http://www.hartnell.edu/board/policies/4030.pdf)

13. Faculty
Hartnell College currently has qualified faculty with full-time responsibility to support the college’s educational programs. The Hartnell College Faculty Association contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting curriculum development and assessment of learning outcomes.

The Faculty Development committee organizes and offers a variety of ongoing faculty development opportunities, including workshops on curriculum development and outcome assessment. Faculty are notified of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site. (www.hartnell.edu/ecampus/faculty/opportunities.html)

14. Student Services
Hartnell College provides a comprehensive range of student services that support student development and learning within the context of the College’s mission. Student support services are regularly assessed and improved to meet the needs of all students. Student services and library services are available to the entire Hartnell community, including online students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore, and the Library's online databases.

All Hartnell students are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center and Computer Center. Technical Support is provided to students and faculty by campus staff. Counseling is provided through email to all students, and counselors are scheduled to respond to email requests within 24 hours.

15. Admissions
Hartnell College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the College catalog and specify the qualifications appropriate for the College's institutional programs.
16. Information and Learning Resources

The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The College Library offers key services and resources to students, faculty, and staff. The Library is designed to meet the information and research needs of students and the learning community and features over 200 computers, a wireless network, video on demand, laptops for in-library use, and 22 collaborative study rooms. The Library’s print collection consists of approximately 64,000 volumes; currently, the Library subscribes to approximately 150 print periodicals, more than 35 databases, and 6 daily newspapers. Students at the main campus, the Alisal Campus, and the King City Education Center have full access to Library services.

17. Financial Resources

Hartnell College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. Financial Accountability

Hartnell College relies on a broad-based planning process that ties resource allocation to priorities. Although the campus community is struggling with budget cuts, the College has used a vigorous shared-governance process and continuous improvement cycle to establish priorities for the distribution of resources. In addition, Hartnell College annually undergoes and makes available to the public an external financial audit by an independent certified public accountant. The unqualified audit(s) are available at: http://www.hartnell.edu/documents/Audit_2011.pdf.

19. Institutional Planning and Evaluation

Hartnell College is committed to improving student learning and believes that progress must be documented in a way that answers the following questions: 1) are we a better college than we were a year ago; and 2) what is the supporting evidence? Further, the College is committed to using results of the analysis of data to drive institutional change and resource allocation.

As explained earlier in this proposal, the college, in 2007, adopted an assessment and planning model that systematically examines, in addition to its processes, achievement of student learning outcomes at the course, program, and institutional (core) levels. Data from those assessments are utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement.

20. Public Information

Hartnell College provides a catalog for its constituencies in both print and online format (www.hartnell.edu/academics/catalog.pdf). General information, academic and financial aid requirements, fees, degree and certificate information, student policies and board policies are all available in print and online formats.

21. Relations with the Accrediting Commission

Hartnell College provides assurance that it adheres to the eligibility requirements, accreditation standards and policies of the Commission, and describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status,
and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. An archive of accreditation documents, presentations, correspondence and reports may be accessed online. (http://www.hartnell.edu/accreditation/)

G. Accreditation Standards

Hartnell College fully resolved all of the Commission’s recommendations and concerns and had its accreditation fully reaffirmed by the Commission in June 2009. The college accomplished this goal through three progress reports and visits - October 2007, March 2008 and March 2009. The Mid-Term Report was accepted by the Commission on June 11, 2010. Hartnell is now completing a self-study in anticipation of a site visit in early 2013.

Each Accreditation Standard will continue to be met by Hartnell College. The process for monitoring and evaluating the effectiveness and learning outcomes is consistent for all programs.

Standard I Institutional Mission and Effectiveness

According to its 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."

This mission statement appears in each Board agenda and is published on the college web site and in the college catalog and shows the institution’s intent to serve the needs of individual students and the community by offering programs in transfer education, career and technical education, and basic skills. During the last accreditation review cycle, the college adopted a continuous improvement process consisting of five phases: assessment, analysis, planning, resource allocation, and implementation. These phases are facilitated through the shared governance committee structure and then communicated to the larger campus community.

In evaluating institutional effectiveness, the college has relied on the findings from the 2008 district-wide assessment report, Salinas Valley 2020 Vision, the annual Accountability: Focus on Results study from the Chancellor's Office, and the goals stated in the Educational Master Plan, Educational Facilities Master Plan, Technology Master Plan, and the 2016 Financial Plan. These guides have led the college in reorganizing its administrative structure to appoint four instructional Deans as well as focusing its efforts on reviewing the effectiveness of programs; and enhancing the institutional assessment of student learning outcomes, regardless of instructional modality.

Standard II Student Learning Programs and Services

The program options discussed in this proposal will continue to be of high-quality and culminate in student outcomes leading to the described degree and/or certificates, employment, and/or transfer to other institutions of higher education. These instructional programs will continue to be systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes at the course, program and institutional levels. These programs enjoy, in addition to highly qualified faculty, the energetic support of industry advisory groups. These groups assist with curriculum, provide program support, donate equipment, and often provide internships and assist with job placement. Housed at the Alisal Center for Advanced
Technology, students have the option to attend classes at both facilities, and to access learning resources and student support services at either location. Appropriate staff are present to assist with online registration, financial aid, educational guidance and other information. The assessment and continuous improvement processes described earlier apply to all programs and services, including library resources and student services.

The key to the sustainability of the college’s assessment plan is that detailed program reviews will be conducted on a rotating basis such that all programs will be reviewed at least every five years. Included in this process will be an assessment of the student learning outcomes at the program level.

The college’s curriculum review and program review processes require a comprehensive review of courses and programs within a five-year cycle. Course-level and program-level outcomes are reviewed regularly with interventions implemented as determine by assessments. The program planning and assessment process includes review of data elements to include enrollments, success, consistency, efficiency/WSCH, revenue/cost-ratios, and number of degrees and certificates earned. These factors can be compared annually across time, between disciplines, programs, and divisions, and by college. In addition, the institutional outcomes (core competencies) of Communication Skills and Critical Thinking have been assessed college-wide, with plans to assess the remaining core competencies by Fall 2012.

**Standard III Resources**
The college has made significant gains in creating planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long-range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff, and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite recent and impending State budget cuts.

The college employs qualified administrators, faculty, and staff to support all academic programs. Student services and library services are available to the entire Hartnell community including the Alisal Campus. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

**Standard IV Leadership and Governance**
The college is in full compliance with the Governance and Leadership standard. It is governed by the Board of Trustees whose policies include ethics and sanctions for violations, as well as the policies appropriate for governing and delegating the operations of the college to the Superintendent/President. The commitment to transparency and integrity in its decision processes and shared governance processes are evident in the work that has been accomplished since July 2007. The college faculty, staff, and the Board of Trustees have invested significant effort in the redesign of its shared governance processes. This is evident in the Accreditation Reports filed over the past two years at [http://www.hartnell.edu/accreditation/documents](http://www.hartnell.edu/accreditation/documents). The shared governance document that identifies the membership and roles of each committee is available at [http://www.hartnell.edu/academic_senate/](http://www.hartnell.edu/academic_senate/). Board policies are available at [http://www.hartnell.edu/board/board_policies/](http://www.hartnell.edu/board/board_policies/) and the organizational chart is included in Appendix D.
The construction industry is steadily shifting to more environmentally sound materials and methods in all areas of building, including residential, commercial, industrial, and civil construction. The centerpiece of our Sustainable Construction program is the "Field Practice" class in which students work on a "green" construction project together. Students may select a special emphasis in Green Building, Sustainable Design, or Construction Management. In addition to the Associate of Science Degree (60 units), Certificates of Achievement (18 units, plus basic math and English competency) are available in these same areas of emphasis, which can be completed over two semesters.

The sustainable construction field offers a wide range of career opportunities, including craft, trades, and field construction workers; construction manager; sustainable building designer; green building specialist, auditor, commissioner, inspector, or certification manager; remodeling contractor; construction project estimator; facilities manager; environmental planner; energy efficiency upgrades installer; building permit processor; and other similar positions.

### PROGRAM DESCRIPTION

**CONSTRUCTION—SUSTAINABLE CONSTRUCTION—ASSOCIATE OF SCIENCE DEGREE**

The Construction—Sustainable Construction Associate’s Degree offers specialized electives to enhance a student’s career opportunities. Students who wish to pursue careers in the following areas are recommended to choose from the following:

<table>
<thead>
<tr>
<th>Sustainable Design</th>
<th>Complete electives CONS 126, CONS 128, CONS 150, CONS 151, CONS 154</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Management</td>
<td>Complete electives CONS 140, CONS 144, CONS 146, CONS 149, CONS 150, CONS 151, CONS 152, CONS 154</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION, CONTACT: John Anderson, 755–6982, jkanderson@hartnell.edu, Alisal Campus, A109

Advanced Technology at 831-755-6960, Alisal Campus

### PROGRAM OUTCOMES

Upon successful completion of the Sustainable Construction program, a student should be able to:

- demonstrate construction experience and knowledge to prospective employers in the industry.
- analyze and interpret construction blueprints and other job orders.
- compare and contrast conventional construction materials and methods with green building.

A minimum of **60.0 semester** units with a grade of "C" or better must be maintained in all degree-applicable units. Only courses numbered 1-199 may apply toward the Associate Degree. Courses listed below may have prerequisites that must be completed prior to enrolling. Consult a schedule of classes, college catalog, or a counselor for further information.

### REQUIRED MAJOR COURSES

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS-101</td>
<td>Introduction to Sustainable Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-104</td>
<td>Print Reading and Modeling</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-125</td>
<td>Green Building Materials and Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-150</td>
<td>Construction Field Practice I</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**SUBTOTAL UNITS (15.0)**

### RESTRICTED MAJOR ELECTIVES (Select a minimum of 15.0 units from the following):

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS-126</td>
<td>Green Building Remodel and Retrofit</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-128</td>
<td>Sustainable Building Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-130</td>
<td>Heavy Equipment and Highway Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-132</td>
<td>Masonry and Concrete</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-134</td>
<td>Plumbing and HVAC</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-136</td>
<td>Electrical</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-140</td>
<td>Construction Management and Scheduling</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-142</td>
<td>Construction Estimating</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-144</td>
<td>Contract and Labor Law for Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-146</td>
<td>Building Regulations and Permit Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-149</td>
<td>Commercial Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>CONS-151</td>
<td>Construction Field Practice II</td>
<td>6.0</td>
</tr>
<tr>
<td>CONS-152</td>
<td>Construction Field Practice III</td>
<td>6.0</td>
</tr>
<tr>
<td>CONS-154</td>
<td>Technology Tools for Construction</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**SUBTOTAL UNITS (15.0)**

### RECOMMENDED MAJOR ELECTIVES (None Required)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-110</td>
<td>Foundations of Success (ACE)</td>
<td>2.5</td>
</tr>
<tr>
<td>EDU-110</td>
<td>Team Self-Management (ACE)</td>
<td>2.0</td>
</tr>
<tr>
<td>BUS-32</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-129</td>
<td>Practical Customer Service Skills</td>
<td>2.0</td>
</tr>
<tr>
<td>BUS-150.15</td>
<td>Word Processing</td>
<td>3.0</td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BUS-150.25</td>
<td>Electronic Spreadsheets</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-152</td>
<td>Introduction to Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>CSS-43</td>
<td>Computer Systems and Information Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>CSS-66</td>
<td>Introduction to Geographic Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>DRA-50</td>
<td>Introduction to Drafting and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>DRA-52</td>
<td>Introduction to AutoCAD</td>
<td>3.0</td>
</tr>
<tr>
<td>DRA-70</td>
<td>Introduction to Architectural Drawing and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>DRA-71</td>
<td>Advanced Architectural Drawing and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG-3</td>
<td>Renewable Energy and Energy Efficiency</td>
<td>3.0</td>
</tr>
<tr>
<td>WLD-52</td>
<td>Sheet Metal Fabrication</td>
<td>2.0</td>
</tr>
<tr>
<td>WLD-150</td>
<td>Basic Welding</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**REQUIRED GENERAL EDUCATION COURSES**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-1A</td>
<td>College Composition and Reading</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT-123*</td>
<td>Intermediate Algebra</td>
<td>5.0</td>
</tr>
</tbody>
</table>

*Completion of MAT-123 or completion of any math in which MAT-123 is a prerequisite with a "C" or better.

† These courses also satisfy General Education Requirements.

**TRANSFER STUDENTS**: Completing the AS degree does not meet all the requirements for transfer. Students planning to transfer to a university should follow the requirements of the four-year university. Information on course equivalencies and major preparation requirements for the University of California (UC) and California State University (CSU) systems are available online at www.assist.org. Please consult with a Hartnell College counselor to review transfer requirements.
CONSTRUCTION—SUSTAINABLE CONSTRUCTION—CONSTRUCTION MANAGEMENT—CERTIFICATE OF ACHIEVEMENT

In all certificate programs, it is required that at least half of the required number of units be taken at Hartnell College. A grade of "C" or better must be maintained in all certificate-applicable units.

FOR MORE INFORMATION, CONTACT:  John Anderson, 755-6962, jkanderson@hartnell.edu, Alisal Campus, A109
Advanced Technology at (831) 755-6960, Alisal Campus

PROGRAM OUTCOMES:
Upon successful completion of the Construction Management Certificate, a student should be able to:

- demonstrate entry-level construction management knowledge, including green building.
- compare and contrast management, financial, and legal requirements of commercial and residential construction.

<table>
<thead>
<tr>
<th>REQUIRED MAJOR COURSES</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Major Course</td>
<td>CONS-101</td>
<td>Introduction to Sustainable Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-104</td>
<td>Print Reading &amp; Modeling</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-125</td>
<td>Green Building Materials and Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-140</td>
<td>Construction Management and Scheduling</td>
<td>3.0</td>
</tr>
</tbody>
</table>

SUBTOTAL UNITS (12.0)

<table>
<thead>
<tr>
<th>RESTRICTED MAJOR ELECTIVES</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-129</td>
<td>Managing Offsite Impacts of Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-142</td>
<td>Construction Estimating</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-144</td>
<td>Contract and Labor Law for Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-146</td>
<td>Building Regulations and Permit Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-149</td>
<td>Commercial Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-150</td>
<td>Construction Field Practice I</td>
<td>6.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-151</td>
<td>Construction Field Practice II</td>
<td>6.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-152</td>
<td>Construction Field Practice III</td>
<td>6.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-154</td>
<td>Technology Tools for Construction</td>
<td>3.0</td>
</tr>
</tbody>
</table>

SUBTOTAL UNITS (6.0)

<table>
<thead>
<tr>
<th>REQUIRED BASIC COMPETENCY</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td>ENG-101*</td>
<td>Intermediate Composition and Reading</td>
<td>(3.0)</td>
</tr>
<tr>
<td></td>
<td>ESL-101*</td>
<td>Academic Writing &amp; Reading II</td>
<td>(5.0)</td>
</tr>
<tr>
<td>Required Course</td>
<td>MAT-151L1, L2, and L3**</td>
<td>Technical Mathematics Levels 1, 2, and 3</td>
<td>(3.0)</td>
</tr>
</tbody>
</table>

TOTAL UNITS (≥ 18.0)

* Eligibility for ENG-1A fulfills this requirement.

**Eligibility for MAT-123 or completion of any course for which MAT-121 is a prerequisite with a grade of "C" or better.
CONSTRUCTION—SUSTAINABLE CONSTRUCTION—GREEN BUILDING—CERTIFICATE OF ACHIEVEMENT

In all certificate programs, it is required that at least half of the required number of units be taken at Hartnell College. A grade of “C” or better must be maintained in all certificate-applicable units.

PROGRAM OUTCOMES:
Upon successful completion of the Green Building Certificate, a student should be able to:
- demonstrate entry-level knowledge of green building.
- compare and contrast conventional construction materials and methods with green building.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE NO.</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Major Course</td>
<td>CONS-101</td>
<td>Introduction to Sustainable Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-104</td>
<td>Print Reading &amp; Modeling</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-125</td>
<td>Green Building Materials and Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-126</td>
<td>Green Building Remodel and Retrofit</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Eligibility for MAT-123 or completion of any course for which MAT-121 is a prerequisite with a grade of "C" or better.

In all certificate programs, it is required that at least half of the required number of units be taken at Hartnell College. A grade of “C” or better must be maintained in all certificate-applicable units.

CONSTRUCTION—SUSTAINABLE CONSTRUCTION—SUSTAINABLE DESIGN—CERTIFICATE OF ACHIEVEMENT

In all certificate programs, it is required that at least half of the required number of units be taken at Hartnell College. A grade of “C” or better must be maintained in all certificate-applicable units.

PROGRAM OUTCOMES:
Upon successful completion of the Sustainable Design Certificate, a student should be able to:
- analyze and create basic construction blueprints and other designs.
- compare and contrast sustainable design principles with conventional building.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE NO.</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Major Course</td>
<td>CONS-101</td>
<td>Introduction to Sustainable Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-104</td>
<td>Print Reading &amp; Modeling</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-125</td>
<td>Green Building Materials and Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>CONS-126</td>
<td>Sustainable Building Design</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE NO.</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-128</td>
<td>Managing Offsite Impacts of Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-130</td>
<td>Heavy Equipment and Highway Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-131</td>
<td>Masonry and Concrete</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-134</td>
<td>Plumbing and HVAC</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-136</td>
<td>Technology Tools for Construction</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-150</td>
<td>Construction Field Practice I</td>
<td>6.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-151</td>
<td>Construction Field Practice II</td>
<td>6.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>CONS-154</td>
<td>Technology Tools for Construction</td>
<td>3.0</td>
</tr>
</tbody>
</table>

TOTAL UNITS (≥ 18.0)

* Eligibility for ENG-1A fulfills this requirement.

**Eligibility for MAT-123 or completion of any course for which MAT-121 is a prerequisite with a grade of "C" or better.
Appendix B

Sample Course Outline
Course Outlines with SLOs available online at
http://www.hartnell.edu/accreditation/reports/

CURRICULUM COMMITTEE COURSE & DEGREE COVER SHEET

COURSE REVISIONS

CURRENT INFORMATION
Discipline: CON Course title: Introduction to Construction
Course #: 101 Initiated By: Laura Strohm
Units: 2

PROPOSED INFORMATION
Discipline: CONS Course Title: Introduction to Sustainable Construction
Course #: 101 Initiated By: Laura Strohm
Units: 3

Minimum Course Duration: (Date)

IMPORTANT: Check all items being revised. For major revisions, the old outline must be provided.

Catalog Description
Content
Designator
Method of Evaluating Objectives
Materials Objectives Title Unit(s)

General Education

SLO's
A. Evaluate the construction field as a potential career.
B. Summarize the fundamentals of construction safety, terms, skills, materials, certification systems and green building definitions.
DESIGNATOR & NUMBER: CONS 101

COURSE TITLE: Introduction to Sustainable Construction

CREDIT UNITS: 3

FACULTY INITIATOR: Laura Strohm

WEEKLY CONTACT HOURS:
3 Lecture
0 Lab
0 By-Arrangement (DHR)
0 Homework (Lecture hours X 2)

TOTAL CONTACT HOURS (BASED ON 16-18 WEEKS)
48 – 54 Lecture
Lab
By-Arrangement (DHR)

GRADING BASIS: Grade and Pass/No Pass

PREREQUISITE

COREQUISITE:

ADVISORY:

OTHER:

COURSE DESCRIPTION:
The first required core course of the Sustainable Construction Program offering an overview of the construction industry. Provides fundamental skills in construction safety, terminology, tool use, calculations, print reading, communications skills and job readiness. Green building definitions, careers, design, materials, certifications systems, and other aspects are introduced. Not open to students who have completed CON 101 and/or CON 120 with a grade of "C" or better.

COURSE OBJECTIVES:
Upon satisfactory completion of the course, students will be able to:
1. identify careers in conventional and green building, and assess their own readiness for employment.
2. demonstrate basic safety practices required on the job, and solve a weekly terminology challenge.
3. accurately measure and calculate as needed for typical construction purposes.
4. interpret basic construction blueprints and transfer the paper scale to the job.
5. identify and distinguish most types of construction tools and their purpose, and understand how to properly treat them.
6. recognize the importance of "people skills" in highly collaborative work such as green building projects.
7. define "green building" clearly and precisely.
8. choose the best building sites and orient the structure for the strongest environmental and economic benefit.
9. compare and contrast green design features with conventional building.
10. survey and consider green building materials and methods.
11. integrate energy conservation with construction goals, and evaluate renewable energy systems.
12. appraise and consider the importance of indoor air quality, day-lighting, and thermal comfort.
13. identify all potential off-site impacts of construction projects.
15. summarize the U.S. Green Building Council's LEED system, and all professional accreditation systems.
16. identify and explain the rewards of organized and correct paperwork and electronic documentation, including automated building information systems.
17. differentiate between capital and operating budgets and inventory available funding sources and rebates.

**COURSE CONTENT:**

1. Introduction to Construction
   1. The construction industry and its opportunities
   2. The philosophy of safety and construction terminology
   3. Basic measurement and calculations for construction
   4. Introduction to print-reading and scale
   5. Introduction to hand and power tools
   6. Communication/people skills
2. Green Building Basics
   1. Definitions, costs, and benefits
   2. Site evaluation: selection, orientation, community, water
   3. Sustainable building design
   4. Green building materials and methods
5. Energy  
6. Indoor environmental quality  
3. Modern Issues and Tools  
   1. Off-site impacts: waste, run-off, erosion, emissions  
   2. Green building rating and certification  
   3. USGBC and professional accreditations  
   4. Record keeping and computer tools  
   5. Financial issues and tools  

INSTRUCTIONAL METHODOLOGY: CLASSROOM  
Lecture  
Individual Assistance  
Audiovisual (including PowerPoint or other multimedia) Demonstration  
Discussion  
Group Activity  
Requires a minimum of three (3) hours of work per unit including class time and homework.  

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:  
Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:  

<table>
<thead>
<tr>
<th>METHOD</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM</td>
<td>Students are encouraged and expected to participate in class lectures. Students will complete an in-class career self-assessment exercise. Students will set up and play a mock green building charrette communications exercise.</td>
</tr>
<tr>
<td>Class Activity</td>
<td>Weekly construction terminology explanations. Teams explain the purpose of specific green building design decisions. Students will make individual presentations to the class.</td>
</tr>
<tr>
<td>Oral Assignments</td>
<td>Students will complete several writing assignments, for example, concisely define &quot;green building&quot; in a written paragraph.</td>
</tr>
<tr>
<td>Written Assignments</td>
<td></td>
</tr>
</tbody>
</table>

EXAMS EXPLANATION  
Essay  
Students will write a report on their observations of materials & methods from a field trip to a local green building, and other similar exercises.  
Comprehensive Final  
The final exam will test all topics covered in the class and reading, using multiple choice, fill-in, true-false, and essay questions.
Problem Solving  
Students will work in teams on green building challenges, for example, with various building site scenarios, until the best solution is reached by consensus.

Skill Demonstration  
Students will show the instructor that they understand safety rules, tool use, and/or can identify green building materials.

Objective Test  
Test may include true-false questions, multiple choice or matching questions, or practical demonstration of knowledge.

Quizzes  

MINIMUM STUDENT MATERIALS: Textbook(s) similar to:

Appendix C

SHARED GOVERNANCE STRUCTURE

Diagram showing the shared governance structure with various committees and their roles:
- Academic Senate
  - Curriculum/SLO's
  - FT Hiring
  - Tenure
  - Sabbatical
- Board of Trustees
- Resource Allocation Committee
- Enrollment Management
  - Matriculation
  - Student Policy
- Student Senate
- Program Planning & Assessment
- Classified Staff
  - CSEA
  - L-39
  - Senate
- Technology
  - Human Resources
  - Facilities
Appendix D
Hartnell College Organizational Chart

Board of Trustees
Hartnell Community College District

Superintendent/President
Dr. Phoebe Helm

Interim Vice President
Student Affairs
Mary Dominguez

Vice President
Information & Technology Resources
Matt Coombs

Vice President
Academic Affairs & Accreditation
Vacant

Interim Vice President
Support Operations
Al Muñoz

Interim Executive Director
of Advancement
Jackie Cruz

Dean of Languages, Fine Arts & Student Support
ELEMENTARY
TEACHER PREPARATION
ENGLISH SPANISH (AA)

Dean of Curriculum & Instructional Support
ALCOHOL & DRUG ABUSE
COUNSELING (AA)
BUSINESS ADMINISTRATION
BUSINESS OFFICE TECHNOLOGY: GENERAL EDUCATION
HISTORY
LIBERAL ARTS
PSYCHOLOGY
SOCIAL SCIENCES

Dean of Social, Behavioral Science & Accreditation
BIOLOGY
CHEMISTRY
EARTH SCIENCE
PHYSICAL EDUCATION - KINESIOLOGY

Dean of Math, Science, Engineering & Library Services
AGRICULTURE – FOOD SAFETY
CON – SUSTAINABLE CONSTRUCTION (AS)
CON – SUSTAINABLE CONSTRUCTION
COMPUTER SCIENCE & INFORMATION SYSTEMS

Dean of Advanced Technology
RESPIRATORY CARE PRACTITIONER (AS)

Assistant Dean/Director Nursing & Health Science

Dean of Economic Development & South County Education Services

Note: Disciplines are assigned to each area dean, and includes all modalities.
Substantive Change Proposal
(Distance Learning)

To Request Approval of an Additional Mode of Delivery (Electronic or distance) in existing programs where alternative delivery options are provided to students in such a way that they can choose to complete 50% or more of a program offered through a mode of distance or electronic delivery.

HARTNELL COLLEGE
411 Central Avenue
Salinas, CA  93901
http://www.hartnell.edu/accreditation/reports/

April 10, 2012

Phoebe K. Helm
Superintendent/President
831 755-6900
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A. Description of Proposed Change

The College is requesting approval of fifteen degrees and five certificates, because more than 50% of their required courses are available in both face-to-face and distance learning modalities. See Appendix A: Descriptions & Certificates Available 50% or More Online. (http://www.hartnell.edu/accreditation/reports/)

According to its 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." By offering multiple course delivery modalities, the College provides greater flexibility, enhances student access, and expands educational opportunities to more members of the Salinas Valley community.

Hartnell College began offering Distance Learning as a modality for some courses in 1997. The number of courses approved and offered online increased dramatically in 2009. Therefore, Distance Learning is not new to Hartnell College, and neither are the courses in these degrees and certificates. See Appendix B: Three-Year Growth in Number of Courses Available Online and Appendix C: Spring 2012 Courses Available Online and Hybrid. (http://www.hartnell.edu/accreditation/reports/)

Many of these programs attract students who are older than the typical new high school graduate. These students are mature and often working full-time. Some who choose the distance learning modality do so to update their credentials or obtain a promotion. Others complete all or the majority of their courses online, but most tend to utilize both modalities.

Need:

Hartnell College recognized a specific need for distance education using data from a study of the Salinas Valley (Ensuring a Valley That Matters: The Hartnell College Salinas Valley Vision 2020 Project). Survey data identified a distance learning void in the communities served by Hartnell College. As the District encompasses over 100 miles in length, potential students from the surrounding community can have at least a 50 mile commute to traditional classes. This is costly in terms of both time and transportation expenses. Distance learning programs provide desirable flexibility and access for students coping with geographical distances and family responsibilities. Online courses and programs provide career advancement opportunities for new and incumbent workers.

Another factor helping to drive the expansion of online offerings is the current shortage of classrooms at the main Hartnell College campus. Distance learning enables recruitment of part-time faculty drawn from several industries. The online format allows instructional opportunities that do not conflict with their primary jobs and, thus, makes greater expertise more readily available to the students within the programs.
B. Program Compliance and Approvals

Hartnell College used the same curriculum approval process for the required online major and general education courses and programs as employed for face-to-face classes and programs. This includes discussion and approval by the Curriculum Committee, a standing committee of the Academic Senate, followed by Board approval. Student learning outcomes and assessment criteria are identical for both modes of instructional delivery. See Appendix C: Sample Course Outline. At http://www.hartnell.edu/accreditation/reports/, the list of courses approved for distance learning includes links to each course outline of record, student learning outcomes, and distance education addendum.

Growth in re-enrollment and the ability to meet student needs appear to be the primary impact of the availability of online courses, degrees and certificates. In Fall 2010, 159 class sections were offered—significantly more than the 51 class sections were offered online in Fall 2009. In the 2011-12 academic year, the number of sections has stabilized to approximately 4-6% more sections than the number offered in the previous year. See Appendix B.

Students will continue to enroll in both online and face-to-face courses. Faculty maintain equal rigor of courses regardless of modality. Because faculty are limited to teaching no more than 60% of their course load online, they teach both face-to-face and online modalities. Prior to teaching online, faculty must complete training, which is offered in several ways. The state provides training through @One and Hartnell College provides a Distance Education Instructors’ Boot Camp. Faculty may also provide evidence that they have completed formal coursework in the teaching and delivery of distance education.

The College uses the eCollege course management system in conjunction with data exports from DataTel to ensure students enrolling in online courses are the same students participating in course learning activities, assessments, and receiving academic credit. In addition, the Biology and Mathematics disciplines have decided to require proctored examinations for students enrolled in online courses. Students may arrange for proctors near their home or utilize proctoring services in the Tutorial Center. These methods of user authentication comply with Department of Education mandates.

C. Planning Process

Hartnell College’s mission is to serve its community which was the primary reason for conducting the needs assessment that resulted in The Salinas Valley 2020 Report. The 2020 Report discovered significant community interest in online education and training. At the same time, it found that the majority of those surveyed and/or interviewed, had access to computers and high speed Internet connections at home, work, school, or public libraries. As a result of these data, faculty created an educational master plan that recognized the need to increase evening, weekend and distance learning options.
These realities, coupled with the need for flexible course and program delivery, fueled interest in developing online Administration of Justice Correctional Science and Criminal Justice programs, which were accepted and approved in July 2010 by the Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. An unexpected benefit from the College’s efforts to provide these programs online is that students may now complete General Education requirements for all associate degrees by selecting courses that are offered through a mode of distance or electronic delivery.

The program planning and assessment process, implemented for the review of all programs offered by the college, includes a comprehensive review of the entire curriculum for each discipline. During this review, courses were updated for maximum articulation through the CSU and UC system and approved by the curriculum committee to be offered in the additional modality of online instruction.

Examination of the general education requirements confirmed that Hartnell College possessed the infrastructure for online degree programs. Hartnell College offers three possible patterns of General Education requirements, each of which can be met 50% or more online. They are:
1. Hartnell College Associate Degree General Education – the minimum of 21 units are available online.
2. Certified completion of the California State University General Education-Breadth Pattern (CSU GE Breadth) requirements vary up to a maximum of 39 units — 36 units are available online.
3. Certified completion of the Intersegmental General Education Transfer Curriculum (IGETC) requires up to 37 units — 27 units are available online.

In addition to general education, certain major courses are available online. As a result, the following degrees are now available 50% or more online:
- Biology
- Business Administration
- Business Office Technology: Information Processing
- Chemistry
- Computer Science & Information Systems
- Earth Science
- Elementary Teacher Preparation
- English
- General Studies
- History
- Liberal Arts
- Physical Education - Kinesiology
- Psychology
- Social Sciences
- Spanish
Three of the degrees — Computer Science & Information Systems, General Studies and Liberal Arts — offer multiple options or areas of emphasis that are also available 50% or more online.

Five certificates of achievement are also available 50% or more online. They are:

- Computer Science & Information Systems:
  - Computer Science Option
  - Digital and Web Design Option
  - Network and Security Option
- CSU General Education Breadth
- Intersegmental General Education Transfer (IGETC)

D. Adequate Resources and Processes to Ensure Quality

Quality Assessment and Planning Process: Hartnell College believes in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. Thus, the college has adopted an assessment and planning model that will be utilized to systematically examine its student learning outcomes at the course, program, and institutional levels, regardless of modality. Those data will be utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement. The assessment and planning model is depicted below:

The Academic Senate has worked with the student and employee groups to redesign and adopt its Shared Governance Model and the Planning and Assessment Model for continuous improvement. See Appendix D (http://www.hartnell.edu/accreditation/reports/). The Shared Governance model has four committees that take responsibility for the assessment and planning model. The work of these four committees flows through the Resource Allocation Committee to the president and the Board. This model has been applied to the development and implementation of online courses and programs.

Student learning outcomes are identical for all locations and the college's assessment calendar is applied at each site. The college uses a three-tiered assessment process that begins with district needs (Tier I) and provides greater detail at each succeeding level. For example, at Tier II, the college engages in an annual review of all its programs using an electronic screening model that yields outcome data on course, certificate, degree completion rates as well as certain cost factors. At tier three, a deeper assessment is conducted, such that each program is reviewed in depth at least every five years.
Institutional student learning outcomes (SLO) (Communication Skills, Information Skills, Critical Thinking, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility -are the same for all students without regard to time of day, location or mode of instruction. In addition to other analyses, the college disaggregates its SLO data by these three factors to test its achievement of this commitment to quality learning for all students. There is no difference in the program review process for face-to-face and online programs.

An advantage of online learning environments is the ability for full and part-time faculty to spend more time interacting with students through email, discussion boards, blogs, and virtual classrooms. Classes taught online permit more student-to-student contact and can help foster a more collaborative learning experience.

During 2010-2011, a Faculty Inquiry Group completed a study on Improving Online Retention that revealed that online classes showed a higher attrition rate than face-to-face classes. Suggestions for improvement were gathered from faculty and students and have resulted in improved student services online. Faculty in Computer Science and Information Systems and Sociology have identified courses that students may complete more successfully as hybrid delivery and some hybrid courses will be offered in 2012-2013.

The Academic Senate approved a process to evaluate faculty who are teaching online, using the same evaluation criteria that is used to evaluate all faculty. The process is currently being negotiated in the collective bargaining process. This procedure for evaluating both online course content and online instructors will enable the College to continuously assess and improve instruction for online students.

E. Approvals
The Curriculum Committee and Hartnell College Board of Trustees have approved the online courses required to obtain these degrees and certificates. Approval by the Commission is hereby requested.

F. Eligibility Requirements
Each Eligibility Requirement will continue to be met by Hartnell College.

1. Authority
Hartnell Community College is authorized or licensed by the State of California and WASC to operate as a public educational institution and to award associate degrees and certificate as approved. It is regulated by Title 5 and the California Education Code.

2. Mission
According to its 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.” By offering multiple course delivery modalities, the College provides greater flexibility, enhances student access, and expands educational opportunities to more members of the Salinas Valley community.

Hartnell College is committed to its mission, as published in its catalog, course schedule, on its web site, and in each monthly meeting agenda for the Board of Trustees, as well as numerous other documents and reports. In preparation for the next site visit in 2013, Hartnell is completing a self-study to assess its performance with regard to the promises contained in its mission by identifying the education and training needs of the district and analyzing access and student success data with particular attention to closing any gaps or disparities.

3. Governing Board
Hartnell College is a single college district with seven trustees, each elected for four-year terms from one of the seven sub districts, and one student trustee elected by the students. Elections are held in odd numbered years, four were elected in 2011 and three in 2009. The Superintendent/President has served three and one-half years, including one year as interim.

Board Policies governing its operating procedures as a board, as well as the college are available at [www.hartnell.edu/board/board_policies/](http://www.hartnell.edu/board/board_policies/). These policies are designed to ensure financial integrity and quality of its programs, consistent with its mission.

4. Chief Executive Officer
The Hartnell College Board, through its policies, delegates the operations of the college to the Superintendent/President who is held accountable for its effectiveness.

5. Administrative Capacity
The Hartnell College Distance Learning Program is supported by the Vice President of Information and Technology Resources, the Dean of Curriculum and Instructional Support, an Instructional Technologist, an administrative assistant, and the Tutorial Service Coordinator. The Dean of Curriculum and Instructional Support reports to the Vice President of Academic Affairs and Accreditation. See Appendix E: Organizational Chart ([http://www.hartnell.edu/accreditation/reports/](http://www.hartnell.edu/accreditation/reports/)).

6. Operational Status
Hartnell College is operational, with students actively pursuing its degree programs. The online degrees and certificates are fully integrated into existing programs.

7. Degrees
A substantial portion of Hartnell College's educational offerings are programs that lead to degrees. The College assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements. As described within this substantive change proposal, Hartnell is offering fifteen degrees and five certificates 50% or more online. In addition to the Administration of Justice degrees and certificates approved in 2010, two degrees and four certificates in Computer Science and Information Systems and the CSU General Education Breadth certificate are also available 100% online.
8. Educational Programs
The College's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. All associate degrees require the completion of at least sixty (60) units. The unit requirements for the five certificates are listed below. See Appendix A for greater detail. (http://www.hartnell.edu/accreditation/reports/)

<table>
<thead>
<tr>
<th>Certificate Area</th>
<th>Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science &amp; Information Systems:</td>
<td></td>
</tr>
<tr>
<td>Computer Science Option</td>
<td>36</td>
</tr>
<tr>
<td>Digital and Web Design Option</td>
<td>42</td>
</tr>
<tr>
<td>Network and Security Option</td>
<td>41</td>
</tr>
<tr>
<td>CSU General Education Breadth</td>
<td>36</td>
</tr>
<tr>
<td>Intersegmental General Education Transfer (IGETC)</td>
<td>37</td>
</tr>
</tbody>
</table>

9. Academic Credit
Hartnell College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations. Academic credit awarded is based on Carnegie units of instruction.

10. Student Learning and Achievement
As indicated within the 2011-2012 Hartnell College Catalog pages in Appendix A(http://www.hartnell.edu/accreditation/reports/), each program described within this proposal possesses explicit student learning outcomes which have been approved by the discipline and the curriculum committee and ratified by the Board. The College has developed an assessment calendar and analyzes assessment results to identify and address any disparities that might exist. The College uses these results to test its commitment to achieving stated student outcomes regardless of time of day, location, or modality of instruction.

11. General Education
The College has identified and offers courses that meet CSU and UC General Education requirements. Hartnell College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. Hartnell College offers three possible patterns of General Education requirements, each of which can be met 50% or more online. They are:

1. Hartnell College Associate Degree General Education – the minimum of 21 units are available online.
2. Certified completion of the California State University General Education-Breadth Pattern (CSU GE Breadth) requirements vary up to a maximum of 39 units — 36 units are available online.
3. Certified completion of the Intersegmental General Education Transfer Curriculum (IGETC) requires up to 37 units — 27 units are available online.
12. Academic Freedom

The College embraces academic freedom. Board Policy 4030 states:

“Academic freedom shall be guaranteed to all academic employees. No special limitations shall be placed upon study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional responsibility...”(http://www.hartnell.edu/board/policies/4030.pdf)

13. Faculty

Hartnell College currently has qualified faculty with full-time responsibility to support the college’s educational programs. The Hartnell College Faculty Association contract clearly denotes the responsibilities of faculty members. Faculty are responsible for conducting curriculum development and assessment of learning outcomes. There are currently more than 35 full- and part-faculty who teach both online and face-to-face courses.

The Faculty Development committee organizes and offers a variety of ongoing faculty development opportunities, including workshops and online classes for faculty who wish to become online instructors. Faculty are notified of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site. (www.hartnell.edu/ecampus/faculty/opportunities.html)

14. Student Services

Hartnell College provides a comprehensive range of student services that support student development and learning within the context of the College’s mission. Student support services are regularly assessed and improved to meet the needs of all students. Student services and library services are available to the entire Hartnell community, including online students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore and the Library's online databases.

All Hartnell students, including those in online programs, are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center and Computer Center. Technical Support is provided to students and faculty by campus staff. Counseling is provided through email to all students, and counselors are scheduled to respond to email requests within 24 hours. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

15. Admissions

Hartnell College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the College catalog and specify the qualifications appropriate for the College's institutional programs.
16. Information and Learning Resources
The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The Academic Senate and Distance Education Committee have mandated that all online course content is delivered through the College-approved course management system, eCollege. Unique IDs for each student are exported from the College’s Datatel system into the eCollege system at the time students are enrolled in online and hybrid courses. This allows authentication of each student logon to ensure students enrolled within the courses are the individuals accessing course materials. The use of unique student logons and a course management system also provides the ability to secure grades, assignment and test submissions, as well as instructor comments. This authentication process meets the standards and requirements of the Department of Education.

17. Financial Resources
Hartnell College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. At this time, there is no separate budget for Distance Education programs. Instead, funding to support DE initiatives, faculty, and technology is integrated into academic, administrative, student support, library, and information systems budgets.

18. Financial Accountability
Hartnell College relies on a broad-based planning process that ties resource allocation to priorities. Although the campus community is struggling with budget cuts, the College has used a vigorous shared-governance process and continuous improvement cycle to establish priorities for the distribution of resources. In addition, Hartnell College annually undergoes and makes available to the public an external financial audit by an independent certified public accountant. The unqualified audit(s) are available at: http://www.hartnell.edu/documents/Audit_2011.pdf.

19. Institutional Planning and Evaluation
Hartnell College is committed to improving student learning and believes that progress must be documented in a way that answers the questions: 1) are we a better college than we were a year ago and 2) what is the evidence? Further, the College is committed to using results of the analysis of data to drive institutional change and resource allocation.

As explained earlier in this proposal, the college, in 2007, adopted an assessment and planning model that systematically examines, in addition to its processes, achievement of student learning outcomes at the course, program, and institutional (core) levels. Data from those assessments are utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement.
20. **Public Information**
Hartnell College provides a catalog for its constituencies in both print and online format. (www.hartnell.edu/academics/catalog.pdf) General information, academic and financial aid requirements, fees, degree and certificate information, student policies and board policies are all available in print and online formats.

21. **Relations with the Accrediting Commission:**
Hartnell College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. An archive of accreditation documents, presentations, correspondence and reports may be accessed online. (http://www.hartnell.edu/accreditation/)

G. **Accreditation Standards**
Hartnell College fully resolved all of the Commission’s recommendations and concerns and had its accreditation fully reaffirmed by the Commission in June 2009. The college accomplished this goal through three progress reports and visits – October 2007, March 2008 and March 2009. The Mid-Term Report was accepted by the Commission on June 11, 2010. Hartnell is now completing a self-study in anticipation of a site visit in early 2013.

Each Accreditation Standard will continue to be met by Hartnell College. The process for monitoring and evaluating the effectiveness and learning outcomes for online programs is the same as those for face-to-face programs and courses.

**Standard I: Institutional Mission and Effectiveness**
According to its 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."

During the last accreditation review cycle, the college adopted a continuous improvement process consisting of five phases: assessment, analysis, planning, resource allocation, and implementation. These phases are facilitated through the shared governance committee structure and then communicated to the larger campus community.

In evaluating institutional effectiveness, the college has relied on the findings from the 2008 district-wide assessment report, *Salinas Valley 2020 Vision*, and the annual *Accountability: Focus on Results* study from the Chancellor's Office as well as the goals stated in the Educational Master Plan, Educational Facilities Master Plan, Technology Master Plan, and the 2016 Financial Plan. These guides have led the college in reorganizing its
administrative structure to appoint four instructional Deans as well as focusing its efforts on reviewing the effectiveness of programs; and enhancing the institutional assessment of student learning outcomes, regardless of instructional modality.

Hartnell College is sensitive to its obligation to provide high quality learning experiences for students regardless of location, time of day, or modality of instruction. The Salinas Valley 2020 Report documented significant community interest in online education and training. At the same time, lack of classroom space, and growing public demand for more flexible course delivery options led to the development of online Administration of Justice Correctional Science and Criminal Justice programs in response to community need. One unexpected benefit of offering this degree online is that students can now complete 50% or more of general education and required major courses online for fifteen degrees and five certificates.

**Standard II: Student Learning Programs and Services**

Keeping in mind the challenge of available time for students to complete courses and to stay enrolled in school, as mentioned in the Salinas Valley 2020 Report, the college is responding to community need in a variety of ways. One of those ways is by offering online degree programs.

The college has implemented a three-tiered program review system: 1) the district-wide assessment and planning process, to be repeated every five years or so; 2) the annual college-wide study—Focus on Results—conducted in conjunction with the Chancellors Office; and 3) the Program Review Electronic Screening model. The latter process provides five data elements: 1) enrollments; 2) course completion; 3) revenue/cost-ratios; 4) efficiency/WSCH; and 5) number of degrees and certificates earned. These factors can be compared annually across time, between disciplines, programs, and divisions, and by college. The State study—Focus on Results—provides for peer group comparisons based on factors that are not in the college’s control. For example, Hartnell’s outcome data would be compared with districts that share similar socio-economic factors.

The key to the sustainability of the college’s assessment plan is that detailed program reviews will be conducted on a rotating basis such that all programs will be reviewed at least every five years. Included in this process will be an assessment of the student learning outcomes at the program level.

Hartnell College maintains consistent academic rigor for face-to-face and online programs. Student learning outcomes for programs and courses are identical regardless of the modality of instructional delivery. Learning assessment methods may be measured by grades, degree attainment and completion rates and are applied equally to traditional and online programs. The program review process is the same for all programs, regardless of delivery modality.

Distance learning students at Hartnell are provided access to student services through eCampus, a web site portal with links that permit online application for admission, class registration, and access to Counseling’s Frequently Asked Questions, the Hartnell Online Bookstore and the Library’s online databases. ([http://www.hartnell.edu/ecampus/](http://www.hartnell.edu/ecampus/)) Currently,
online students are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center and Tutorial Center. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

Student authentication is provided in eCampus. Unique IDs for each student are exported from the College’s Datatel system into the eCollege system at the time students are enrolled in online and hybrid courses. This allows authentication of each student logon to ensure students enrolled within the courses are the individuals accessing course materials. The use of unique student logons and a course management system also provides the ability to secure grades, assignment and test submissions, as well as instructor comments. In addition, some disciplines have decided to require proctored examinations for students enrolled in online courses. These methods of user authentication comply with Department of Education mandates.

The College Schedule of Classes provides information to assist online students in accessing their online course, contacting the instructor and arranging off-campus, proctored exams. There are no additional charges assessed for courses delivered in an online format.

**Standard III: Resources**

The college has made significant gains in putting in place planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff, and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite the continuing State budget cuts.

At this time, there is no separate budget for Distance Education programs. Instead, funding to support DE initiatives, faculty, and technology is integrated into academic, administrative, student support, library, and information systems budgets. The Hartnell College Distance Learning Program is supported by the Vice President of Information and Technology Resources, the Dean of Curriculum and Instructional Support, an Instructional Technologist, an administrative assistant, and the Tutorial Service Coordinator. The Dean of Curriculum and Instructional Support reports to the Vice President of Academic Affairs and Accreditation (see Appendix E: Organizational Chart).

The Faculty Development committee organizes and offers a variety of ongoing faculty development opportunities, including workshops and online classes for faculty who wish to become online instructors. Faculty receives notification of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus website. ([http://www.hartnell.edu/ecampus/faculty/opportunities.html](http://www.hartnell.edu/ecampus/faculty/opportunities.html))

The Academic Senate approved a process to evaluate faculty who are teaching online, using the same evaluation criteria that is used to evaluate all faculty. The process is currently being negotiated in the collective bargaining process. This procedure for evaluating both online course content and online instructors will enable the College to continuously assess and improve instruction for online students.
Online courses are offered through the eCollege course management system. eCollege provides the means to authenticate users, thus ensuring that the student enrolled in the distance education course/program is the same student completing the required coursework and assessments and receiving credit for successfully completing the course/program.

Student services and library services are available to the entire Hartnell community, including online students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore and the Library's online databases.

All Hartnell students, including those in online programs, are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center, Computer Center and Academic Learning Center. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

**Standard IV: Leadership and Governance**
Planning, approval and resource allocation to support online programs took place through the shared governance process, involving the Academic Senate, Curriculum Committee and Hartnell College Board of Trustees.
Appendices

Appendix A: Degrees & Certificates Available 50% or More Online

Appendix B: Three-Year Growth in Number of Courses Available Online

Appendix C: Spring 2012 Courses Available Online and Hybrid

Appendix D: Sample Course Outline

Appendix E: Shared Governance Model

Appendix F: Hartnell College Organizational Chart
Appendix A

Degrees & Certificates Available 50% or More Online

Catalog Descriptions available online at [http://www.hartnell.edu/accreditation/reports/](http://www.hartnell.edu/accreditation/reports/)

### Associate Degrees Available 50% or more Distance Learning

<table>
<thead>
<tr>
<th>Degree Area</th>
<th>Major Units Required</th>
<th>GE Minimum Required(^1)</th>
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<tr>
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\(^1\)Hartnell College General Education pattern requires 21 units and can be completed online.
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<th>Major Units Required</th>
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<th>Degree % Avail DL</th>
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<tr>
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<td>History Emphasis</td>
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<td>21</td>
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<td>21</td>
<td>21</td>
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<tr>
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<tr>
<td>Spanish</td>
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Certificates of Achievement Available 50% or more Distance Learning

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<td>Computer Science Option</td>
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<tr>
<td>Digital And Web Design Option</td>
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<td>42</td>
<td>100%</td>
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<td>41</td>
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# Appendix B

## Three-Year Growth in Number of Courses Available Online

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<tr>
<th>Term</th>
<th># of Sections</th>
<th>Change in # of Sections compared to previous year</th>
<th>Sum of FTES.</th>
<th>Enrollment First Day</th>
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<td>2009FA Total</td>
<td>51</td>
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<td>2010SP Total</td>
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Appendix C

Spring 2012 Courses Available Online and Hybrid

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<td>Intro to Admin of Justice</td>
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<td>ADJ- 2</td>
<td>Community Relations: Multicultural Diversity/Discrimination</td>
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<tr>
<td>ADJ- 3</td>
<td>Concepts of Criminal Law</td>
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<td>Criminal Evidence</td>
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<td>ADJ- 5</td>
<td>Criminal Procedures</td>
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<td>Juvenile Procedures</td>
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<td>Narcotics &amp; Dangerous Drugs</td>
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<td>ADJ- 33</td>
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<td>Introduction to Social Problems</td>
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Appendix D

Sample Course Outline
Course Outlines with SLOs and DE Addenda
available online at http://www.hartnell.edu/accreditation/reports/

HARTNELL COLLEGE
COURSE OUTLINE

DATE: ________________

Last Revised

DESIGNATOR & NUMBER: 
COURSE TITLE: 
CREDIT UNITS: 
FACULTY INITIATOR: 
CONTACT HOURS PER SEMESTER: Lecture: ________________
Lab: ________________
DHR: ________________
Self-Paced: ________________
Distance Ed.: ________________
Other: ________________

GRADING BASIS: 
PREREQUISITE: 
COREQUISITE: 
ADVISORY: 

COURSE DESCRIPTION: Introduction to environmental science with special emphasis on the impact of humans on ecosystems. Course topics include the living and non-living components of natural ecosystems, the different characteristics of human population growth in developed and developing nations, energy resources and their use, and the impact of human beings on air, water, land use, and resources.

COURSE OBJECTIVES:
The student will
1. describe major problems facing the global environment, including the decline of ecosystems, loss of biodiversity, climate change, overpopulation, and unsustainable development.
2. examine economic development and environmental justice as factors in future solutions to ecological challenges.
3. explain energy flow and transformation within ecosystems in terms of solar energy and element cycles.
4. describe trophic levels and nutrient cycles in food chains and webs.
5. evaluate the impact of human activities on natural biomes, communities and habitats.
6. discuss human food production and its interaction with the environment.
7. survey exploitation of energy resources, water and land use, and the resulting quality of planetary air and water.
8. diagram the evolution of species.
9. construct flow charts relating environments and ecosystems.
10. graph human population growth.
11. analyze data tables that describe changing demographics and other trends that effect the environment.
12. discuss policies for the protection of natural resources and energy sources.
COURSE OUTLINE

13. report on environmentally related issues in education, health, and disease.
14. contrast opposing viewpoints on biotechnology, environmental ethics, and sustainability.

COURSE CONTENT:
A. Introduction to the Global Environment
   1. Scientific method applied to population growth and economic development as challenges to the environment.
   2. Trends in atmosphere change and loss of biodiversity and ecosystem capital.
B. Ecosystems
   1. Structure, trophic categories and relationships, climate, biomes, energy flow, nutrient cycles and food chains.
   2. Human impact in terms of agriculture, industry and political developments.
   3. Soil and water management in food production and community planning.
   4. Preventing pollution of air, land, and water ecosystems.
C. Physical Science and the Environment
   1. Matter, element cycles, forms of energy, and atmospheric phenomena.
   2. Inland water, ocean, and soil chemistry.
D. Population Dynamics
   1. Evolution of species and species in danger of extinction.
   2. Growth curves and population density.
   3. Alternative reproduction strategies of various species.
E. Human Population
   1. Growth in developed and developing economies.
   2. Demographics and migration.
   3. Relationships between birth rate and education.
F. Development
   1. Family size, national debt relief, development aid, and sustainable societies.
   2. World health, education, resource management, and economic development.
   3. Emerging, returning, and continuing diseases including AIDS and malaria.
G. Resources
   1. Air quality, atmosphere, and climate change.
   2. Water supply, wise use, and water pollution.
   3. Animal habitat, plant community succession, and biodiversity.
   4. Ranch and farm impact on the environment.
   5. Erosion, mining, and waste disposal.
   6. Wilderness conservation and land use.
H. Energy and Fuels
   1. Fossil fuels: coal, oil, and gas.
   2. Nuclear energy: weapons, fast breeder and fusion reactors, nuclear waste and security.
   3. Renewable energy: solar, wind, biofuels, hydrogen, geothermal, ocean-thermal and tidal power.
I. Pollution
   1. Land, water, outdoor and indoor air pollution.
   2. Tobacco, radiation, and disease.
   3. Industrial, transportation, construction, and agricultural toxins.
   4. Atmosphere change, impact on oceans, global warming and climate change.
   5. Strategies for pollution prevention.
J. Sustainability
   1. Economics and resource policy.
   2. Cost-benefit analysis and market instruments.
   3. Urban design and sustainable communities.

INSTRUCTIONAL METHODOLOGY: (Check all that apply)

CLASSROOM
Audiovisual (including PowerPoint or other multimedia) ☒
Computer Assisted Instruction ☐
COURSE OUTLINE

Demonstration
Discussion
Group Activity
Individual Assistance
Lab Activity
Lecture
Requires a minimum of three (3) hours of work per unit including class time and homework.
Other: 

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:
Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:
(Check all that apply and in the field to the right briefly explain each item that is checked.)

<table>
<thead>
<tr>
<th>CLASSROOM</th>
<th>EXPLANATION</th>
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</thead>
<tbody>
<tr>
<td>Class Activity</td>
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<tr>
<td>Lab Activity</td>
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<tr>
<td>Oral Assignments</td>
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<td>Written Assignments</td>
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<tr>
<th>EXAMS:</th>
<th>EXPLANATION</th>
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<tr>
<td>Essay</td>
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<tr>
<td>Comprehensive Final</td>
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<td>Problem Solving</td>
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<tr>
<td>Skill Demonstration</td>
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<td>Objective Test</td>
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<tr>
<td>Quizzes</td>
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</table>

Other: ____________________________

MINIMUM STUDENT MATERIALS: (MLA format)
Textbook(s) similar to:
CURRICULUM COMMITTEE
COURSE & DEGREE COVER SHEET

NEW COURSE

<table>
<thead>
<tr>
<th>Discipline:</th>
<th>BIO</th>
<th>Course Title:</th>
<th>Environmental Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #:</td>
<td>48</td>
<td>Initiated By:</td>
<td>Alexander Edens</td>
</tr>
<tr>
<td>Units:</td>
<td>3</td>
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</tbody>
</table>

Minimum Course Duration:

COURSE REVISIONS

IMPORTANT: Check all items being revised. For major revisions, the old outline must be provided.

General Education
Hartnell General Education
IGETC Area 5: Physical and Biological Sciences (mark all that apply)
CSU GE Area B: Physical and its Life Forms (mark all that apply)

SLO's
Given a type of ecosystem, students will discuss the major impacts humans have had on that ecosystem.
Given a non-living part of an ecosystem, students will discuss the sources and effects of manmade pollutants.
Given an energy source, students will be able to describe how it is obtained, used, and its comparative effects.
Given the living components of an ecosystem, students will demonstrate understanding of their relationships to one another.

JUSTIFICATION:
Hartnell College
Curriculum Committee

Distance Education Course Outline Addendum

Date:       Initiator:
Course Discipline:       Course Number:
Course Title:       Number of Units:

**Purpose of this form:** Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered (Education Code 55213). The content and objectives of this distance education course must be the same as those specified for the face-to-face course. In addition, regular effective contact is required by Title V, Section 55211.

**Methods of Instruction**

A. Identify the delivery method of orientation session (check all that apply):
   - [x] In Person (optional only)
   - [ ] Teleconference
   - [x] Online
   - [ ] No orientation session required

B. Check ALL the delivery methods you expect to use for course instruction and activities:
   - [x] Online, using the college supported course management software
   - [ ] Online, using the college supported course management software with course cartridges/packs
   - [ ] Online, using independent resources not provided through the college supported course management software (including course cartridges/packs, if applicable)
   - [ ] Permission from VP for Instruction or designee obtained
   - [ ] Two-way teleconferencing (video and audio)
   - [ ] Television, cable, or satellite broadcast
   - [x] Other: (specify):

C. Describe the methods of instruction and the activities/assignments in each (check all that apply):

<table>
<thead>
<tr>
<th>METHODS OF INSTRUCTION</th>
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</thead>
<tbody>
<tr>
<td>Method/Activity</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td>[ ] CD/DVD</td>
</tr>
<tr>
<td>[x] Chat Room</td>
</tr>
<tr>
<td>[ ] Course Cartridge</td>
</tr>
<tr>
<td>[ ] Demonstration (applet, animation, whiteboards, etc.)</td>
</tr>
</tbody>
</table>
D. Describe the methods of evaluation and provide examples of each:

<table>
<thead>
<tr>
<th>Method</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
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<tr>
<td>Comprehensive Final Exam (required)</td>
<td></td>
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<tr>
<td>Discussion Board Participation</td>
<td></td>
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<tr>
<td>Essay Tests</td>
<td></td>
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<tr>
<td>Essays</td>
<td></td>
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<tr>
<td>Group Projects</td>
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<td>Individual Projects</td>
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<tr>
<td>Objective Tests</td>
<td></td>
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<td>Portfolios</td>
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<td>Presentations</td>
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<tr>
<td>Problem Solving</td>
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<td>Quizzes</td>
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<tr>
<td>Research Papers/Projects</td>
<td></td>
</tr>
<tr>
<td>Skill Demonstration</td>
<td></td>
</tr>
</tbody>
</table>
E. Will exam proctoring be required?  
   [ ] Yes  
   [ ] No

If yes, you must refer to the following DE Proctoring Advisory statement in your course description and syllabus:

If this course is taken online, proctored exams will be required, either at Hartnell College or at an approved remote site. If the exam is to be administered offsite, it is the student's responsibility to arrange for the site and proctor, provide contact information for the proctor to the instructor, and obtain consent for this arrangement from the instructor prior to the exam date.

F. The following statement will appear as an advisory for all Distance Education classes. Please note any additions or amendments your course requires:

Students must have basic computer skills for operating Microsoft Word and e-mail, including sending attachments and files. Students also need access to the Internet and must have adequate hardware and software capabilities. Access to computers is also available at the Hartnell College Library/LRC.

Instructor-Student Contact

A. Describe how you will achieve regular effective contact with your students.
   [ ] Email, respond within ___ hours of time message sent
   [ ] Telephone, respond within ___ hours of time message recorded
   [ ] Teleconference
   [ ] In-person office hours
   [ ] Other: (specify): I

Course Support

A. Describe additional resources needed or anticipated for this course.

B. Materials, including course cartridges/packs, have been listed on the course outline form.
   [ ] Yes  [ ] No

Class Size

A. The Agreement between the Hartnell College Faculty Association and the District states the class size for Distance Education courses (Article 22.D.1). Please explain any extenuating circumstances that require variation from the agreement.
Hybrid Offerings Only (OMIT THIS SECTION IF COURSE WILL NOT BE OFFERED AS HYBRID)

A. A hybrid course is defined as a course in which any of the required number of instructional hours based on the number of units are met face to face as well as at a distance (Article 22.A.3). If this class will be offered partly in person and partly via distance education, this section must be filled out. This section should not be filled out if the course will not include any face-to-face instruction (except for an optional orientation and proctored examinations).

Please use the table below to check which instructional activities will be used in the following modalities of your hybrid class (check all that apply):

<table>
<thead>
<tr>
<th>Method/ Activity</th>
<th>F2F</th>
<th>Online</th>
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<tbody>
<tr>
<td>CD/DVD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chat Rooms</td>
<td></td>
<td></td>
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<tr>
<td>Course Cartridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration (applet, animation, whiteboards, etc.)</td>
<td></td>
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<tr>
<td>Discussion Boards</td>
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<tr>
<td>E-mail</td>
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<tr>
<td>External Web Links</td>
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<tr>
<td>Field Trips</td>
<td></td>
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<tr>
<td>Group Activities</td>
<td></td>
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<tr>
<td>Individual Assistance</td>
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<tr>
<td>Lab Activities</td>
<td></td>
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<tr>
<td>Lecture (text, audio, video)</td>
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<tr>
<td>Multimedia</td>
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<tr>
<td>PowerPoint Presentations</td>
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<td>Tutorials</td>
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<tr>
<td>Other</td>
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</table>

Please use the table below to list which methods of evaluation will be used in the following modalities of your hybrid class (check all that apply):
### METHODS OF EVALUATION—HYBRID CLASS

<table>
<thead>
<tr>
<th>Methods</th>
<th>F2F</th>
<th>Online</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>☐</td>
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<tr>
<td>Comprehensive Final Exam (required)</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Discussion Board Participation</td>
<td>☐</td>
<td>☐</td>
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<td>Essay Tests</td>
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<tr>
<td>Essays</td>
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<tr>
<td>Group Projects</td>
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<td>Individual Projects</td>
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<tr>
<td>Objective Tests</td>
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<tr>
<td>Portfolios</td>
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<tr>
<td>Presentations</td>
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<td>Problem Solving</td>
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<td>Quizzes</td>
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<td>Research Papers/Projects</td>
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<td>Skill Demonstration</td>
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<tr>
<td>Other</td>
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### Statement of 508 Compliance

Both state and federal law require community colleges to operate all programs and activities accessible to students with disabilities. Please answer by checking the Yes, No, or NA box. For further assistance with Accessibility and Assistive Technology, please contact the Instructional Technologist through the Hartnell College DSPS Office. (831) 755-6760.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Requirement and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>1. Provide a text equivalent for all non-text elements such as images, animations, applets, audio/video files and art. This will enable a screen reader to <strong>read the text equivalent to a blind student.</strong></td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>2. Provide descriptions for important graphics if they are not fully described through alternative text or in the document’s content. <strong>The description would inform a blind</strong></td>
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</table>
### COURSE OUTLINE

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**student of what a picture represented.**

3. Ensure that information conveyed by the use of color is also understandable without color. For example, so a blind or color-blind student could understand a color-coded representation of DNA.

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4. Provide textual equivalents to audio information (captioning). The text will enable deaf students to know what others are hearing.

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5. Provide an alternative audio description for multimedia presentations. The sound will enable blind students to know what others are seeing.

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6. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. The movement can be distracting for students with certain disabilities.

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7. If using faculty web site vs. college provided course management system identify, by labeling or other appropriate means, row and column headers. The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.

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8. If using faculty web site vs. college provided course management system provide title frames and include sufficient information as to their purpose and relationship to each other. This will help blind students understand the organizational purpose of the frame.

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9. If using faculty web site vs. college provided course management system, ensure, through “Bobby” [http://cast.org/bobby](http://cast.org/bobby) or other appropriate verification, the usability of pages, and provide the Curriculum Committee with an evaluation printout.

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10. My course syllabus recommends that students who require accommodations for a disability, such as accessible formatting of course materials. **Example:** “In compliance with equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations need to be made during the first week of the semester, except for under unusual circumstances, so arrangements can be made. Students are encouraged to register with Disabled Students Programs and Services (DSP&S) for disability verification and for determination of reasonable academic accommodations.”

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</table>

**Other items to consider:**

1. Will you need the assistance of the Instructional Technologist in charge of assistive technology?
   - [x] Yes   - [ ] No

2. Describe the strategies that will be used to make the course accessible to all and ensure that the opportunity to participate for the disabled is as effective as that provided to others. Indicate any technical assistance that will be required:
Appendix E

HARTNELL COLLEGE SHARED GOVERNANCE STRUCTURE
Appendix F
Hartnell College Organizational Chart

Board of Trustees
Hartnell Community College District

Superintendent/President
Dr. Phoebe Helm

Interim Vice President
Student Affairs
Mary Dominguez

Vice President
Information & Technology Resources
Matt Coombs

Vice President
Academic Affairs & Accreditation
Vacant

Interim Vice President
Support Operations
Al Muñoz

Interim Executive Director
of Advancement
Jackie Cruz

Dean of Languages, Fine Arts & Student Support
ELEMENTARY
TEACHER
PREPARATION
ENGLISH
SPANISH (AA)

Dean of curriculum & instructional Support
ALCOHOL & DRUG ABUSE
COUNSELING (AA)
BUSINESS
ADMINISTRATION
BUSINESS OFFICE
TECHNOLOGY:
GENERAL EDUCATION
HISTORY
LIBERAL ARTS
PSYCHOLOGY
SOCIAL SCIENCES

Dean of Social, behavioral science & Accreditation
BIOLOGY
CHEMISTRY
EARTH SCIENCE
PHYSICAL
EDUCATION - KINESIOLOGY

Dean of Math, science, engineering & Library Services
AGRICULTURE – FOOD SAFETY
CON – SUSTAINABLE CONSTRUCTION (AS)
CON – SUSTAINABLE CONSTRUCTION
COMPUTER SCIENCE & INFORMATION SYSTEMS

Dean of Advanced Technology
RESPIRATORY CARE PRACTITIONER (AS)

Assistant Dean/ director Nursing & Health Science

Dean of Economic Development & South County Education Services

Note: Disciplines are assigned to each area dean, and includes all modalities.
Substantive Change Proposal
(Agriculture – Food Safety Certificate)

To Request Approval of a New Program.

HARTNELL COLLEGE
411 Central Avenue
Salinas, CA  93901
www.hartnell.edu

April 10, 2012
(Corrected)

Phoebe K. Helm
Superintendent/President
831 755-6900
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Appendix A: Catalog Description
Appendix B: Sample Course Outline
Appendix C: Shared Governance Model
Appendix D: Hartnell College Organizational Chart
A. Description of Proposed Change

The College is requesting approval of a Certificate of Achievement in Agriculture – Food Safety.

According to its 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.” The proposed program in Food Safety falls within the framework of the responsiveness to the learning needs of the community.

The Food Safety program was initiated in response to the *E. coli* outbreak that spread through the US with raw bagged spinach. The origin of the epidemic was traced to organic bagged fresh spinach and a pathogenic strain of the ubiquitous bacterium, *E. coli* O157:H7. Speculation about the source has varied from pre- to post-harvest possibilities, including contaminated irrigation water, grazing and/or wild animals and post-harvest handling and processing. Subsequently, a major gap in the level of knowledge at the grower, shipper and processor level was identified. As a result, the agricultural industry asked Hartnell College to work with industry representatives and regulatory agencies to develop such a program.

Initially, the Hartnell Food Safety Program began as a series of seminars and workshops led by experts throughout the state and the nation. As the demand grew Hartnell, working with its Agricultural Steering Committee, developed a Food Safety Advisory Committee. The members of this committee are all professionals that work in the fresh produce industry and specialists in food safety and quality assurance. The program that they put together in collaboration with faculty and staff from Hartnell College included a certificate and Associate Degree. They continue to provide guidance at an annual conference, sponsored by Hartnell College, which is geared toward the continuing education of industry professionals. Although the Associate Degree was planned, it was decided at the time of curriculum committee approval that further work on the additional courses needed for the degree was necessary. The certificate was approved by the Curriculum Committee, Board of Trustees and CCC Chancellor’s Office. The revised degree is under development and will be proposed for approval next year.

The program provides produce industry professionals with the necessary educational background required to improve food safety. In addition to the retraining of current employees, the certificate is a viable option for entry level agriculture employees.

Given the grave impact of the *E. coli* outbreak and ensuing outbreaks, the demand for quality assurance professionals and highly trained fresh produce industry professionals soared. On April 3 2012, there were 12 positions that were advertised on job web sites such as Indeed.com or Monster.com. This education leads to high paying jobs in middle management, as evidenced by a labor market search showing the average annual salary for a food safety manager is $68,000. The rationale for this educational endeavor is supported by elements of gainful employment, high demand jobs and response to market demand. The enrollment in Food Safety courses is high, and waiting lists are long. Students who are close to completing the certificate are now eager to continue to complete the Associate Degree.
B. Program Compliance and Approvals

The Food Safety certificate is a new program that is aimed at meeting the educational and workforce development needs of the Hartnell College District. It is in line with the current educational endeavors of Hartnell College in agriculture and career technical education.

Hartnell College used the same curriculum approval process for each of the required major courses that comprise the certificate as is used for all courses, certificates and degrees. These courses are reviewed by discipline faculty and by the Curriculum Committee as part of a two-year review process. In addition, the certificate in Food Safety was presented to the Curriculum Committee, a standing committee of the Academic Senate, first as a discussion item and then for approval. This was followed by Board approval as well as Chancellor’s Office approval. Student learning outcomes and assessment criteria are identified for each of the courses in the program. These program-level outcomes are included in the College catalog. See Appendix A: Catalog Description and Appendix B: Sample Course Outline. At http://www.hartnell.edu/accreditation/reports/, the list of required courses includes links to each course outline of record with student learning outcomes.

C. Planning Process

Hartnell College’s mission is to serve its community which is the primary reason for conducting the needs assessment that resulted in The Salinas Valley 2020 Report. The Food Safety program is consistent with the findings of this report and the resulting Educational Master and Facility Masters Plans. The program was included in the planning for the new Center for Advanced Technology at the Alisal campus, which was approved in July 2010 by the Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Hartnell College faculty and administrators worked with agriculture industry professionals to develop the curriculum. The Salinas Valley is the single largest producer of green and leafy vegetables in the world and agriculture is the largest economic driver in Monterey County. An evaluation process was also developed that includes assessment of the program’s effectiveness by industry leaders.

The program planning and assessment process, implemented for the review of all programs offered by the college, includes a comprehensive review of the entire curriculum for each discipline. The Food Safety program will undergo review every two years as required by California Code of Regulations, Title 5.

D. Adequate Resources and Processes to Ensure Quality

The certificate did not require acquisition of additional equipment or faculty. Courses are taught by existing faculty and identified regulatory and/or industry experts. The agriculture industry has conducted a multi-year funding campaign for the Hartnell Foundation. These funds support the development and sustainability of the Agriculture Programs. The ongoing review and support of the industry advisory group keeps course curriculum and learning outcomes current.
with industry needs. The college has adequate resources and processes to continue to ensure the quality of the courses and program.

Quality Assessment and Planning Process: Hartnell College believes in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. Thus, the college has adopted an assessment and planning model that will be utilized to systematically examine its student learning outcomes at the course, program, and institutional levels, regardless of modality. Those data are used by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement. The assessment and planning model is depicted below:

The Academic Senate has worked with the student and employee groups to redesign and adopt its Shared Governance Model (see Appendix C) and the Planning and Assessment Model for continuous improvement. The Shared Governance model has four committees that take responsibility for the assessment and planning model. The work of these four committees flows through the Resource Allocation Committee to the president and the Board.

Student learning outcomes are identical for all locations and the college's assessment calendar is applied at each site. The college has identified and assessed outcomes at the course, program, and institutional levels on an annual basis, with a comprehensive program review in Year 5. Institutional student learning outcomes (Core Competencies: Communication Skills, Information Skills, Critical Thinking, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) are the same for all students without regard to time of day, location or mode of instruction. In addition to other analyses, the college disaggregates its SLO data by these three factors to test its achievement of this commitment to quality learning for all students.

E. Approvals

Discipline faculty, the Curriculum Committee, and the Hartnell College Board of Trustees have approved the courses required to obtain the Certificate of Achievement in Agriculture - Food Safety. Approval by the Commission is hereby requested.

F. Eligibility Requirements

Each Eligibility Requirement will continue to be met by Hartnell College.

1. Authority.

Hartnell Community College is authorized or licensed by the State of California and WASC to operate as a public educational institution and to award associate
degrees and certificate as approved. It is regulated by Title 5 and the California Education Code.

According to its 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." By offering the Certificate of Achievement in Agriculture - Food Safety, the College is providing an opportunity for students to prepare to enter the workforce in a thriving agricultural industry, which is the single largest economic driver in Monterey County and in much of California.

Hartnell College is committed to its mission, as published in its catalog, course schedule, on its web site, and in each monthly meeting agenda for the Board of Trustees, as well as numerous other documents and reports. In preparation for the next site visit in 2013, Hartnell is completing a self-study to assess its performance with regard to the promises contained in its mission by identifying the education and training needs of the district and analyzing access and student success data with particular attention to closing any gaps or disparities.

3. Governing Board
Hartnell College is a single college district with seven trustees, each elected for four-year terms from one of the seven sub districts, and one student trustee elected by the students. Elections are held in odd numbered years, four were elected in 2011 and three in 2009. The Superintendent/President has served three and one-half years, including one year as interim.

Board Policies governing its operating procedures as a board, as well as the college are available at (www.hartnell.edu/board/board_policies/). These policies are designed to ensure financial integrity and quality of its programs, consistent with its mission.

4. Chief Executive Officer
The Hartnell College Board, through its policies, delegates the operations of the college to the Superintendent/President who is held accountable for its effectiveness.

5. Administrative Capacity.
The Agriculture – Food Safety program is supported by the Vice President of Academic Affairs and Accreditation, the Dean of Advanced Technology, and an administrative assistant. See Appendix D Organizational Chart. (http://www.hartnell.edu/accreditation/reports/)

6. Operational Status.
Hartnell College is operational, with students actively pursuing its degree programs. The addition of the Certificate of Achievement in Food Safety to our existing programs will provide retraining of current employees, and important preparation of entry level agriculture employees.

7. Degrees.
A substantial portion of Hartnell College's educational offerings are programs that lead to degrees. The College assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements. The programs in Advanced Technology at the Alisal campus provide preparation for employment as well as general education courses to assist students in reaching a variety of academic goals.

8. Educational Programs.
The College's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. All associate degrees require the completion of at least sixty (60) units. The certificate in Food Safety requires twelve units. See Appendix A for greater detail. (http://www.hartnell.edu/accreditation/reports/)

9. Academic Credit.
Hartnell College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations. Academic credit awarded is based on Carnegie units of instruction.

10. Student Learning and Achievement.
All courses and programs possess explicit student learning outcomes that have been developed and approved by discipline faculty. Course-level outcomes are developed for each course approved by the Curriculum Committee and are included on the syllabus provided to students. Program-level outcomes are included in the catalog. Discipline faculty members align course-level outcomes with program-level outcomes and have developed assessment strategies to measure outcome achievement as well as interventions for program improvement.

11. General Education.
The College has identified and offers courses that meet CSU and UC General Education requirements. Hartnell College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

The College embraces academic freedom. Board Policy 4030 states: “Academic freedom shall be guaranteed to all academic employees. No special limitations shall be placed upon study, investigation, presentation, and interpretation
of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional responsibility..." (http://www.hartnell.edu/board/policies/4030.pdf)

13. Faculty.
Hartnell College currently has qualified faculty with full-time responsibility to support the college’s educational programs. The Hartnell College Faculty Association contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting curriculum development and assessment of learning outcomes.

Currently, all courses in the area of Food Safety are taught by our full-time faculty in agriculture or biology or by part-time faculty who are Food Safety and Quality Assurance professionals in the industry. Some of these adjuncts are part of the Food Safety steering committee that provides on-going advice and coordinates the annual Hartnell College Western Food Safety Summit. Given the constant changes in regulations and practices in food safety, the reliance on professionals from the industry will need to continue. Faculty with degrees in agriculture and/or biology are engaged in professional development with the advisory committees and with assistance of industry professionals to ensure appropriate understanding of the regulatory issues and safety standards and practices. Industry and regulatory staff who serve as adjunct faculty meet all of the minimum qualifications and bring to the classroom appropriate teaching techniques as well as relevant real world experience. All instructors and personnel report to the Dean of Advanced Technology, who has a doctorate in Plant Pathology and research experience in the field.

The Faculty Development Committee organizes and offers a variety of ongoing faculty development opportunities, including workshops on curriculum development and outcome assessment. Faculty are notified of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site. (www.hartnell.edu/ecampus/faculty/opportunities.html)

Hartnell College provides a comprehensive range of student services that support student development and learning within the context of the College’s mission. Student support services are regularly assessed and improved to meet the needs of all students. Student services and library services are available to the entire Hartnell community, including online students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore, and the Library's online databases.

All Hartnell students, including those in online programs, are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center and Computer Center. Technical Support is provided to students and faculty by campus staff. Counseling is provided through
email to all students, and counselors are scheduled to respond to email requests within 24 hours.

15. Admissions.
Hartnell College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the College catalog and specify the qualifications appropriate for the College's institutional programs.

16. Information and Learning Resources.
The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The College Library offers key services and resources to students, faculty, and staff. The Library is designed to meet the information and research needs of students and the learning community and features over 200 computers, a wireless network, video on demand, laptops for in-library use, and 22 collaborative study rooms. The Library’s print collection consists of approximately 64,000 volumes; currently, the Library subscribes to approximately 150 print periodicals, more than 35 databases, and 6 daily newspapers. Students at the main campus, the Alisal Campus, and the King City Education Center have full access to Library services.

17. Financial Resources.
Hartnell College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. There will be no impact on the financial resources of the College because of the implementation of the Certificate of Achievement in Agriculture - Food Safety.

Hartnell College relies on a broad-based planning process that ties resource allocation to priorities. Although the campus community is struggling with budget cuts, the College has used a vigorous shared-governance process and continuous improvement cycle to establish priorities for the distribution of resources. In addition, Hartnell College annually undergoes and makes available to the public an external financial audit by an independent certified public accountant. The unqualified audit(s) are available at: http://www.hartnell.edu/documents/Audit_2011.pdf.

Hartnell College is committed to improving student learning and believes that progress must be documented in a way that answers the following questions: 1) are we a better college than we were a year ago; and 2) what is the supporting evidence? Further, the College is committed to using results of the analysis of data to drive institutional change and resource allocation.
As explained earlier in this proposal, the college, in 2007, adopted an assessment and planning model that systematically examines, in addition to its processes, achievement of student learning outcomes at the course, program, and institutional (core) levels. Data from those assessments are utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement.

20. **Public Information.**
Hartnell College provides a catalog for its constituencies in both print and online format (www.hartnell.edu/academics/catalog.pdf). General information, academic and financial aid requirements, fees, degree and certificate information, student policies and board policies are all available in print and online formats.

21. **Relations with the Accrediting Commission.**
Hartnell College provides assurance that it adheres to the eligibility requirements, accreditation standards and policies of the Commission, and describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. An archive of accreditation documents, presentations, correspondence and reports may be accessed online. ([http://www.hartnell.edu/accreditation/](http://www.hartnell.edu/accreditation/))

G. **Accreditation Standards**

Hartnell College fully resolved all of the Commission’s recommendations and concerns and had its accreditation fully reaffirmed by the Commission in June 2009. The college accomplished this goal through three progress reports and visits – October 2007, March 2008 and March 2009. The Mid-Term Report was accepted by the Commission on June 11, 2010. Hartnell is now completing a self-study in anticipation of a site visit in early 2013.

Each Accreditation Standard will continue to be met by Hartnell College. The process for monitoring and evaluating the effectiveness and learning outcomes is consistent for all programs.

**Standard 1: Institutional Mission and Effectiveness**

According to its 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."*

This mission statement appears in each Board agenda and is published on the college website and in the college catalog and shows the institution’s intent to serve the needs of
individual students and the community by offering programs in transfer education, career and technical education, and basic skills. During the last accreditation review cycle, the college adopted a continuous improvement process consisting of five phases: assessment, analysis, planning, resource allocation, and implementation. These phases are facilitated through the shared governance committee structure and then communicated to the larger campus community.

In evaluating institutional effectiveness, the college has relied on the findings from the 2008 district-wide assessment report, Salinas Valley 2020 Vision, the annual Accountability: Focus on Results study from the Chancellor's Office, and the goals stated in the Educational Master Plan, Educational Facilities Master Plan, Technology Master Plan, and the 2016 Financial Plan. These guides have led the college in reorganizing its administrative structure to appoint four instructional Deans as well as focusing its efforts on reviewing the effectiveness of programs; and enhancing the institutional assessment of student learning outcomes, regardless of instructional modality.

**Standard II: Student Learning Programs and Services**

The College assures the quality of all associate degree programs and the courses that comprise these programs through discipline review and assessment of both course-level and program-level assessments. Dialog regarding assessment results and interventions is documented in program planning documents. In addition, course outlines are reviewed and approved by discipline faculty and by the Curriculum Committee. Student learning outcomes for each course appear on the respective syllabus, and program outcomes are listed in the college catalog.

The key to the sustainability of the college’s assessment plan is that detailed program reviews will be conducted on a rotating basis such that all programs will be reviewed at least every five years. Included in this process will be an assessment of the student learning outcomes at the program level.

The college’s curriculum review and program review processes require a comprehensive review of courses and programs within a five-year cycle. Course-level and program-level outcomes are reviewed regularly with interventions implemented as determine by assessments. The program planning and assessment process includes review of data elements to include enrollments, success, consistency, efficiency/WSCH, revenue/cost-ratios, and number of degrees and certificates earned. These factors can be compared annually across time, between disciplines, programs, and divisions, and by college. In addition, the institutional outcomes (core competencies) of Communication Skills and Critical Thinking have been assessed college-wide, with plans to assess the remaining core competencies by Fall 2012.

This substantive change will have minimal impact on the resources of the college and will not have a negative impact on existing programs. The program is housed with the other Agriculture Programs at the Center for Advanced Technology at the Alisal campus, which includes space for an experimental farm, classrooms and laboratories. This state of the art
facility offers easy accessibility to all students. It houses the agriculture faculty, as well as faculty in other Advanced Technologies. Faculty are supported by the Dean of the Alisal Campus and appropriate staff. The campus houses full and part time counselors and provides a support for admissions and financial aid. As a result, student support services already in place will serve the needs of students pursuing the Certificate of Achievement in Agriculture - Food Safety.

**Standard III: Resources**

The college has made significant gains in creating planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long-range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff, and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite recent and impending State budget cuts.

The college employs qualified administrators, faculty, and staff to support all academic programs. The Certificate of Achievement in Agriculture - Food Safety is supported by the Vice President of Academic Affairs and Accreditation, the Dean of Advanced Technology, and administrative support staff at the Alisal campus. (see Appendix D: Organizational Chart).

Student services and library services are available to the entire Hartnell community including the Alisal Campus. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

**Standard IV: Leadership and Governance**

The college is in full compliance with the Governance and Leadership standard. It is governed by the Board of Trustees whose policies include ethics and sanctions for violations, as well as the policies appropriate for governing and delegating the operations of the college to the Superintendent/President. The commitment to transparency and integrity in its decision processes and shared governance processes are evident in the work that has been accomplished since July 2007. The college faculty, staff, and the Board of Trustees have invested significant effort in the redesign of its shared governance processes. This is evident in the Accreditation Reports filed over the past two years at [http://www.hartnell.edu/accreditation/documents](http://www.hartnell.edu/accreditation/documents).

The shared governance document that identifies the membership and roles of each committee is available at [http://www.hartnell.edu/academic_senate/](http://www.hartnell.edu/academic_senate/). Board policies are available at [http://www.hartnell.edu/board/board_policies/](http://www.hartnell.edu/board/board_policies/) and the organizational chart is included in Appendix D.
Appendix A  
Catalog Description of Agriculture — Food Safety

AGRICULTURE—FOOD SAFETY—CERTIFICATE OF ACHIEVEMENT

In all certificate programs, it is required that at least half of the required number of units be taken at Hartnell College. A grade of “C” or better must be maintained in all certificate-applicable units.

<table>
<thead>
<tr>
<th>✓ REQUIRED MAJOR COURSES</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Required Major Course</td>
<td>ABT-130</td>
<td>Introduction to Food Safety</td>
<td>1.5</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>ABT-131</td>
<td>Agricultural Practices for Food Safety</td>
<td>1.5</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>ABT-132</td>
<td>Food Safety Management</td>
<td>1.5</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>ABT-133</td>
<td>Facility Management for Food Safety</td>
<td>1.5</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>ABT-134</td>
<td>Environmental Effects on Food Borne Pathogens</td>
<td>1.5</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>ABT-135</td>
<td>Introduction to Food Microbiology</td>
<td>1.5</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>ABT-58</td>
<td>Agriculture Laws and Regulations</td>
<td>3.0</td>
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</table>

<table>
<thead>
<tr>
<th>✓ OTHER REQUIRED COURSES</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td>ENG-101*</td>
<td>Intermediate Composition and Reading</td>
<td>(3.0)</td>
</tr>
<tr>
<td></td>
<td>ESL 101*</td>
<td>or Academic Writing &amp; Reading II</td>
<td>(5.0)</td>
</tr>
<tr>
<td>Required Course</td>
<td>MAT-121**</td>
<td>Elementary Algebra</td>
<td>(5.0)</td>
</tr>
</tbody>
</table>

**TOTAL UNITS (≥ 12.0)**

* Eligibility for ENG-1A fulfills this requirement.

**Eligibility for MAT-123 or completion of any course for which MAT-121 is a prerequisite with a grade of “C” or better.
Appendix B

Sample Course Outline
Course Outlines with SLOs available online at http://www.hartnell.edu/accreditation/reports/

CURRICULUM COMMITTEE COURSE & DEGREE COVER SHEET

COURSE
DATE: 04/10/2012

<table>
<thead>
<tr>
<th>Discipline:</th>
<th>ABT</th>
<th>Course Title:</th>
<th>Agricultural Practices for Food Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #:</td>
<td>131</td>
<td>Initiated By:</td>
<td>Neil Ledford</td>
</tr>
<tr>
<td>Units:</td>
<td>1.5</td>
<td>First Reading:</td>
<td>(Date)</td>
</tr>
<tr>
<td>Minimum Course Duration:</td>
<td></td>
<td>Second Reading:</td>
<td>(Date)</td>
</tr>
</tbody>
</table>

Minimum Course Duration:

IMPORTANT: Check all items being revised. For major revisions, the old outline must be provided.

General Education

SLO's
Given a food borne illness hazard situation, the students will evaluate the conditions, propose a solution and write standard operating procedures to prevent reoccurrence.

JUSTIFICATION:
HARTNELL COLLEGE COURSE OUTLINE

DESIGNATOR & NUMBER: ABT 131
COURSE TITLE: Agricultural Practices for Food Safety
CREDIT UNITS: 1.5
FACULTY INITIATOR: Neil Ledford
WEEKLY CONTACT HOURS:

1.5 Lecture
0 Lab
0 By-Arrangement (DHR)
0 Homework (Lecture hours X 2)

TOTAL CONTACT HOURS (BASED ON 16-18 WEEKS)

24 – 27 Lecture
0 Lab
0 By-Arrangement (DHR)

GRADING BASIS: Grade Only

PREREQUISITE:
COREQUISITE:
ADVISORY:
OTHER:

COURSE DESCRIPTION:
Focuses on establishing agricultural practices as they relate to the production of farm products from a food safety standpoint. Covers the specific guidelines for some key agricultural commodities, regulating and monitoring food safety guidelines, writing standard operating procedures, employee training, and technologies to assist in production of safe food. Field trips may be required.

COURSE OBJECTIVES:
Upon satisfactory completion of the course, students will be able to:

1. identify and evaluate production hazards that could lead to food borne illness.
2. discuss the key points to account for in considering food safety guidelines for a specific commodity.
3. compose effective standard operating procedures.
4. evaluate the effectiveness of a standard operating procedure and revise when appropriate.
5. create an employee food safety training schedule.
6. compare and contrast alternative microbial eradication technologies.
7. summarize the role of specific government agencies in food safety.

COURSE CONTENT:
I. Good Agricultural Practices
   A. What is meant by GAPs?
   B. Field and farm conditions that may lead to food borne illness
   C. Potential hazards from agricultural inputs
II. Commodity specific food safety guidelines (emphasis where appropriate, depending on location)
A. Meat, poultry and egg products
   1. The Pathogen Reduction/HACCP Regulation
   2. Carcass temperature regulatory requirements
   3. Using continuous time/temperature recorders
   4. Repackaging labeled meat products
   5. Compliance of meat sampling techniques
   6. Design and implementation of sampling and testing programs
   7. Federal inspection programs

B. Leafy greens
   1. General requirements
   2. Environmental assessments
   3. Water considerations and hazards
   4. Soil amendments
   5. Non-synthetic crop treatments
   6. Worker hygiene, equipment sanitation
   7. Harvest and field personnel sanitation
   8. Production location considerations

C. Canned, dehydrated and frozen products
   1. The risk of microbiological contamination
   2. Does processing destroy food borne pathogens?
   3. Food security issues and implementation of the Bioterrorism Act

D. Other fresh fruits and vegetables
   1. Watermelons – overview of food safety guidelines
   2. Tomatoes – overview of food safety guidelines

III. Regulating and monitoring food safety during production
   A. Writing standard operating procedures
   B. Implementing standard operating procedures
   C. Employee training and compliance
   D. Field auditing
   E. The role of government agencies
      1. Local health departments
      2. California Department of Food and Agriculture
      3. Food and Drug Administration
      4. USDA Federal Inspection Service
      5. U.S. Environmental Protection Agency

IV. Technologies to support food safety
   A. Eradication technologies
      1. Ozone treatments
      2. Pasteurization
      3. Irradiation with X-Ray, Electron or Gamma
   B. Water treatment
   C. Microbiological testing

INSTRUCTIONAL METHODOLOGY:
CLASSROOM
   Lecture
   Individual Assistance
   Audiovisual (including PowerPoint or other multimedia)
   Demonstration
   Discussion
   Group Activity

Requires a minimum of three (3) hours of work per unit including class time and homework.
**METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:**

Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:

<table>
<thead>
<tr>
<th>CLASSROOM</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Activity</td>
<td>Class discussion, group projects, internet based assignments</td>
</tr>
<tr>
<td>Oral Assignments</td>
<td>Class discussions and assignments</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>Short written answers on tests, outside assignments and projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMS</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Final</td>
<td>Written answers and multiple choice</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Analysis and comparison of various eradication technologies</td>
</tr>
<tr>
<td>Skill Demonstration</td>
<td>Writing effective standard operating procedures, create an employee safety training program</td>
</tr>
<tr>
<td>Objective Test</td>
<td>Midterm and final</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

**MINIMUM STUDENT MATERIALS:** Textbook(s) similar to:

Appendix C

HARTNELL COLLEGE SHARED GOVERNANCE STRUCTURE
Appendix D
Hartnell College Organizational Chart

Board of Trustees
Hartnell Community College District

Superintendent/President
Dr. Phoebe Helm

Interim Vice President
Student Affairs
Mary Dominguez

Vice President
Information & Technology Resources
Matt Coombs

Vice President
Academic Affairs & Accreditation
Vacant

Interim Vice President
Support Operations
Al Muñoz

Interim Executive Director
of Advancement
Jackie Cruz

Dean of Languages,
Fine Arts & Student
Support
ELEMENTARY
TEACHER
PREPARATION
ENGLISH
SPANISH (AA)

Dean of curriculum &
Instructional Support

Dean of Social,
Behavioral Science &
Accreditation
ALCOHOL & DRUG ABUSE
COUNSELING (AA)
BUSINESS
ADMINISTRATION
BUSINESS OFFICE
TECHNOLOGY:
GENERAL EDUCATION
HISTORY
LIBERAL ARTS
PSYCHOLOGY
SOCIAL SCIENCES

Dean of Math,
Science, Engineering
& Library Services
BIOLGY
CHEMISTRY
EARTH SCIENCE
PHYSICAL
EDUCATION -
KINESIOLOGY

Dean of Advanced
Technology
AGRICULTURE – FOOD
SAFETY
CON – SUSTAINABLE
CONSTRUCTION (AS)
CON – SUSTAINABLE
CONSTRUCTION
COMPUTER SCIENCE &
INFORMATION SYSTEMS

Assistant Dean/
Director Nursing &
Health Science
RESPIRATORY CARE
PRACTITIONER (AS)

Dean of Economic
Development
& South County
Education Services

Note: Disciplines are assigned to each area dean, and includes all modalities.
Substantive Change Proposal
(Respiratory Care Practitioner—AS Degree)

To Request Approval of an Additional New Degree

HARTNELL COLLEGE
411 Central Avenue
Salinas, CA 93901
http://www.hartnell.edu/accreditation/reports/

April 10, 2012

Phoebe K. Helm
Superintendent/President
831 755-6900
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Appendix A: Degrees & Certificates Available 50% or More Online
Appendix B: Sample Course Outline
Appendix C: Shared Governance Model
Appendix D: Hartnell College Organizational Chart
A. Description of Proposed Change

The College is requesting approval of the Associate of Science degree in Respiratory Care Practitioner.

Hartnell College has a unique opportunity to develop a Respiratory Care Practitioner program. As the only Community College in Salinas, CA, we serve a diverse cultural and socioeconomic community. We are well structured with strong administrative, faculty, student, community and board support. We have approximately 10,000 students studying here every year, and have been planning to improve our Allied Health Programs, as part of our Mission and Vision Statements:

"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."

Allied Health programs are attractive to young high school graduates, older students and those seeking a second or third career or job change. Admission to the program is based on successfully completing science, English and math prerequisites. These students are usually committed to a caring profession, eager to serve their community in this manner, and have a high success rate.

By offering this new Allied Health program, the College expands educational opportunities to more members of the Salinas Valley community, and serves future healthcare needs of the community.

Need:
Allied Health Professions are one of the leading areas of growth and opportunity in the country, and in our region. The need for Allied Health Programs in the region has been validated by several studies. One analysis, as explained in more detail in the Planning Process section determined that a Respiratory Care Practitioner (RCP) Program was needed in the area to serve our population, as no college within 70 miles offered this program. The most rapidly growing health issues in the Salinas Valley region are diabetes and respiratory diseases. Obesity is a contributing factor in the growth of these diseases.

Hartnell College is poised to grow, especially in the professions of Allied Health. Currently, the college provides EMT and basic life support (BLS) programs in addition to excellent Registered Nursing and Vocational Nursing Programs, with 60 graduates each year. The National Certifying Examination (NCLEX-RN and NCLEX-PN) consistently exceeds state and national averages, ranging from 93-100% in the past few years.

B. Program Compliance and Approvals

Hartnell College used the same curriculum approval process for this new program as for all courses and programs. This included discussion and approval by the Curriculum Committee,
a standing committee of the Academic Senate, followed by Board approval. Student learning outcomes and assessment criteria were approved at this time as well. The accreditation process was initiated in Fall 2011, and is being sought from The Commission on Accreditation for Respiratory Care (CoARC). The program is under review at this time by this agency. Additionally, all supporting documentation was prepared for the Chancellor’s office. See Appendix A: Catalog Description and Appendix B: Sample Course Outline. At http://www.hartnell.edu/accreditation/reports/, the list of required courses includes links to each course outline of record with student learning outcomes.

C. Planning Process

Regional Allied Health education meetings have occurred over the past two years, and Hartnell College has participated in these. Specifically, the Healthcare Advisory Roundtable Committee (HART), a committee from the Workforce Development Board (WIB) was convened to communicate, integrate and collaborate on all Healthcare Workforce Projects that impacted the region. Committee members represent healthcare professionals, community and private hospitals, colleges, employers of healthcare personnel, and other interested stakeholders. The achieved objectives of HART were to generate a needs analysis and resultant report in the field of health care for all the stakeholders. Working with the State Labor Market Information, data was reviewed to inform the committee about occupations in health care.

As this planning was going on in 2009-2011, the Building Healthy Communities/California Endowment Fund was evaluating areas in California that were in need of improvement. East Salinas was selected as an area in need of social, economic, health and educational resources. Hartnell College was invited to participate in writing a grant to assist in addressing these identified concerns. The college’s Foundation envisioned these grant dollars to develop and support a new Allied Health Program (RCP) from the California Endowment. The grant was awarded to the college for this new program in spring, 2011.

An Advisory Committee was created to assist with the plans to initiate a new program in fall 2012. The Advisory Committee appointments included Respiratory Care Directors from all area clinical agencies, faculty from Hartnell College and community stakeholders. A Director for this program will be hired to coordinate and lead this program. A physician from an affiliated hospital has been appointed as the Medical Director, and Respiratory Therapists from four affiliated hospitals are actively and excitedly participating on the Advisory Committee, along with science and nursing faculty, and community members.

D. Adequate Resources and Processes to Ensure Quality

Quality Assessment and Planning Process: Hartnell College believes in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. Thus, the college has adopted an assessment and planning model that will be utilized to systematically examine its student learning outcomes at the course, program, and institutional levels, regardless of modality. Those data will be utilized by the college to set priorities, direct interventions, and guide the distribution of resources to
ensure continuous improvement. The assessment and planning model is depicted below:

The Academic Senate has worked with the student and employee groups to redesign and adopt its Shared Governance Model and the Planning and Assessment Model for continuous improvement. See Appendix C (http://www.hartnell.edu/accreditation/reports/). The Shared Governance model has four committees that take responsibility for the assessment and planning model. The work of these four committees flows through the Resource Allocation Committee to the president and the Board. This model will be applied to the development and implementation of the new Respiratory Care Practitioner program.

The college has identified and assessed outcomes at the course, program, and institutional levels on an annual basis, with a comprehensive program review in Year 5. Institutional student learning outcomes (Core Competencies: Communication Skills, Information Skills, Critical Thinking, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) are the same for all students without regard to time of day, location or mode of instruction. In addition to other analyses, the college disaggregates its SLO data by these three factors to test its achievement of this commitment to quality learning for all students. The evaluation of the faculty and the program will follow the established evaluation criteria used to evaluate all faculty and courses. The evaluative process will enable the College to continuously assess and improve instruction in this program.

E. Approvals
The Curriculum Committee and Hartnell College Board of Trustees have approved the Respiratory Care Practitioner Program and the courses required to obtain the AS degree in Respiratory Care Practitioner; this allows eligibility to take the national certifying examinations. Approval by the Commission is hereby requested.

F. Eligibility Requirements
Each Eligibility Requirement will continue to be met by Hartnell College.

1. Authority
Hartnell Community College is authorized or licensed by the State of California and WASC to operate as a public educational institution and to award associate degrees and certificates as approved. It is regulated by Title 5 and the California Education Code.

2. Mission
According to its 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.” By offering this new program, the College expands educational opportunities to more members of the Salinas Valley community, and supports future healthcare needs of the community.

Hartnell College is committed to its mission, as published in its catalog, course schedule, on its web site, and in each monthly meeting agenda for the Board of Trustees, as well as numerous other documents and reports. In preparation for the next site visit in 2013, Hartnell is completing a self-study to assess its performance with regard to the promises contained in its mission by identifying the education and training needs of the District and analyzing access and student success data with particular attention to closing any gaps or disparities.

3. Governing Board
Hartnell College is a single college district with seven trustees, each elected for four-year terms from one of the seven sub-districts, and one student trustee elected by the students. Elections are held in odd numbered years, four were elected in 2011 and three in 2009. The Superintendent/President has served five years including one year as interim.

Board Policies governing its operating procedures as a board, as well as the college are available at (www.hartnell.edu/board/board_policies/). These policies are designed to ensure financial integrity and quality of its programs, consistent with its mission.

4. Chief Executive Officer
The Hartnell College Board, through its policies, delegates the operations of the college to the Superintendent/President who is held accountable for its effectiveness.

5. Administrative Capacity
The Hartnell College Allied Health Programs are supported by the Vice President of Academic Affairs, the Assistant Dean of Nursing and Allied Health, the Dean of Curriculum and Instructional Support, an administrative assistant, and the Tutorial Service Coordinator. The Assistant Dean of Nursing and Allied Health reports to the Vice President of Academic Affairs and Accreditation. See Appendix D: Organizational Chart (http://www.hartnell.edu/accreditation/reports/).

6. Operational Status
Hartnell College is fully operational, with students actively pursuing its degree programs.

7. Degrees
A substantial portion of Hartnell College's educational offerings are programs that lead to degrees. The College assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements. As described
within this substantive change proposal, Hartnell is requesting to offer a new Allied Health Associate of Science degree in Respiratory Care Practitioner.

8. Educational Programs
The College's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. All associate degrees require the completion of at least sixty (60) units. See Appendix A for greater detail. (http://www.hartnell.edu/accreditation/reports/)

9. Academic Credit
Hartnell College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations. Academic credit awarded is based on Carnegie units of instruction.

10. Student Learning and Achievement
As indicated within the 2011-2012 Hartnell College Catalog pages in Appendix A (http://www.hartnell.edu/accreditation/reports/), the program described within this proposal possesses explicit student learning outcomes which have been approved by the discipline and the curriculum committee and ratified by the Board. The College has developed an assessment calendar and analyzes assessment results to identify and address any disparities that might exist. The College uses these results to test its commitment to achieving stated student outcomes in all courses, programs and degrees.

11. General Education
The College has identified and offers courses that meet CSU and UC General Education requirements. Hartnell College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. Academic Freedom
The College embraces academic freedom. Board Policy 4030 states: “Academic freedom shall be guaranteed to all academic employees. No special limitations shall be placed upon study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional responsibility...” (http://www.hartnell.edu/board/policies/4030.pdf)

13. Faculty
Hartnell College currently has qualified faculty with full-time responsibility to support the college’s educational programs. The Hartnell College Faculty Association contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting curriculum development and assessment of learning outcomes. The RCP program will hire a full-time Director and a Clinical Director of Education, who will also teach, as required by theAccrediting Body (CoARC). Additional part-time faculty
may be hired for clinical oversight.

The Faculty Development committee organizes and offers a variety of ongoing faculty development opportunities, including workshops and online classes for all faculty. Faculty are notified of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site. (www.hartnell.edu/ecampus/faculty/opportunities.html)

14. Student Services
Hartnell College provides a comprehensive range of student services that support student development and learning within the context of the College’s mission. Student support services are regularly assessed and improved to meet the needs of all students. Student services and library services are available to the entire Hartnell community through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore and the Library's online databases.

All Hartnell students are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center and Computer Center. Technical Support is provided to students and faculty by campus staff. Counseling is provided to all students, and counselors are available to assist students in all courses and programs in planning their educational pathway. Course and program descriptions and requirements are found within the College's annual Catalog and the Schedule of Classes.

15. Admissions
Hartnell College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the College catalog and specify the qualifications appropriate for the College's institutional programs. Admission to the RCP program requires an application process fully outlined for students in the catalog.

16. Information and Learning Resources
The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs. The Nursing and Allied Health Department has a state-of-the art fully equipped Skills and Simulation Lab, where competence in all clinical skills for this program will be mastered. Additionally, we are in partnership with five acute care hospitals, multiple clinics and skilled nursing facilities, and the County Health Department. Respiratory Care Practitioner students will care for patients in multiple settings, with faculty, as they master the professional knowledge and skills required to become a licensed professional.

17. Financial Resources
Hartnell College documents a funding base, financial resources, and plans for
financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Funding for the development of this program is provided by the California Endowment grant, which supports administration, faculty, support staff, supplies and equipment. While funds are granted on a two-year cycle the California Endowment has made a ten-year commitment to ensure the sustainability of this program.

18. Financial Accountability
Hartnell College relies on a broad-based planning process that ties resource allocation to priorities. Although the campus community is struggling with budget cuts, the College has used a vigorous shared-governance process and continuous improvement cycle to establish priorities for the distribution of resources. In addition, Hartnell College annually undergoes and makes available to the public an external financial audit by an independent certified public accountant. The unqualified audit(s) are available at: http://www.hartnell.edu/documents/Audit_2011.pdf.

19. Institutional Planning and Evaluation
Hartnell College is committed to improving student learning and believes that progress must be documented in a way that answers the questions: 1) are we a better college than we were a year ago and 2) what is the evidence? Further, the College is committed to using results of the analysis of data to drive institutional change and resource allocation.

As explained earlier in this proposal, the college, in 2007, adopted an assessment and planning model that systematically examines, in addition to its processes, achievement of student learning outcomes at the course, program, and institutional (core) levels. Data from those assessments are utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement.

20. Public Information
Hartnell College provides a catalog for its constituencies in both print and online format. (www.hartnell.edu/academics/catalog.pdf) General information, academic and financial aid requirements, fees, degree and certificate information, student policies and board policies are all available in print and online formats.

21. Relations with the Accrediting Commission:
Hartnell College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. An archive of accreditation documents, presentations,
correspondence and reports may be accessed online. (http://www.hartnell.edu/accreditation/)

G. Accreditation Standards
Hartnell College fully resolved all of the Commission’s recommendations and concerns and had its accreditation fully reaffirmed by the Commission in June 2009. The college accomplished this goal through three progress reports and visits – October 2007, March 2008 and March 2009. The Mid-Term Report was accepted by the Commission on June 11, 2010. Hartnell is now completing a self-study in anticipation of a site visit in early 2013.

Each Accreditation Standard will continue to be met by Hartnell College. The process for monitoring and evaluating the effectiveness and learning outcomes for the RCP program is the same as those for all programs and courses.

Standard I: Institutional Mission and Effectiveness
According to its 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."

This mission statement appears in each Board agenda and is published on the college website and in the college catalog and shows the institution’s intent to serve the needs of individual students and the community by offering programs in transfer education, career and technical education, and basic skills. During the last accreditation review cycle, the college adopted a continuous improvement process consisting of five phases: assessment, analysis, planning, resource allocation, and implementation. These phases are facilitated through the shared governance committee structure and then communicated to the larger campus community.

In evaluating institutional effectiveness, the college has relied on the findings from the 2008 district-wide assessment report, Salinas Valley 2020 Vision, and the annual Accountability: Focus on Results study from the Chancellor's Office as well as the goals stated in the Educational Master Plan, Educational Facilities Master Plan, Technology Master Plan, and the 2016 Financial Plan. These guides have led the college in reorganizing its administrative structure to appoint four instructional Deans as well as focusing its efforts on reviewing the effectiveness of programs and enhancing the institutional assessment of student learning outcomes.

The RCP program was the direct result of the assessment and planning in collaboration with the colleges in the Central Coast. As stated in the Needs and Planning Process sections earlier, the HART and WIB groups identified Allied Health Science Programs that are needed on a regional level and selected Hartnell College to provide the RCP program. The college has sufficient space, equipment and support programs and clinical practice sites to
support the program. The planning processes with the assistance of the California Endowment include designing for sustainability.

**Standard II: Student Learning Programs and Services**

The program options discussed in this proposal will continue to be of high-quality and culminate in student outcomes leading to the described degree, employment, and/or transfer to other institutions of higher education. These instructional programs will continue to be systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes at the course, program and institutional levels. These programs enjoy, in addition to highly qualified faculty, the energetic support of industry advisory groups. These groups assist with curriculum, provide program support, donate equipment, and often provide internships and assist with job placement.

The key to the sustainability of the college’s assessment plan is that detailed program reviews will be conducted on a rotating basis such that all programs will be reviewed at least every five years. Included in this process will be an assessment of the student learning outcomes at the program level.

The college’s curriculum review and program review processes require a comprehensive review of courses and programs within a five-year cycle. Course-level and program-level outcomes are reviewed regularly with interventions implemented as determined by assessments. The program planning and assessment process includes review of data elements to include enrollments, success, consistency, efficiency/WSCH, revenue/cost-ratios, and number of degrees and certificates earned. These factors can be compared annually across time, between disciplines, programs, and divisions, and by college. In addition, the institutional outcomes (core competencies) of Communication Skills and Critical Thinking have been assessed college-wide, with plans to assess the remaining core competencies by Fall 2012.

**Standard III: Resources**

The college has made significant gains in putting in place planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff, and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite the continuing State budget cuts.

The California Endowment grant will provide the funding to support this new program. The infrastructure (i.e., classrooms, laboratories, student center, bookstore) is in place and capable of adding these students to the learning environment at the college. The faculty, staff, supplies and equipment will be supported by the grant for ten years. During this time, the college will seek additional revenue sources and develop plans to sustain the program.

Student services and library services are available to the entire Hartnell community face to
face and through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore and the Library's online databases.

**Standard IV: Leadership and Governance**
The college is in full compliance with the Leadership and Governance standard. It is governed by the Board of Trustees whose policies include ethics and sanctions for violations, as well as the policies appropriate for governing and delegating the operations of the college to the Superintendent/President. The commitment to transparency and integrity in its decision processes and shared governance processes are evident in the work that has been accomplished since July 2007. The college faculty, staff, and the Board of Trustees have invested significant effort in the redesign of its shared governance processes. This is evident in the Accreditation Reports filed over the past two years at http://www.hartnell.edu/accreditation/documents.

The shared governance document that identifies the membership and roles of each committee is available at http://www.hartnell.edu/academic_senate/. Board policies are available at http://www.hartnell.edu/board/board_policies/ and the organizational chart is included in Appendix D.
Appendix A
Catalog Description

Appendix B
Sample Course Outline
Course Outlines with SLOs available online at
http://www.hartnell.edu/accreditation/reports/

CURRICULUM COMMITTEE COURSE & DEGREE COVER SHEET

DATE: 04/20/2012
Discipline: RCP Course Title: Introduction to the Respiratory Care Practitioner
Role and Responsibilities
Course #: 50 Initiated By: Kristi Andreen
Units: 1.5
Minimum Course Duration: 6 Weeks

SLO's
80% students will develop a patient education plan based on a patient's learning style and unique learning needs.
90% of students will demonstrate the ability to access professional organization websites and/or journals to gather information regarding current respiratory care practitioner standards and practice.
HARTNELL COLLEGE COURSE OUTLINE

CC Approval: 03/01/2012
Board of Trustees:
Last Revised:

DESIGNATOR & NUMBER: RCP 50

COURSE TITLE: Introduction to the Respiratory Care Practitioner Role and Responsibilities

CREDIT UNITS: 1.5

FACULTY INITIATOR: Kristi Andreen

WEEKLY CONTACT HOURS:

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TOTAL CONTACT HOURS (BASED ON 16-18 WEEKS)

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</thead>
<tbody>
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<td>0</td>
</tr>
<tr>
<td>By-Arrangement (DHR)</td>
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</tr>
</tbody>
</table>

GRADING BASIS: Grade Only

PREREQUISITE: Admission to the Respiratory Care Practitioner Program

COREQUISITE:

- RCP 53: Skills Lab I, Foundational Skills for the Respiratory Care Practitioner
- RCP 110: Foundations for Success for Respiratory Care Practitioner Students

ADVISORY:

OTHER:

COURSE DESCRIPTION:
Introduces the language of healthcare as professional communication skills are developed. The history of respiratory care as a discipline, the professional organizations that support the discipline, and ethical considerations are reviewed. Evidence-based medicine, critical thinking, health care reimbursement, infection control, and patient education are emphasized.
COURSE OUTLINE

COURSE OBJECTIVES:
Upon satisfactory completion of the course, students will be able to:

1. utilize the language of healthcare while developing professional communication skills in the context of hospital and patient education settings.
2. comprehend the history of respiratory care as it has developed over time.
3. describe the professional organizations that support the discipline and the national testing required for all Respiratory Care Practitioner (RCP) credentialing.
4. describe and select professional communication methods appropriate for use with patients and members of the health care team.
5. discuss ethical principles applicable to the health care setting.
6. discuss evidence-based research methods pertinent to respiratory care clinical practice.
7. compare and contrast the major stakeholders and reimbursement methods used in health care.
8. discuss critical thinking strategies and clinical decision-making in respiratory care.
9. identify and employ the theories and strategies for teaching and learning in patient education.
10. discuss and utilize the principles of infection control.

COURSE CONTENT:

I. The Language of Healthcare; Prefixes, Suffixes, Root Words, Symbols and Acronyms
II. History of the Respiratory Care Profession
III. Professional Organizations and Certifications
IV. Communication Skills
V. Ethics of Healthcare Delivery
VI. Evidenced Based Respiratory Care
VII. Health Care Reimbursement
VIII. Critical Thinking in Respiratory Care
IX. Patient Education
X. Infection Control Principles

INSTRUCTIONAL METHODOLOGY: CLASSROOM

Lecture
Individual Assistance
Other (Specify)
Audiovisual (including PowerPoint or other multimedia) Discussion
Group Activity
Requires a minimum of three (3) hours of work per unit including class time and homework.
Other: case study review, role play

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:
Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:
COURSE OUTLINE

CLASSROOM
Class Activity
- Ethical scenarios in healthcare delivery; Patient education
  case studies
Oral Assignments
- In-class exercises using professional and therapeutic
  communication skills
Written Assignments
- History of respiratory care profession; Professional
  organizations and certifications

EXAMS
Comprehensive Final
- All course objectives as choice questions at comprehension
  and application levels. Examples: utilize the language of
  healthcare; discuss evidence based respiratory care;
  compare and contrast health care reimbursement methods
Problem Solving
- Infection control situations
Quizzes
- On weekly and monthly course objectives

MINIMUM STUDENT MATERIALS: Textbook(s) similar to:

Appendix C

HARTNELL COLLEGE SHARED GOVERNANCE STRUCTURE
Appendix D
Hartnell College Organizational Chart

Board of Trustees
Hartnell Community College District

Superintendent/President
Dr. Phoebe Helm

Interim Vice President
Student Affairs
Mary Dominguez

Vice President
Information & Technology Resources
Matt Coombs

Vice President
Academic Affairs & Accreditation
Vacant

Interim Vice President
Support Operations
Al Muñoz

Interim Executive Director
of Advancement
Jackie Cruz

Dean of Languages,
Fine Arts & Student Support
ELEMENTARY
TEACHER
PREPARATION
ENGLISH
SPANISH (AA)

Dean of curriculum & Instructional Support

Dean of Social, Behavioral Science & Accreditation
ALCOHOL & DRUG ABUSE
COUNSELING (AA)
BUSINESS
ADMINISTRATION
BUSINESS OFFICE
TECHNOLOGY:
GENERAL EDUCATION
HISTORY
LIBERAL ARTS
PSYCHOLOGY
SOCIAL SCIENCES

Dean of Math, Science, Engineering & Library Services
BIOLOGY
CHEMISTRY
EARTH SCIENCE
PHYSICAL EDUCATION - KINESIOLOGY

Dean of Advanced Technology
AGRICULTURE – FOOD SAFETY
CON – SUSTAINABLE CONSTRUCTION (AS)
CON – SUSTAINABLE CONSTRUCTION COMPUTER SCIENCE & INFORMATION SYSTEMS

Assistant Dean/Director Nursing & Health Science
RESPIRATORY CARE PRACTITIONER (AS)

Dean of Economic Development & South County Education Services

Note: Disciplines are assigned to each area dean, and includes all modalities.
Substantive Change Proposal

(AA Degree in Spanish)

To Request Approval of an Additional New Degree.

HARTNELL COLLEGE
411 Central Avenue
Salinas, CA  93901
http://www.hartnell.edu/accreditation/reports/

April 10, 2012

Phoebe K. Helm
Superintendent/President
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Appendix A: Catalog Description of the Spanish—Associate of Arts Degree
Appendix B: Sample Course Outlines
Appendix C: Shared Governance Model
Appendix D: Hartnell College Organizational Chart
A. Description of Proposed Change

The College is requesting approval of an Associate of Arts degree in Spanish.

According to its 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.” By offering an Associate of Arts degree in Spanish, the College more fully meets the needs of its large Spanish-speaking population, providing students with Spanish-language acquisition skills to both enter the workforce in many local industries and satisfy general education and transfer requirements; therefore, this new program expands educational opportunities to more members of the Salinas Valley community.

Hartnell College has offered instruction in Spanish since at least 1963; therefore, all of the required courses were approved by the Hartnell College Curriculum Committee as well as the Board of Trustees prior to being packaged in the Spanish Associate of Arts degree. In addition, the majority of the Restricted Major Electives had been established before the degree was established. Therefore, these courses are not new to Hartnell College.

Hartnell College recognized a specific need for establishing an Associate of Arts degree in Spanish by using data from a study of the Salinas Valley (Ensuring a Valley That Matters: The Hartnell College Salinas Valley Vision 2020 Project). Survey data identified that “The most preferred and used “non-English” language at home is Spanish.” In addition, the data from this project show that business owners and operators in the Salinas Valley communicate with their employees and customers 38 percent of the time.

Prior to creating the Associate of Arts degree in Spanish, discipline faculty reviewed Spanish majors at several colleges. There were 54 California community colleges that offered an Associate of Arts degree in Spanish. Moreover, California State University, Monterey Bay (CSUMB) admission requirements for transfer students include two years of Spanish language preparation equivalent to SPAN 101: Beginning Spanish I, SPAN 102: Beginning Spanish II, SPAN 201: Intermediate Spanish I and SPAN 202: Intermediate Spanish II. Furthermore, additional units of coursework or equivalent experience in Spanish language and culture are recommended.

The following table shows the relationship of the Hartnell College Spanish Associate of Arts degree courses to CSUMB’s admission requirements and recommendations.
While CSUMB is the state university to which the majority of our transfer students go, Hartnell’s Spanish language courses are also articulated with San Diego State University, CSU Fresno, San Jose State University, Cal Poly San Luis Obispo, UC Davis, UC Santa Barbara, CSU Long Beach, and CSU Stanislaus. Successful completion of any one of these major courses in the Spanish AA degree also meets the UC requirement for Area 6, Languages Other Than English (LOTE).

### B. Program Compliance and Approvals

Hartnell College used the same curriculum approval process for each of the required major courses, the restricted major electives, and the general education courses that comprise the degree as is used for all courses and degrees. These courses are reviewed by discipline faculty and by the Curriculum Committee as part of a five-year review process. In addition, the Associate Arts degree in Spanish was presented to the Curriculum Committee, a standing committee of the Academic Senate, first as a discussion item and then for approval. This was followed by Board approval as well as Chancellor’s Office approval. Student learning outcomes and assessment criteria are identified for each of the courses in the degree as well as for the degree. These program-level outcomes are included in the College catalog. See Appendix A: Catalog Description of the Spanish—Associate of Arts Degree and Appendix B: Sample Course Outline. At [http://www.hartnell.edu/accreditation/reports/](http://www.hartnell.edu/accreditation/reports/), the list of required courses includes links to each course outline of record with student learning outcomes.

### C. Planning Process

Hartnell College’s mission is to serve its community which is the primary reason for conducting the needs assessment that resulted in The Salinas Valley 2020 Report. The 2020 revealed that 26 percent of those surveyed had an interest in workplace Spanish/English and Spanish proficiency was recognized as an important skill for
employment and advancement. This data, along with a high interest by students and counselors in an Associate of Arts degree in Spanish drove the decision to investigate the possibility of developing this degree. In addition, faculty reviewed Spanish majors at 11 colleges as well as transfer requirements to CSUs and UCs. It was determined that the College was already offering the courses necessary to create a major in Spanish as well as the appropriate electives, that many of these existing courses also meet general education requirements, and that establishing this new Associate of Arts degree in Spanish would have a positive impact on students and relatively little impact on the college. Spanish courses have a history of strong enrollment and students enrolled in the courses during the planning were very supportive of Hartnell College’s new Spanish degree.

The program planning and assessment process, implemented for the review of all programs offered by the college, includes a comprehensive review of the entire curriculum for each discipline. During this review, it was determined that the existing courses had discipline and Curriculum Committee approval and were articulated through the CSU and UC system.

D. Adequate Resources and Processes to Ensure Quality

As indicated earlier, this degree is primarily a packaging of existing courses designed to meet the needs of the local community for oral and written language skills. In addition, the degree requirements emphasize the linguistic, literary, artistic, cultural, and historical contributions of the Spanish-speaking world. Additionally, the degree requirements satisfy the advanced second language requirement of CSU Monterey Bay, the institution at which most of our transferring students seek admission. Since all of the courses that comprise the Associate of Arts degree in Spanish were approved through the college’s curriculum approval and program planning/review processes and offered during fall, spring, and summer sessions, it has been demonstrated that the college has adequate resources and processes to continue to ensure the quality of these courses and the program.

Quality Assessment and Planning Process: Hartnell College believes in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. Thus, the college has adopted an assessment and planning model that will be utilized to systematically examine its student learning outcomes at the course, program, and institutional levels, regardless of modality. Those data are used by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement. The assessment and planning model is depicted below:

The Academic Senate has worked with the student and employee groups to redesign and adopt its Shared Governance Model and the Planning and Assessment Model for continuous improvement. See Appendix C (http://www.hartnell.edu/accreditation/reports/). The Shared Governance model has four committees that take responsibility for the assessment and planning model. The work of these four committees flows through the Resource Allocation Committee to the president and the Board.
Student learning outcomes are identical for all locations and the college's assessment calendar is applied at each site. The college has identified and assessed outcomes at the course, program, and institutional levels on an annual basis, with a comprehensive program review in Year 5. Institutional student learning outcomes (Core Competencies: Communication Skills, Information Skills, Critical Thinking, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) are the same for all students without regard to time of day, location or mode of instruction. In addition to other analyses, the college disaggregates its SLO data by these three factors to test its achievement of this commitment to quality learning for all students.

E. Approvals

Discipline faculty, the Curriculum Committee, and the Hartnell College Board of Trustees have approved the courses required to obtain the Associate of Arts degree in Spanish as well as the degree through its established review processes. Approval by the Commission is hereby requested.

F. Eligibility Requirements

Each Eligibility Requirement will continue to be met by Hartnell College.

1. Authority
Hartnell Community College is authorized or licensed by the State of California and WASC to operate as a public educational institution and to award associate degrees and certificate as approved. It is regulated by Title 5 and the California Education Code.

2. Mission
According to its 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."

By offering an Associate of Arts degree in Spanish, the College is providing an opportunity for students to prepare to enter a workforce in which Spanish is commonly spoken as well as preparation to transfer to either a CSU or UC by meeting language requirements.

Hartnell College is committed to its mission, as published in its catalog, course schedule, on its web site, and in each monthly meeting agenda for the Board of Trustees, as well as numerous other documents and reports. In preparation for the next site visit in 2013, Hartnell is completing a self-study to assess its performance with regard to the promises contained in its mission by identifying the education and training needs of the district and analyzing access and student success data with particular attention to closing any gaps or disparities.

Hartnell College is a single college district with seven trustees, each elected for four-year terms from one of the seven sub districts, and one student trustee elected by the students.
Elections are held in odd numbered years, four were elected in 2011 and three in 2009. The Superintendent/President has served three and one-half years, including one year as interim.

Board Policies governing its operating procedures as a board, as well as the college are available at [www.hartnell.edu/board/board_policies/](http://www.hartnell.edu/board/board_policies/). These policies are designed to ensure financial integrity and quality of its programs, consistent with its mission.

3. **Governing Board**
Hartnell College is a single college district with seven trustees, each elected for four-year terms from one of the seven sub districts, and one student trustee elected by the students. Elections are held in odd numbered years, four were elected in 2011 and three in 2009. The Superintendent/President has served three and one-half years, including one year as interim.

4. **Chief Executive Officer**
The Hartnell College Board, through its policies, delegates the operations of the college to the **Superintendent/President** who is held accountable for its effectiveness.

5. **Administrative Capacity**
The Associate of Arts degree is supported by the Vice President of Academic Affairs, the Dean of Languages, Fine Arts and Student Support, an administrative assistant, and the Tutorial Services Coordinator. The Dean of Languages, Fine Arts, and Student Support reports to the Vice President of Academic Affairs and Accreditation. See Appendix D: Organizational Chart ([http://www.hartnell.edu/accreditation/reports/](http://www.hartnell.edu/accreditation/reports/)).

6. **Operational Status.**
Hartnell College is operational, with students actively pursuing its degree programs. The addition of Associate of Arts degree in Spanish to our existing programs will promote Spanish language courses, prepare students for communicating in a commonly spoken language, and provide to students the opportunity to meet transfer requirements with no impact on the operational status of the college.

7. **Degrees.**
A substantial portion of Hartnell College's educational offerings are programs that lead to degrees. The College assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements. As described within this substantive change proposal, the Associate of Arts degree in Spanish allows students to earn a degree while meeting transfer requirements to UCs and CSUs as well as provides students with opportunity to satisfy CSU General Education Breadth and IGETCU admission criteria.

8. **Educational Programs.**
The College's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. All associate degrees require the completion of at least sixty (60) units, including the proposed
Associate of Arts degree in Spanish. The unit requirements for the Spanish degree are shown below. See Appendix A for greater detail. (http://www.hartnell.edu/accreditation/reports/)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units Required</th>
</tr>
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<tr>
<td>Required Program Courses</td>
<td>20</td>
</tr>
<tr>
<td>Restricted Major Elective Courses</td>
<td>9</td>
</tr>
<tr>
<td>Required General Education Courses</td>
<td>21</td>
</tr>
<tr>
<td>Elective Courses (Courses Numbered 1–199)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

9. **Academic Credit.**

Hartnell College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations. Academic credit awarded is based on Carnegie units of instruction. Specific semester units are awarded based on the scope of course content and the lecture and/or lab configuration of the course, both of which are elements contained in the course outline of record.

10. **Student Learning and Achievement.**

All courses and programs possess explicit student learning outcomes that have been developed and approved by discipline faculty. Course-level outcomes are developed for each course approved by the Curriculum Committee and are included on the syllabi provided to students. Program-level outcomes are included in the catalog. Discipline faculty members align course-level outcomes with program-level outcomes and have developed assessment strategies to measure outcome achievement as well as interventions for program improvement.

11. **General Education.**

The College has identified and offers courses that meet CSU and UC General Education requirements. Hartnell College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. **Academic Freedom.**

The College embraces academic freedom. Board Policy 4030 states: “Academic freedom shall be guaranteed to all academic employees. No special limitations shall be placed upon study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional responsibility...” (http://www.hartnell.edu/board/policies/4030.pdf)

13. **Faculty.**

Hartnell College currently has qualified faculty with full-time responsibility to support the college’s educational programs. The Hartnell College Faculty Association contract clearly
denotes the responsibilities of faculty members. Faculty members are responsible for conducting curriculum development and assessment of learning outcomes. Two full-time faculty members, both of whom meet the minimum qualifications for teaching college-level Spanish, have developed and reviewed both the courses and the Spanish Associate in Arts degree with recommendations made by the College’s Articulation Officer and Curriculum Committee. Adjunct faculty who teach in the program also meet the minimum qualifications and meet regularly with full-time faculty to ensure consistency in teaching and assessment.

The Faculty Development Committee organizes and offers a variety of ongoing faculty development opportunities, including workshops on curriculum development and outcome assessment. Faculty are notified of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site. (www.hartnell.edu/ecampus/faculty/opportunities.html)

Hartnell College provides a comprehensive range of student services that support student development and learning within the context of the College’s mission. Student support services are regularly assessed and improved to meet the needs of all students. Student services and library services are available to the entire Hartnell community, including online students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore, and the Library's online databases.

All Hartnell students are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center and Computer Center. Technical Support is provided to students and faculty by campus staff. Counseling is provided through email to all students, and counselors are scheduled to respond to email requests within 24 hours.

15. Admissions. 
Hartnell College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the College catalog and specify the qualifications appropriate for the College's institutional programs.

16. Information and Learning Resources. 
The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The College Library offers key services and resources to students, faculty, and staff. The Library is designed to meet the information and research needs of students and the learning community and features over 200 computers, a wireless network, video on demand, laptops for in-library use, and 22 collaborative study rooms. The Library’s print collection consists of approximately 64,000 volumes; currently, the Library subscribes to approximately 150 print periodicals, more than 35 databases, and 6 daily newspapers. Students at the main campus, the Alisal Campus, and the King City Education Center have full access to Library services.
17. Financial Resources.
Hartnell College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. There will be no impact on the financial resources of the College because of the implementation of the Associate of Arts degree in Spanish.

Hartnell College relies on a broad-based planning process that ties resource allocation to priorities. Although the campus community is struggling with budget cuts, the College has used a vigorous shared-governance process and continuous improvement cycle to establish priorities for the distribution of resources. In addition, Hartnell College annually undergoes and makes available to the public an external financial audit by an independent certified public accountant. The unqualified audit(s) are available at: http://www.hartnell.edu/documents/Audit_2011.pdf.

Hartnell College is committed to improving student learning and believes that progress must be documented in a way that answers the following questions: 1) are we a better college than we were a year ago; and 2) what is the supporting evidence? Further, the College is committed to using results of the analysis of data to drive institutional change and resource allocation.

As explained earlier in this proposal, the college, in 2007, adopted an assessment and planning model that systematically examines, in addition to its processes, achievement of student learning outcomes at the course, program, and institutional (core) levels. Data from those assessments are utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement.

20. Public Information.
Hartnell College provides a catalog for its constituencies in both print and online format (www.hartnell.edu/academics/catalog.pdf). General information, academic and financial aid requirements, fees, degree and certificate information, student policies and board policies are all available in print and online formats.

21. Relations with the Accrediting Commission.
Hartnell College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. An archive of accreditation documents, presentations, correspondence and reports may be accessed online. (http://www.hartnell.edu/accreditation/)

G. Accreditation Standards.
Hartnell College fully resolved all of the Commission’s recommendations and concerns and had its accreditation fully reaffirmed by the Commission in June 2009. The college accomplished this goal through three progress reports and visits in October 2007, March 2008 and March 2009. The Mid-Term Report was accepted by the Commission on June
11, 2010. Hartnell is now completing a self-study in anticipation of a site visit in early 2013.

Each Accreditation Standard will continue to be met by Hartnell College. The process for monitoring and evaluating the effectiveness and learning outcomes is consistent for all programs.

**Standard I: Institutional Mission and Effectiveness**

According to its 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."

This mission statement appears in each Board agenda and is published on the college web site and in the college catalog and shows the institution’s intent to serve the needs of individual students and the community by offering programs in transfer education, career and technical education, and basic skills. During the last accreditation review cycle, the college adopted a continuous improvement process consisting of five phases: assessment, analysis, planning, resource allocation, and implementation. These phases are facilitated through the shared governance committee structure and then communicated to the larger campus community.

In evaluating institutional effectiveness, the college has relied on the findings from the 2008 district-wide assessment report, *Salinas Valley 2020 Vision*, the annual *Accountability: Focus on Results* study from the Chancellor's Office, and the goals stated in the Educational Master Plan, Educational Facilities Master Plan, Technology Master Plan, and the 2016 Financial Plan. These guides have led the college in reorganizing its administrative structure to appoint four instructional Deans as well as focusing its efforts on reviewing the effectiveness of programs; and enhancing the institutional assessment of student learning outcomes, regardless of instructional modality.

Hartnell College is sensitive to its obligation to provide high quality learning experiences for students regardless of location, time of day, or modality of instruction. The *Salinas Valley 2020 Report* documented significant community interest providing courses for Spanish language acquisition. The establishment of an Associate of Arts degree in Spanish allows for students to not only focus on learning a second language but also makes available the opportunity for completing general education requirements, language transfer requirements, and an associate degree that transfers.

**Standard II: Student Learning Programs and Services**

The College assures the quality of all associate degree programs and the courses that comprise these programs through discipline review and assessment of both course-level
and program-level assessments. Dialog regarding assessment results and interventions is documented in program planning documents. In addition, course outlines are reviewed and approved by discipline faculty and by the Curriculum Committee. Full-time and adjunct faculty teach both required and elective courses in the Associate of Arts degree in Spanish using appropriate pedagogy and methodology and in adherence to the course outlines of record. Student learning outcomes for each course appear on the respective syllabus, and program outcomes are listed in the college catalog.

The key to the sustainability of the college’s assessment plan is that detailed program reviews will be conducted on a rotating basis such that all programs will be reviewed at least every five years. Included in this process will be an assessment of the student learning outcomes at the program level.

Course-level and program-level outcomes are reviewed regularly with interventions implemented as determined by assessments. The program planning and assessment process includes review of data elements to include enrollments, success, consistency, efficiency/WSCH, revenue/cost-ratios, and number of degrees and certificates awarded. These factors can be compared annually across time; between disciplines, programs, and divisions; and by college. In addition, the institutional outcomes (core competencies) of Communication Skills and Critical Thinking have been assessed college-wide, with plans to assess the remaining core competencies by Fall 2012.

Because the Associate of Arts degree in Spanish consists of existing courses, this substantive change will have minimal impact on the resources of the college and no negative impact on existing programs. As a result, student support services already in place will serve the needs of students pursuing the Associate of Arts degree in Spanish.

**Standard III: Resources**

The college has made significant gains in creating planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long-range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff, and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite recent and impending State budget cuts.

The college employs qualified administrators, faculty, and staff to support all academic programs. The Associate of Arts degree in Spanish is supported by the Dean of Languages, Fine Arts, and Student Support, an administrative assistant, and the Tutorial Service Coordinator. The Dean of Languages, Fine Arts, and Student Support reports to the Vice President of Academic Affairs and Accreditation (see Appendix E: Organizational Chart).

The Spanish discipline includes two full-time, tenured faculty as well as local professionals who teach required and elective courses that comprise the Associate of
Arts degree in Spanish. All full-time and adjunct faculty meet the minimum qualifications to teach these courses. The full-time faculty work closely with adjuncts to ensure quality and consistency in course delivery as well as compliance with the course outlines of record.

Student services and library services are available to the entire Hartnell community. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

**Standard IV: Leadership and Governance**

The college is in full compliance with the Governance and Leadership standard. It is governed by the Board of Trustees whose policies include ethics and sanctions for violations, as well as the policies appropriate for governing and delegating the operations of the college to the Superintendent/President. The commitment to transparency and integrity in its decision processes and shared governance processes are evident in the work that has been accomplished since July 2007. The college faculty, staff, and the Board of Trustees have invested significant effort in the redesign of its shared governance processes. This is evident in the Accreditation Reports filed over the past two years at [www.hartnell.edu/accreditation/documents](http://www.hartnell.edu/accreditation/documents).

The shared governance document that identifies the membership and roles of each committee is available at [http://www.hartnell.edu/academic_senate/](http://www.hartnell.edu/academic_senate/). Board policies are available at [http://www.hartnell.edu/board/board_policies/](http://www.hartnell.edu/board/board_policies/) and the organizational chart is included in Appendix C.
Appendices

Appendix A: Catalog Description of the Spanish—Associate of Arts Degree

Appendix B: Sample Course Outlines

Appendix C: Shared Governance Model

Appendix D: Hartnell College Organizational Chart
Appendix A  
Catalog Description of the Spanish - Associate of Arts Degree

SPANISH—ASSOCIATE OF ARTS DEGREE

PROGRAM DESCRIPTION

The Spanish degree program includes four semesters of the study of Spanish, one of the world’s most influential languages and the fastest growing language in California. It provides students with the communication skills in understanding, speaking, reading, and writing, and prepares them to enter the workforce in many industries where knowledge of Spanish is valuable and imperative. In addition, it highlights the linguistic, literary, artistic, cultural, and historical contributions of the Spanish speaking world. Courses in this degree program meet the language requirements at many four-year universities, as well as general education and transfer requirements.

FOR MORE INFORMATION, CONTACT:  
Aurora Mendez at 831-755-6934, amendez@hartnell.edu, CAB373  
Aurelia Vacaflor at 831-755-6786, avacaflor@hartnell.edu, CAB371

PROGRAM OUTCOMES

Upon successful completion of the Spanish program, a student should be able to:

- converse and write in Spanish at the intermediate level with effective use of grammar, vocabulary, comprehensible pronunciation, and syntax on a range of topics such as personal and family lives, school or work, and current events.
- read and understand authentic texts in Spanish such as letters, essays, newspaper articles, poems, and/ or short stories.
- demonstrate knowledge and understanding of the linguistic, literary, and cultural contributions of the Spanish speaking world.

A minimum of 60.0 semester units with a grade of “C” or better must be maintained in all degree-applicable units. Only courses numbered 1-199 may apply toward the Associate Degree. Courses listed below may have prerequisites that must be completed prior to enrolling. Consult a schedule of classes, college catalog, or a counselor for further information.

<table>
<thead>
<tr>
<th>☑ REQUIRED MAJOR COURSES</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Major Course</td>
<td>SPA-1 or SPA-1S or SPA-1X</td>
<td>Elementary Spanish or Elementary Spanish Speakers or Elementary Spanish for Chicano Students</td>
<td>5.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>SPA-2 or SPA-2S or SPA-2X</td>
<td>Elementary Spanish or Elementary Spanish Speakers or Elementary Spanish for Chicano Students</td>
<td>5.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>SPA-3 or SPA-3S</td>
<td>Intermediate Spanish or Intermediate Spanish Speakers</td>
<td>5.0</td>
</tr>
<tr>
<td>Required Major Course</td>
<td>SPA-4 or SPA-4S</td>
<td>Intermediate Spanish or Intermediate Spanish Speakers</td>
<td>5.0</td>
</tr>
</tbody>
</table>

SUBTOTAL UNITS (20.0)

<table>
<thead>
<tr>
<th>☑ RESTRICTED MAJOR ELECTIVES (Select a minimum of 9.0 units from the following)</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Major Elective</td>
<td>ANT-10</td>
<td>California Indians</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>ANT-20</td>
<td>Cultures of Mexico</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>ETH-1</td>
<td>Intro to Ethnic Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>ETH-2</td>
<td>Chicano Leadership</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>ETH-3</td>
<td>Chicanos in American Society</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>ETH-4</td>
<td>Chicano Culture</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>ETH-5</td>
<td>Chicano Politics and the American Political System</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>ETH-6</td>
<td>La Chicana</td>
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<tr>
<td>Restricted Major Elective</td>
<td>ETH-12</td>
<td>Chicano Cinema</td>
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<td>Restricted Major Elective</td>
<td>ECE-53</td>
<td>Teaching in a Diverse Society</td>
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<td>Restricted Major Elective</td>
<td>HIS-10</td>
<td>History of California</td>
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<td>Restricted Major Elective</td>
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<td>Chicano History A</td>
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<td>Restricted Major Elective</td>
<td>MUS-5</td>
<td>Ethnic Music</td>
<td>3.0</td>
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<td>Restricted Major Elective</td>
<td>PSY-36</td>
<td>Psychology of “La Mujer”</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>SOC-42</td>
<td>Sociology of Minority Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>Restricted Major Elective</td>
<td>SPA-35</td>
<td>Literatura chicana</td>
<td>3.0</td>
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</table>

SUBTOTAL UNITS (≥ 9.0)
CON’T OF SPANISH—ASSOCIATE OF ARTS DEGREE

<table>
<thead>
<tr>
<th>Required General Education Courses</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences (Select a minimum of 3 units from catalog GENERAL EDUCATION REQUIREMENTS)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences (Select a minimum of 3 units from catalog GENERAL EDUCATION REQUIREMENTS)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Humanities (Select a minimum of 3 units from catalog GENERAL EDUCATION REQUIREMENTS)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic Groups in the United States (Select a minimum of 3 units from catalog GENERAL EDUCATION REQUIREMENTS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language and Rationality (9 Units)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Written Composition</td>
<td>ENG-1A</td>
<td>College Reading and Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>B. Communication and Analytical Thinking</td>
<td>MAT-123*</td>
<td>Intermediate Algebra</td>
<td>5.0</td>
</tr>
<tr>
<td>Communication and Analytical Thinking (Select a minimum of 1 unit from catalog GENERAL EDUCATION REQUIREMENTS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td></td>
<td></td>
<td>21.0</td>
</tr>
<tr>
<td>Spanish Required Major Courses and Restricted Major Electives</td>
<td></td>
<td></td>
<td>29.0</td>
</tr>
<tr>
<td>ELECTIVES (Courses Numbered 1–199) required when GE units plus Degree units total are fewer than 60.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS</td>
<td></td>
<td></td>
<td>60.0</td>
</tr>
</tbody>
</table>

*Completion of MAT-123 or completion of any math in which MAT-123 is a prerequisite with a “C” or better.

TRANSFER STUDENTS: Completing the AS degree does not meet all the requirements for transfer. Students planning to transfer to a university should follow the requirements of the four-year university. Information on course equivalencies and major preparation requirements for the University of California (UC) and California State University (CSU) systems are available online at www.assist.org. Please consult with a Hartnell College counselor to review transfer requirements.

TRANSFER STUDENTS: Students intending to transfer should consult a counselor and complete the CSU-GE or IGETC general education pattern as advised. Students are required to complete the 23 required major units. When completing the general education requirements, they should include a minimum of 6 units from the list of restricted major electives which are included in the CSU-GE and IGETC patterns.

Total Program Units: 29
IGETC or CSU/GE Units: 34-39
Electives (as needed)

60 units
Appendix B
Sample Course Outline

HARTNELL COLLEGE COURSE OUTLINE

Board of Trustees: 11/09/2010
Last Revised:

DESIGNATOR & NUMBER: SPA 2
COURSE TITLE: Elementary Spanish
CREDIT UNITS: 5
FACULTY INITIATOR: Aurelia Vacaflor

WEEKLY CONTACT HOURS:

- 5 Lecture
- 0 Lab
- 0 By-Arrangement (DHR)
- 0 Homework (Lecture hours X 2)

TOTAL CONTACT HOURS (BASED ON 16-18 WEEKS)

- 80 – 90 Lecture
- 0 Lab
- 0 By-Arrangement (DHR)

GRADING BASIS: Grade and Pass/No Pass

PREREQUISITE:
SPA 1X: Elementary Spanish for Chicano Students with a grade of "C" or better or
SPA 1S: Elementary Spanish Speakers with a grade of "C" or better or
SPA 1: Elementary Spanish with a grade of "C" or better or

COREQUISITE:

ADVISORY:

OTHER:
or two years of high school Spanish
or demonstration of language proficiency to level.

COURSE DESCRIPTION:
Continuation of Spanish 1 with further development of listening, speaking, reading, and writing skills, with Spanish as the primary language of instruction. Language acquisition will be enhanced by exposing students to the life, people, and cultures of the Spanish speaking world. Not open to students who have completed Spanish 2S or Spanish 2X with a grade of C or better.

COURSE OBJECTIVES:
Upon satisfactory completion of the course, students will be able to:
1. narrate past events differentiating between the imperfect and preterite tenses.
2. describe people, places, and things using the imperfect tense.
3. use the appropriate reflexive, direct, and indirect object pronouns.
4. formulate basic instructions on how to perform a task.
5. express and discuss future plans and events.
6. compare and contrast two or more persons, objects or places in regards to quality and quantity.
7. discuss cultural topics related to the literature, art, music, history, customs, and traditions of the Hispanic world.

COURSE CONTENT:
1. Regular and irregular verbs in the preterite and the imperfect tenses.
2. The imperfect in contrast with the preterite.
3. Reflexive, direct, indirect, and prepositional pronouns
4. Use of por and para
5. Regular and irregular past participles
6. Polite and familiar commands
7. Future and conditional
8. Present tense of the subjunctive mood
9. Comparisons of equality and inequality
10. Expansion of thematic vocabulary
11. Cultural readings covering such topics as literature, art, music, society, history, customs, and traditions of the Hispanic world
12. The literary, artistic, historical, and political contributions of personalities of the Spanish speaking world such as Francisco Alarcón, Simón Silva, Carlos Santana, César Chávez, Pablo Neruda, and Laura Esquivel

INSTRUCTIONAL METHODOLOGY:

CLASSROOM
Lecture
Individual Assistance
Audiovisual (including PowerPoint or other multimedia)
Demonstration
Discussion
Group Activity

Requires a minimum of three (3) hours of work per unit including class time and homework.

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:
Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:

CLASSROOM EXPLANATION
Class Activity Discussions, grammar exercises, and group activities.
Oral Assignments Presentations and discussions on cultural topics.
Written Assignments Paragraphs on selected topics

EXAMS EXPLANATION
Essay Short narratives on selected topics
Comprehensive Final Objective and short answer questions
Problem Solving Follow and give directions, read maps, solve basic math problems
Skill Demonstration Appropriate pronunciation and correct use of language Objective
Test Correct usage of grammatical structures, verbs, and vocabulary
Quizzes Multiple choice and fill in the blank

MINIMUM STUDENT MATERIALS:
Textbook(s) similar to:
Appendix C
Hartnell College Shared Governance Structure
Appendix D
Hartnell College Organizational Chart

Note: Disciplines are assigned to each area dean, and includes all modalities.
INFORMATION ITEMS
Title  
Report on Construction Projects

Number  
IV. A.

Area  
Office of Facilities  
Prepared by Joseph Reyes, Director

Status  
Information

Recommendation

The administration recommends that the Board of Trustees receive an updated report on construction projects.

Summary

Each month, the Board of Trustees receives an oral and written report on current design, planning, and construction projects. Completed projects are removed from the report and current activities are updated monthly. The construction consultant and district manager are available at the meeting to answer questions.
CURRENT PROJECTS

1. Keyless Entry and CCTV System (843007) – 2010 – Keyless entry with video surveillance will improve safety for students, staff, and property and will eliminate the problem resulting from lost and stolen keys.
   April 2010 Board awarded the contract to Aurum Consulting Engineers to design a keyless entry and CCTV system for the main campus and King City Center.
   March 20, 2011 Keyless portion of the design is complete, CCTV portion currently underway.

2. Technical Training Building (813028) – 2010 – Hartnell issued a request for qualifications (RFQ) for architectural services related to the design of the Technical Training Building on the Alisal Campus. A total of eight firms submitted a RFQ. A group of faculty and staff (the users of the building) met and shortlisted five firms for interviews. The users interviewed the firms and selected NTD based off of previous similar project experience and cost.
   May 2010 Approved NTD architect firm of Salinas.
   January 2012 Plans submitted to (DSA) Division of State Architects.

3. PE Field House (865003) – 2011 - Locker rooms, restrooms, a classroom, a training room, and concessions area. Matching funds raised by the Hartnell College Foundation.
   April 2011 Board awarded contract to Belli Architectural Group Firm of Salinas
   December 2011 Plans submitted to (DSA) Division of State Architects.

4. Alisal Campus Additional Parking (843009)-2011- Additional packing is being constructed to meet the overflow of the CAT Building, and parking for the new Technical Training Building.
   November 29, 2011 Board awarded contract to Perma Green Hydro Seeding of Gilroy, CA
OCCUPIED PROJECTS IN FINAL STAGES OF COMPLETION
Alisal Campus Center for Applied Technology
Pool Renovation
Student Center
Alisal Campus Landscape Project
CALL Building
PE Renovation Project
City Sidewalk Phase II
Alisal Campus Sign
Alisal Campus Bus Turnaround
CAB Boiler/Chiller and Roof Replacement
Campus Infrastructure #2

COMPLETED PROJECTS*

<table>
<thead>
<tr>
<th>Date Closed Out</th>
<th>Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2004</td>
<td>Campus Infrastructure Phase I</td>
</tr>
<tr>
<td>November 2005</td>
<td>Parking Structure</td>
</tr>
<tr>
<td>June 2006</td>
<td>Learning Resource Center (LRC)</td>
</tr>
<tr>
<td>December 2008</td>
<td>CAB Refresh #1</td>
</tr>
<tr>
<td>February 2009</td>
<td>CAB Refresh #2</td>
</tr>
<tr>
<td>September 2010</td>
<td>CAB Refresh #3</td>
</tr>
<tr>
<td>January 2011</td>
<td>CAB Refresh #4</td>
</tr>
<tr>
<td>June 2010</td>
<td>NE Landscape Project</td>
</tr>
<tr>
<td>September 2010</td>
<td>Lighting phase II</td>
</tr>
<tr>
<td>August 2011</td>
<td>City Sidewalk Replacement</td>
</tr>
</tbody>
</table>

*Completed means that all of the claims and paperwork have been submitted and no further action/claims on this project will be forthcoming from the District.

FUTURE PROJECTS
CAB Building First Floor
Science Building
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

**Title**
Receive and Accept Financial Statements for Period Ending March 31, 2012

**Number**
IV. B.

**Office of Support Operations**
Prepared by: Alfred Muñoz

**Status**
Information

**Recommendation**

The administration recommends that the Board of Trustees receive and accept the Financial Statements for the period ending March 31, 2012.

**Summary**

Financial Statements of District funds for the period ending March 31, 2012 are attached for information.

**Budget Implications**

None
HARTNELL COMMUNITY COLLEGE DISTRICT
GENERAL FUND-UNRESTRICTED AND RESTRICTED (11 & 12)
BALANCE SHEET
MARCH 31, 2012

ASSETS:

Cash in Treasury $ 4,198,525
Cash in Local Agency Investment Fund 785
Cash in Bank - Flexible Benefit 23,508
Cash in Bank - FNB - Student Financial Aid (25,444)
Cash in Bank - FNB - Gen Fund Clearing 183,549
Cash in Bank - FNB - Credit Card Clearing 146,921
Cash in Bank - FNB - Revolving 34,096
Cash in Bank - Rabobank KC 64,257
Cash in Bank-Rabobank-Credit Card KC 19,769
Prepaid Expenses 68,590
Accounts Receivable 3,372,003
Student Receivable 1,435,809
Allowance for Doubtful Accounts (1,136,812)
Due From Other Funds -

Total Assets $ 8,385,516

LIABILITIES & FUND BALANCE:

LIABILITIES:

Accounts Payable $ 173,919
Use Tax Payable 1,065
Payroll Payable 804,099
Deferred Income 155,722
Due To Other Funds 107,575
Total Liabilities 1,242,380

FUND BALANCE:

Unrestricted 6,318,556
Restricted 824,580
Total Fund Balance $ 7,143,136
Total Liabilities & Fund Balance $ 8,385,516
HARTNELL COMMUNITY COLLEGE DISTRICT  
GENERAL FUND - UNRESTRICTED AND RESTRICTED (11 & 12)  
STATEMENT OF REVENUE, EXPENDITURES  
AND CHANGES IN THE FUND BALANCE  
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th>Revenue/Expenditure Item</th>
<th>Budget</th>
<th>Actual</th>
<th>Balance</th>
<th>Actual Percent to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$ 20,668,045</td>
<td>$ 15,273,486</td>
<td>$ 5,394,559</td>
<td>74%</td>
</tr>
<tr>
<td>State</td>
<td>19,418,884</td>
<td>12,900,946</td>
<td>6,517,938</td>
<td>66%</td>
</tr>
<tr>
<td>Local</td>
<td>19,986,998</td>
<td>13,711,739</td>
<td>6,275,259</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60,073,927</td>
<td>41,886,171</td>
<td>18,187,756</td>
<td>70%</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salaries</td>
<td>15,724,745</td>
<td>11,097,604</td>
<td>4,627,141</td>
<td>71%</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>10,332,635</td>
<td>7,184,169</td>
<td>3,148,466</td>
<td>70%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>8,354,444</td>
<td>5,791,900</td>
<td>2,562,544</td>
<td>69%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>1,029,174</td>
<td>550,076</td>
<td>479,098</td>
<td>53%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>10,377,455</td>
<td>5,880,998</td>
<td>4,496,457</td>
<td>57%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>1,107,910</td>
<td>440,858</td>
<td>667,052</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46,926,363</td>
<td>30,945,605</td>
<td>15,980,758</td>
<td>66%</td>
</tr>
<tr>
<td><strong>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13,147,564</td>
<td>10,940,566</td>
<td>2,206,998</td>
<td>83%</td>
</tr>
<tr>
<td><strong>OTHER FINANCING SOURCES (OTHER OUTGO):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>27,089</td>
<td></td>
<td>27,089</td>
<td>0%</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>(13,074,293)</td>
<td>(12,521,458)</td>
<td>(552,835)</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>(13,047,204)</td>
<td>(12,521,458)</td>
<td>(525,746)</td>
<td>96%</td>
</tr>
<tr>
<td><strong>NET INCREASE (DECREASE) IN FUND BALANCE</strong></td>
<td>100,360</td>
<td>(1,580,892)</td>
<td>1,681,252</td>
<td></td>
</tr>
<tr>
<td><strong>BEGINNING BALANCE - JULY 1</strong></td>
<td>8,724,028</td>
<td>8,724,028</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENDING BALANCE</strong></td>
<td>$ 8,824,388</td>
<td>$ 7,143,136</td>
<td>$ 1,681,252</td>
<td>81%</td>
</tr>
</tbody>
</table>
### HARTNELL COMMUNITY COLLEGE DISTRICT
### GENERAL FUND - UNRESTRICTED (11)
### STATEMENT OF REVENUE & EXPENDITURES
### JULY 1, 2011 THROUGH MARCH 31, 2012

#### REVENUE:

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$17,000</td>
<td>$19,210</td>
<td>$(2,210)</td>
<td>113%</td>
</tr>
<tr>
<td>State</td>
<td>14,835,156</td>
<td>9,655,402</td>
<td>5,179,754</td>
<td>65%</td>
</tr>
<tr>
<td>Local</td>
<td>19,684,802</td>
<td>13,537,169</td>
<td>6,147,633</td>
<td>69%</td>
</tr>
<tr>
<td>Total</td>
<td>34,536,958</td>
<td>23,211,781</td>
<td>11,325,177</td>
<td>67%</td>
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#### EXPENDITURES:

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Salaries</td>
<td>$13,316,736</td>
<td>$10,078,437</td>
<td>$3,238,299</td>
<td>76%</td>
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<tr>
<td>Classified Salaries</td>
<td>7,382,077</td>
<td>5,343,951</td>
<td>2,038,126</td>
<td>72%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>7,061,035</td>
<td>5,072,462</td>
<td>1,988,573</td>
<td>72%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>444,321</td>
<td>317,370</td>
<td>126,951</td>
<td>71%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>6,487,824</td>
<td>4,464,783</td>
<td>2,023,041</td>
<td>69%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>199,405</td>
<td>109,639</td>
<td>89,766</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>34,891,398</td>
<td>25,386,642</td>
<td>9,504,756</td>
<td>73%</td>
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</table>

#### EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Balance</th>
<th>Excess (Deficiency)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$440</td>
<td>820</td>
<td>1,820,421</td>
</tr>
</tbody>
</table>

#### OTHER FINANCING SOURCES (OTHER OUTGO):

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interfund Transfers In</td>
<td>$(470,000)</td>
<td>$(246,809)</td>
<td>$(223,191)</td>
<td>53%</td>
</tr>
<tr>
<td>Interfund Transfers Out</td>
<td>489,800</td>
<td>-</td>
<td>489,800</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>19,800</td>
<td>$(246,809)</td>
<td>266,609</td>
<td>-1247%</td>
</tr>
</tbody>
</table>

#### NET INCREASE (DECREASE) IN FUND BALANCE

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Balance</th>
<th>Increase (Decrease)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$(374,240)</td>
<td>$(1,928,052)</td>
<td>$(2,087,030)</td>
</tr>
</tbody>
</table>

#### BEGINNING BALANCE - JULY 1

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Balance</th>
<th>Increase (Decrease)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>8,246,608</td>
<td>8,246,608</td>
<td>-</td>
</tr>
</tbody>
</table>

#### ENDING BALANCE

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Balance</th>
<th>Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$7,872,368</td>
<td>$6,318,556</td>
<td>$2,087,030</td>
</tr>
<tr>
<td></td>
<td>BUDGET</td>
<td>ACTUAL</td>
<td>BALANCE</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>REVENUE:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$ 20,651,045</td>
<td>$ 15,254,276</td>
<td>$ 5,396,769</td>
</tr>
<tr>
<td>State</td>
<td>4,563,728</td>
<td>3,245,544</td>
<td>1,318,184</td>
</tr>
<tr>
<td>Local</td>
<td>302,196</td>
<td>174,570</td>
<td>127,626</td>
</tr>
<tr>
<td>Total</td>
<td>25,536,969</td>
<td>18,674,390</td>
<td>6,862,579</td>
</tr>
<tr>
<td>EXPENDITURES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salaries</td>
<td>2,408,009</td>
<td>1,019,167</td>
<td>1,388,842</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>2,950,558</td>
<td>1,840,218</td>
<td>1,110,340</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>1,293,409</td>
<td>719,438</td>
<td>573,971</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>584,853</td>
<td>232,706</td>
<td>352,147</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>3,889,631</td>
<td>1,416,215</td>
<td>2,473,416</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>908,505</td>
<td>331,219</td>
<td>577,286</td>
</tr>
<tr>
<td>Total</td>
<td>12,034,965</td>
<td>5,558,963</td>
<td>6,476,002</td>
</tr>
<tr>
<td>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</td>
<td>13,502,004</td>
<td>13,115,427</td>
<td>386,577</td>
</tr>
<tr>
<td>OTHER FINANCING SOURCES (OTHER OUTGO):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>(462,711)</td>
<td>(246,809)</td>
<td>(215,902)</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>(13,074,293)</td>
<td>(12,521,458)</td>
<td>(552,835)</td>
</tr>
<tr>
<td>Total</td>
<td>(13,537,004)</td>
<td>(12,768,267)</td>
<td>(768,737)</td>
</tr>
<tr>
<td>NET INCREASE (DECREASE) IN FUND BALANCE</td>
<td>(35,000)</td>
<td>347,160</td>
<td>(382,160)</td>
</tr>
<tr>
<td>BEGINNING BALANCE - JULY 1</td>
<td>477,420</td>
<td>477,420</td>
<td>477,420</td>
</tr>
<tr>
<td>ENDING BALANCE</td>
<td>$ 442,420</td>
<td>$ 824,580</td>
<td>$ (382,160)</td>
</tr>
<tr>
<td>REVENUE:</td>
<td>BUDGET</td>
<td>ACTUAL</td>
<td>BALANCE</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>FEDERAL:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESTRICTED:</td>
<td>$ 46,970</td>
<td>$ -</td>
<td>$ 46,970</td>
</tr>
<tr>
<td>CTE Transition</td>
<td>134,643</td>
<td>87,164</td>
<td>47,479</td>
</tr>
<tr>
<td>SEOG</td>
<td>194,365</td>
<td>53,598</td>
<td>140,767</td>
</tr>
<tr>
<td>Foster &amp; Kin Care Education Program</td>
<td>12,000</td>
<td>11,826</td>
<td>174</td>
</tr>
<tr>
<td>National Institute of Health Grant</td>
<td>125,000</td>
<td>124,302</td>
<td>698</td>
</tr>
<tr>
<td>NASA SEMAA</td>
<td>228,600</td>
<td>154,456</td>
<td>72,144</td>
</tr>
<tr>
<td>Student Support Services (TRIO)</td>
<td>1,635,772</td>
<td>868,123</td>
<td>767,649</td>
</tr>
<tr>
<td>Gear Up Scholars Grant (USDOE) New</td>
<td>475,000</td>
<td>243,527</td>
<td>231,473</td>
</tr>
<tr>
<td>H S Equivalence Prgm &quot;HEP&quot; USDOE</td>
<td>167,112</td>
<td>167,112</td>
<td>-</td>
</tr>
<tr>
<td>H.E.P 2010-11 Federal Grants</td>
<td>63,098</td>
<td>16,262</td>
<td>46,836</td>
</tr>
<tr>
<td>Child Care Access Grant (USDOE)</td>
<td>54,952</td>
<td>41,490</td>
<td>13,102</td>
</tr>
<tr>
<td>TANF</td>
<td>-</td>
<td>203,267</td>
<td>(203,267)</td>
</tr>
<tr>
<td>Pell Grants-FY 10-11</td>
<td>325,158</td>
<td>295,030</td>
<td>30,128</td>
</tr>
<tr>
<td>Title V Grant -Gavilan/HCCD (USDOE)</td>
<td>14,912</td>
<td>14,912</td>
<td>-</td>
</tr>
<tr>
<td>CCRAA-CSUMB</td>
<td>713,000</td>
<td>132,200</td>
<td>580,800</td>
</tr>
<tr>
<td>Title V Grant -Gavilan/HCCD Yr 3</td>
<td>575,000</td>
<td>215,352</td>
<td>359,648</td>
</tr>
<tr>
<td>Title V Grant -Gavilan/HCCD Yr 3</td>
<td>164,174</td>
<td>158,915</td>
<td>5,259</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>139,624</td>
<td>81,838</td>
<td>57,786</td>
</tr>
<tr>
<td>NSF Student Success</td>
<td>140,000</td>
<td>53,555</td>
<td>86,445</td>
</tr>
<tr>
<td>NSF-Altac</td>
<td>15,747</td>
<td>6,032</td>
<td>9,715</td>
</tr>
<tr>
<td>National Service Award Scholarships</td>
<td>25,000</td>
<td>36,700</td>
<td>(11,700)</td>
</tr>
<tr>
<td>Dept. of Social &amp; Employee Svcs.</td>
<td>362,305</td>
<td>211,604</td>
<td>150,701</td>
</tr>
<tr>
<td>YES-S-ILP Grants &amp; Contracts</td>
<td>22,500</td>
<td>12,500</td>
<td>10,000</td>
</tr>
<tr>
<td>NSF Women &amp; Latino in STEM Prgm</td>
<td>44,955</td>
<td>44,955</td>
<td>-</td>
</tr>
<tr>
<td>Pell Grants</td>
<td>11,000,000</td>
<td>10,771,410</td>
<td>228,590</td>
</tr>
<tr>
<td>Fed Academic Competitiveness Grant-Y1</td>
<td>23,345</td>
<td>23,345</td>
<td>-</td>
</tr>
<tr>
<td>BTOP</td>
<td>325,092</td>
<td>84,115</td>
<td>240,977</td>
</tr>
<tr>
<td>NSF ATE Federal Grants &amp; Contracts</td>
<td>1,200,000</td>
<td>79,743</td>
<td>1,120,257</td>
</tr>
<tr>
<td>Title V CUSP-Year 1.3.5</td>
<td>860,000</td>
<td>71,843</td>
<td>788,157</td>
</tr>
<tr>
<td>Title V STP-Year 1.3.5</td>
<td>499,950</td>
<td>140,683</td>
<td>359,267</td>
</tr>
<tr>
<td>WIA Youth CTE</td>
<td>32,000</td>
<td>32,000</td>
<td>-</td>
</tr>
<tr>
<td>Rancho Cielo</td>
<td>259,866</td>
<td>71,575</td>
<td>179,910</td>
</tr>
<tr>
<td>Direct Loans</td>
<td>625,847</td>
<td>623,982</td>
<td>1,865</td>
</tr>
<tr>
<td>NSF CCLI</td>
<td>28,193</td>
<td>18,130</td>
<td>10,063</td>
</tr>
<tr>
<td>Total Restricted</td>
<td>20,651,045.00</td>
<td>15,254,276.00</td>
<td>5,396,769.00</td>
</tr>
</tbody>
</table>

| UNRESTRICTED: |        |        |         |                    |
| Forest Reserve | 3,500 | - | 3,500 | 0% |
| Pell Administration Cost | 13,500 | 19,210 | (5,710) | 142% |
| Total Unrestricted | 17,000 | 19,210 | (2,210) | 113% |
| Total Restricted & Unrestricted | 20,668,045 | 15,273,486 | 5,394,559 | 74% |

| STATE: |        |        |         |                    |
| RESTRICTED: |        |        |         |                    |
| Nursing MBNCE CSUMB Subaward | 9,800 | - | 9,800 | 0% |
| Matriculation Program | 267,774 | 203,508 | 64,266 | 76% |
| EOPS State Funded | 481,885 | 366,233 | 115,652 | 76% |
| EOPS 09-09 Carry Over | 8,850 | 6,726 | 2,124 | 76% |
| Student Fin Aid Administration | 329,796 | 260,363 | 69,433 | 79% |
| CARE | 100,376 | 76,286 | 24,090 | 76% |
| Cal Grants | 500,000 | 572,857 | (72,857) | 115% |
| DSPAS | 333,955 | 254,694 | 79,261 | 76% |
| Child Development Training Consortium | 10,710 | 9,498 | 1,212 | 89% |
| Lottery Prop 20 | 120,000 | 127,629 | (7,629) | 106% |
| First S Nursing | 88,141 | 47,926 | 40,215 | 54% |
| MESA Grant | 50,500 | 37,875 | 12,625 | 75% |
| Nursing Enrollment Growth | 30,230 | 30,230 | - | 100% |
| OSHPD-Song Brown | 62,479 | 3,842 | 58,637 | 6% |
| Nursing Enrollment Growth #2 | 89,687 | 80,987 | 8,700 | 68% |
| OSHPD Nurse Residency | 50,000 | - | 50,000 | 0% |
| SV/MH Grant | 400,000 | 124,944 | 275,056 | 31% |
| IDRC-Sustainable Design | 224,359 | - | 224,359 | 0% |
| IDRC-Media | 230,876 | 123,000 | 107,876 | 53% |
| CTE Community Collaborative #3 | 89,614 | 89,614 | - | 100% |
| Ace Program | 20,964 | 17,130 | 3,824 | 82% |
| CTE Community Collaborative #4 | 381,696 | 381,696 | - | 100% |
| CALWORKS | 176,333 | 135,933 | 42,400 | 76% |
| Child Care Food Program | 11,826 | 11,826 | - | 100% |
| Faculty & Staff Development | 8,145 | 8,145 | - | 100% |
| Faculty & Staff Diversity | 46,312 | 45,084 | 1,228 | 97% |
| Basic Skills | 97,610 | 74,184 | 23,426 | 76% |
| Basic Skills Initiative | 66,636 | 66,636 | - | 100% |
| Renovation & Repair Grant | 21,238 | 21,238 | - | 100% |
| Foundation-AG Tech Institute | 269,946 | 86,060 | 183,886 | 32% |
| Total Restricted | 4,583,728 | 3,245,544 | 1,338,184 | 71% |
### HARTNELL COMMUNITY COLLEGE DISTRICT
GENERAL FUND (11 & 12)
STATEMENT OF REVENUE DETAIL
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL % TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNRESTRICTED:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Apportionment</td>
<td>13,793,209</td>
<td>9,129,284</td>
<td>4,663,925</td>
<td>66%</td>
</tr>
<tr>
<td>Enroll Fee Administration-2%</td>
<td>32,019</td>
<td>28,913</td>
<td>3,106</td>
<td>90%</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>18,902</td>
<td>15,282</td>
<td>3,620</td>
<td>81%</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>130,384</td>
<td>105,417</td>
<td>24,967</td>
<td>81%</td>
</tr>
<tr>
<td>HOPTF</td>
<td>108,000</td>
<td>56,272</td>
<td>51,728</td>
<td>52%</td>
</tr>
<tr>
<td>State Lottery</td>
<td>752,642</td>
<td>320,234</td>
<td>432,408</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>14,835,156</td>
<td>9,655,402</td>
<td>5,179,754</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Total Restricted &amp; Unrestricted</strong></td>
<td>19,418,684</td>
<td>12,900,946</td>
<td>6,517,938</td>
<td>66%</td>
</tr>
</tbody>
</table>

#### LOCAL:

**Restricted:****

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Income</td>
<td>-</td>
<td>(785)</td>
<td>785</td>
<td>-100%</td>
</tr>
<tr>
<td>Parking Account</td>
<td>150,000</td>
<td>144,505</td>
<td>5,495</td>
<td>96%</td>
</tr>
<tr>
<td>Air Expressions</td>
<td>4,817</td>
<td></td>
<td>4,817</td>
<td>0%</td>
</tr>
<tr>
<td>Lumina Foundation</td>
<td>39,829</td>
<td>14,761</td>
<td>25,068</td>
<td>37%</td>
</tr>
<tr>
<td>CA Endowment</td>
<td>107,550</td>
<td>16,089</td>
<td>91,461</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>302,196</td>
<td>174,570</td>
<td>127,626</td>
<td>58%</td>
</tr>
</tbody>
</table>

**Unrestricted:**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Taxes - Secured</td>
<td>16,016,425</td>
<td>9,877,042</td>
<td>6,139,383</td>
<td>62%</td>
</tr>
<tr>
<td>Property Taxes - Unsecured</td>
<td>700,000</td>
<td>646,032</td>
<td>53,068</td>
<td>92%</td>
</tr>
<tr>
<td>Property Taxes - Prior Year</td>
<td>500,000</td>
<td>619,353</td>
<td>(119,353)</td>
<td>124%</td>
</tr>
<tr>
<td>Property Taxes - Supplemental</td>
<td>100,000</td>
<td>79,461</td>
<td>20,539</td>
<td>79%</td>
</tr>
<tr>
<td>Property Taxes - RDA</td>
<td>100,000</td>
<td>93,807</td>
<td>6,193</td>
<td>94%</td>
</tr>
<tr>
<td>Property Taxes - ERAF</td>
<td>(225,000)</td>
<td></td>
<td>(225,000)</td>
<td>0%</td>
</tr>
<tr>
<td>Interest Income</td>
<td>60,000</td>
<td>25,526</td>
<td>34,474</td>
<td>43%</td>
</tr>
<tr>
<td>Community Service Class Fee</td>
<td>18,000</td>
<td>12,252</td>
<td>5,748</td>
<td>68%</td>
</tr>
<tr>
<td>Enrollment Fees</td>
<td>1,965,377</td>
<td>1,812,621</td>
<td>152,556</td>
<td>92%</td>
</tr>
<tr>
<td>Transcript Fees</td>
<td>35,000</td>
<td>26,831</td>
<td>8,169</td>
<td>77%</td>
</tr>
<tr>
<td>Non-resident Tuition</td>
<td>200,000</td>
<td>216,340</td>
<td>(16,340)</td>
<td>109%</td>
</tr>
<tr>
<td>Other Student Fees &amp; Charges</td>
<td>-</td>
<td>3,959</td>
<td>(3,959)</td>
<td>-100%</td>
</tr>
<tr>
<td>Other Local Income</td>
<td>125,000</td>
<td>58,690</td>
<td>66,110</td>
<td>47%</td>
</tr>
<tr>
<td>Parking Citations</td>
<td>45,000</td>
<td>44,044</td>
<td>956</td>
<td>98%</td>
</tr>
<tr>
<td>Community Use of Facilities</td>
<td>45,000</td>
<td>17,611</td>
<td>27,389</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>19,684,802</td>
<td>13,537,169</td>
<td>6,147,633</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total Restricted &amp; Unrestricted</strong></td>
<td>19,998,898</td>
<td>13,711,739</td>
<td>6,275,259</td>
<td>69%</td>
</tr>
</tbody>
</table>

**GRAND TOTAL REVENUE**:

|          | $ 60,073,927 | $ 41,886,171 | $ 18,187,756 | 70%      |
HARTNELL COMMUNITY COLLEGE DISTRICT
DEBT SERVICE FUND-29
BALANCE SHEET
MARCH 31, 2012

ASSETS:

Cash in Treasury $ 11,272
Accounts Receivable -
Due From Other Funds -
Total Assets $ 11,272

LIABILITIES & FUND BALANCE:

FUND BALANCE:

Restricted -
Unrestricted 11,272
Total Fund Balance $ 11,272
Total Liabilities & Fund Balance $ 11,272
HARTNELL COMMUNITY COLLEGE DISTRICT  
DEBT SERVICE FUND-29  
STATEMENT OF REVENUE, EXPENDITURES  
AND CHANGES IN FUND BALANCE  
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Income</td>
<td>$ -</td>
<td>$ 392</td>
<td>$ (392)</td>
<td>-100%</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>392</td>
<td>(392)</td>
<td>-100%</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</strong></td>
<td>-</td>
<td>392</td>
<td>(392)</td>
<td></td>
</tr>
</tbody>
</table>

**OTHER FINANCING SOURCES (OTHER OUTGO):**

|                      |        |        |         |                          |
| Interfund Transfers  | -      | -      | -       | 0%                       |
| Principal Payments   | -      | -      | -       | 0%                       |
| Interest Payments    | -      | -      | -       | 0%                       |
| Administrative Expense | -  | -  | -  | 0% |
| **Total**            | -      | -      | -       |                          |

**NET INCREASE (DECREASE) IN FUND BALANCE**

|                      |        |        |         |                          |
|                      | -      | 392    | (392)   |                          |

**BEGINNING BALANCE - JULY 1**

|                      | 10,880 | 10,880 | -       |                          |

**ENDING BALANCE**

|                      | $ 10,880 | $ 11,272 | $ (392) | 104%                     |
HARTNELL COMMUNITY COLLEGE DISTRICT
BOOKSTORE FUND (31)
BALANCE SHEET
MARCH 31, 2012

<table>
<thead>
<tr>
<th>ASSETS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in County Treasury</td>
<td>$ 1,258,481</td>
</tr>
<tr>
<td>Cash in Bank - FNB - Savings</td>
<td>2,318</td>
</tr>
<tr>
<td>Cash In Bank - Mastercard</td>
<td>-</td>
</tr>
<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>-</td>
</tr>
<tr>
<td>Total Assets</td>
<td>$ 1,260,799</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES &amp; FUND BALANCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LIABILITIES:</td>
<td></td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>-</td>
</tr>
<tr>
<td>FUND BALANCE:</td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>1,260,799</td>
</tr>
<tr>
<td>Total Fund Balance</td>
<td>$ 1,260,799</td>
</tr>
<tr>
<td>Total Liabilities &amp; Fund Balance</td>
<td>$ 1,260,799</td>
</tr>
<tr>
<td></td>
<td>BUDGET</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
</tr>
<tr>
<td>Rental Income</td>
<td>$165,000</td>
</tr>
<tr>
<td>Interest Income</td>
<td>10,000</td>
</tr>
<tr>
<td>Other Income</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>175,000</td>
</tr>
<tr>
<td><strong>EXPENDITURES</strong></td>
<td></td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>-</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>EXCESS(DEFICIENCY) OF REVENUES OVER EXPENDITURES</strong></td>
<td>175,000</td>
</tr>
<tr>
<td><strong>OTHER FINANCING SOURCES (OTHER OUTGO)</strong></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>(115,000)</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>(115,000)</td>
</tr>
<tr>
<td><strong>NET INCREASE (DECREASE) IN FUND BALANCE</strong></td>
<td>60,000</td>
</tr>
<tr>
<td><strong>BEGINNING BALANCE - JULY 1</strong></td>
<td>1,143,283</td>
</tr>
<tr>
<td><strong>ENDING BALANCE</strong></td>
<td>$1,203,283</td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT
CHILD DEVELOPMENT FUND (33)
BALANCE SHEET
MARCH 31, 2012

ASSETS:

Cash in County Treasury $ 239,844
Cash in Bank - FNB - Checking 12,339
Accounts Receivable -
Due From Other Funds -
Total Assets $ 252,183

LIABILITIES & FUND BALANCE:

LIABILITIES:

Accounts Payable -
Payroll Payable -
Deferred Revenue -
Accounts Payable -
Due To Other Funds -
Total Liabilities -

FUND BALANCE:

Unrestricted 252,183
Total Fund Balance $ 252,183
Total Liabilities & Fund Balance $ 252,183
HARTNELL COMMUNITY COLLEGE DISTRICT
CHILD DEVELOPMENT FUND (33)
STATEMENT OF REVENUE, EXPENDITURES
AND CHANGES IN FUND BALANCE
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th>REVENUES:</th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>State PreSchool Grant</td>
<td>$ 620,913</td>
<td>$ 465,645</td>
<td>$ 155,268</td>
<td>75%</td>
</tr>
<tr>
<td>Child Care Permissive State Bailout</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Interest Income</td>
<td>200</td>
<td>337</td>
<td>(137)</td>
<td>169%</td>
</tr>
<tr>
<td>Child Care Enrollment Fees</td>
<td>29,708</td>
<td>38,243</td>
<td>(8,535)</td>
<td>129%</td>
</tr>
<tr>
<td>Child Development Fees</td>
<td>4,500</td>
<td>4,575</td>
<td>(75)</td>
<td>102%</td>
</tr>
<tr>
<td>Other Local Income</td>
<td>1,000</td>
<td>1,016</td>
<td>(16)</td>
<td>102%</td>
</tr>
<tr>
<td>Total</td>
<td>656,312</td>
<td>509,816</td>
<td>146,505</td>
<td>78%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURES:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified Salaries</td>
<td>459,443</td>
<td>351,414</td>
<td>108,029</td>
<td>76%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>145,006</td>
<td>100,882</td>
<td>44,124</td>
<td>70%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>18,000</td>
<td>8,882</td>
<td>9,118</td>
<td>49%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>33,049</td>
<td>11,414</td>
<td>21,635</td>
<td>35%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>9,340</td>
<td>4,675</td>
<td>4,665</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>664,838</td>
<td>477,267</td>
<td>187,571</td>
<td>72%</td>
</tr>
</tbody>
</table>

EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES: (8,517) 32,549 24,032 -382%

OTHER FINANCING SOURCES (OTHER OUTGO):
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Expense</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
</tbody>
</table>

NET INCREASE (DECREASE) IN FUND BALANCE: (8,517) 32,549 24,032

BEGINNING BALANCE - JULY 1:
<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>219,838</td>
<td>219,634</td>
<td>204</td>
<td></td>
</tr>
</tbody>
</table>

ENDING BALANCE:
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 211,321</td>
<td>$ 252,183</td>
<td>$(40,862)</td>
<td>119%</td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT  
CAPITAL OUTLAY PROJECTS FUND (41)  
BALANCE SHEET  
MARCH 31, 2012

**ASSETS:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in Treasury</td>
<td>$ 3,788,558</td>
</tr>
<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>4,074</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$ 3,792,632</strong></td>
</tr>
</tbody>
</table>

**LIABILITIES & FUND BALANCE:**

**LIABILITIES:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>-</td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
</tr>
<tr>
<td>Use Tax Payable</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>

**FUND BALANCE:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted-Designated</td>
<td>3,792,632</td>
</tr>
<tr>
<td><strong>Total Fund Balance</strong></td>
<td><strong>$ 3,792,632</strong></td>
</tr>
<tr>
<td>Total Liabilities &amp; Fund Balance</td>
<td><strong>$ 3,792,632</strong></td>
</tr>
</tbody>
</table>
## HARTNELL COMMUNITY COLLEGE DISTRICT
CAPITAL OUTLAY PROJECTS FUND (41)
STATEMENT OF REVENUE, EXPENDITURES
AND CHANGES IN FUND BALANCE
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Services-Vending Machine Sales</td>
<td>$21,500</td>
<td>$26,541</td>
<td>$(5,041)</td>
<td>123%</td>
</tr>
<tr>
<td>Other Local Income</td>
<td>-</td>
<td>220,491</td>
<td>(220,491)</td>
<td>-100%</td>
</tr>
<tr>
<td>Interest Income</td>
<td>7,500</td>
<td>10,261</td>
<td>(2,761)</td>
<td>137%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29,000</td>
<td>257,293</td>
<td>(228,293)</td>
<td>887%</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>12,000</td>
<td>2,704</td>
<td>9,296</td>
<td>23%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>100,000</td>
<td>23,420</td>
<td>76,580</td>
<td>23%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>1,407,363</td>
<td>1,244,386</td>
<td>162,977</td>
<td>88%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,519,363</td>
<td>1,270,510</td>
<td>248,853</td>
<td>84%</td>
</tr>
</tbody>
</table>

**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES:**

(1,490,363) (1,013,217) (477,146) 68%

**OTHER FINANCING SOURCES (OTHER OUTGO):**

|                      |        |         |         |                          |
| Interfund Transfers  | -      | -       | -       | 0%                       |
| **Total**            | -      | -       | -       | 0%                       |

**NET INCREASE (DECREASE) IN FUND BALANCE**

(1,490,363) (1,013,217) (477,146)

**BEGINNING BALANCE - JULY 1**

4,805,849 4,805,849 -

**ENDING BALANCE**

$3,315,486 $3,792,632 $(477,146) 114%
<table>
<thead>
<tr>
<th>ASSETS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in Treasury</td>
<td>$389,797</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>1,546,000</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$1,935,797</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES &amp; FUND BALANCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIABILITIES:</strong></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>-</td>
</tr>
<tr>
<td>Sales/Use Tax Payable</td>
<td>-</td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>1,912,663</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>1,912,663</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND BALANCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted-Designated</td>
<td>23,134</td>
</tr>
<tr>
<td><strong>Total Fund Balance</strong></td>
<td>$23,134</td>
</tr>
<tr>
<td>Total Liabilities &amp; Fund Balance</td>
<td>$1,935,797</td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT  
SCHEDULED MAINTENANCE FUND (43)  
STATEMENT OF REVENUE, EXPENDITURES AND CHANGES IN FUND BALANCE  
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Deferred Maint.</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>0%</td>
</tr>
<tr>
<td>Interest Income</td>
<td>-</td>
<td>1,072</td>
<td>(1,072)</td>
<td>-100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>1,072</td>
<td>(1,072)</td>
<td>-100%</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Other Operating..</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</strong></td>
<td>-</td>
<td>1,072</td>
<td>(1,072)</td>
<td>-100%</td>
</tr>
<tr>
<td><strong>OTHER FINANCING SOURCES (OTHER OUTGO):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Expense</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>NET INCREASE (DECREASE) IN FUND BALANCE</strong></td>
<td>-</td>
<td>1,072</td>
<td>(1,072)</td>
<td></td>
</tr>
<tr>
<td><strong>BEGINNING BALANCE - JULY 1</strong></td>
<td>22,062</td>
<td>22,062</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENDING BALANCE</strong></td>
<td>$ 22,062</td>
<td>$ 23,134</td>
<td>$(1,072)</td>
<td>105%</td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT  
PROPERTY AQUISITION FUND (44)  
BALANCE SHEET  
MARCH 31, 2012

<table>
<thead>
<tr>
<th>ASSETS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in Treasury</td>
<td>$3,276,381</td>
</tr>
<tr>
<td>Cash in Local Agency Investment Fund</td>
<td>238,413</td>
</tr>
<tr>
<td>Bay Property Management Account</td>
<td>374</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>-</td>
</tr>
<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Total Assets</td>
<td>$3,515,168</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES &amp; FUND BALANCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LIABILITIES:</td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>-</td>
</tr>
<tr>
<td>Residential Property Deposits</td>
<td>2,932</td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
</tr>
<tr>
<td>Use Tax Payable</td>
<td>-</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>2,932</td>
</tr>
</tbody>
</table>

| FUND BALANCE                  |     |
| Unrestricted-Designated       | 3,512,236 |
| Total Fund Balance            | $3,512,236 |
| Total Liabilities & Fund Balance | $3,515,168 |
**HARTNELL COMMUNITY COLLEGE DISTRICT**  
**PROPERTY ACQUISITION FUND (44)**  
**STATEMENT OF REVENUE, EXPENDITURES**  
**AND CHANGES IN FUND BALANCE**  
**JULY 1, 2011 THROUGH MARCH 31, 2012**

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rents &amp; Leases</td>
<td>$ 284,000</td>
<td>$ 175,667</td>
<td>$ 108,333</td>
<td>62%</td>
</tr>
<tr>
<td>Interest</td>
<td>16,000</td>
<td>15,187</td>
<td>813</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>300,000</td>
<td>190,854</td>
<td>109,146</td>
<td>64%</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>50,000</td>
<td>32,854</td>
<td>17,146</td>
<td>66%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>10,000</td>
<td>-</td>
<td>10,000</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>60,000</td>
<td>32,854</td>
<td>27,146</td>
<td>55%</td>
</tr>
<tr>
<td><strong>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</strong></td>
<td>240,000</td>
<td>158,000</td>
<td>82,000</td>
<td>66%</td>
</tr>
<tr>
<td><strong>OTHER FINANCING SOURCES (OTHER OUTGO):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>NET INCREASE (DECREASE) IN FUND BALANCE</strong></td>
<td>240,000</td>
<td>158,000</td>
<td>82,000</td>
<td></td>
</tr>
<tr>
<td><strong>BEGINNING BALANCE - JULY 1</strong></td>
<td>3,354,236</td>
<td>3,354,236</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>ENDING BALANCE</strong></td>
<td>$ 3,594,236</td>
<td>$ 3,512,236</td>
<td>$ 82,000</td>
<td>98%</td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT
BOND PROJECTS FUND (45)
BALANCE SHEET
MARCH 31, 2012

**ASSETS:**

<table>
<thead>
<tr>
<th>Account</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in Treasury</td>
<td>$40,016,327</td>
</tr>
<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>1,921,552</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$41,937,879</strong></td>
</tr>
</tbody>
</table>

**LIABILITIES & FUND BALANCE:**

**LIABILITIES:**

<table>
<thead>
<tr>
<th>Account</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>161,142</td>
</tr>
<tr>
<td>Use Tax Payable</td>
<td>60</td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>161,202</strong></td>
</tr>
</tbody>
</table>

**FUND BALANCE:**

<table>
<thead>
<tr>
<th>Account</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted-Designated</td>
<td>41,776,677</td>
</tr>
<tr>
<td><strong>Total Fund Balance</strong></td>
<td><strong>$41,776,677</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities &amp; Fund Balance</strong></td>
<td><strong>$41,937,879</strong></td>
</tr>
<tr>
<td></td>
<td>BUDGET</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
</tr>
<tr>
<td>Interest Income</td>
<td>$ 220,000</td>
</tr>
<tr>
<td>Other Local Income</td>
<td>$ -</td>
</tr>
<tr>
<td>Total</td>
<td>$ 220,000</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>18,405</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>7,229</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>-</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>-</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>8,000,566</td>
</tr>
<tr>
<td>Total</td>
<td>8,026,200</td>
</tr>
<tr>
<td><strong>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</strong></td>
<td>(7,806,200)</td>
</tr>
<tr>
<td><strong>OTHER FINANCING SOURCES (OTHER OUTGO):</strong></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
</tr>
<tr>
<td><strong>NET INCREASE (DECREASE) IN FUND BALANCE</strong></td>
<td>(7,806,200)</td>
</tr>
<tr>
<td><strong>BEGINNING BALANCE - JULY 1</strong></td>
<td>45,613,270</td>
</tr>
<tr>
<td><strong>ENDING BALANCE</strong></td>
<td>$ 37,807,070</td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT
CAFETERIA FUND (52)
BALANCE SHEET
MARCH 31, 2012

**ASSETS:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in County</td>
<td>$32,564</td>
</tr>
<tr>
<td>Cash in Bank - FNB - Clearing</td>
<td>132,544</td>
</tr>
<tr>
<td>ATM Revolving</td>
<td>30,000</td>
</tr>
<tr>
<td>ATM Sales</td>
<td>68,285</td>
</tr>
<tr>
<td>Petty Cash</td>
<td>1,000</td>
</tr>
<tr>
<td>Accounts Receivable-Misc</td>
<td>15,262</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>9,486</td>
</tr>
<tr>
<td>Inventory - Food</td>
<td>15,587</td>
</tr>
<tr>
<td>Fixed Assets</td>
<td>153,616</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>(141,441)</td>
</tr>
</tbody>
</table>

**Total Assets** $316,903

**LIABILITIES & FUND BALANCE:**

**LIABILITIES:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>-</td>
</tr>
<tr>
<td>Payroll Payable</td>
<td>-</td>
</tr>
<tr>
<td>Use Tax Payable</td>
<td>7</td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
</tr>
</tbody>
</table>

**Total Liabilities** 7

**RETAINED EARNINGS:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserved - Inventory &amp; Fixed Assets</td>
<td>27,762</td>
</tr>
<tr>
<td>Unreserved</td>
<td>289,134</td>
</tr>
</tbody>
</table>

**Total Retained Earnings** $316,896

**Total Liabilities & Retained Earnings** $316,903
HARTNELL COMMUNITY COLLEGE DISTRICT  
CAFETERIA FUND (52)  
STATEMENT OF REVENUE, EXPENDITURES  
AND CHANGES IN FUND BALANCE  
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SALES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria-Food Service</td>
<td>$ 491,100</td>
<td>$ 402,125</td>
<td>$ 88,975</td>
<td>82%</td>
</tr>
<tr>
<td>Vending Machine</td>
<td>90,000</td>
<td>58,098</td>
<td>31,902</td>
<td>65%</td>
</tr>
<tr>
<td>ATM Sales</td>
<td>8,000</td>
<td>7,297</td>
<td>703</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Total Sales</strong></td>
<td>589,100</td>
<td>467,520</td>
<td>121,580</td>
<td>79%</td>
</tr>
<tr>
<td><strong>COST OF SALES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Inventory</td>
<td>15,587</td>
<td>15,587</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>Cafeteria/Vending Purchases</td>
<td>267,000</td>
<td>187,290</td>
<td>79,710</td>
<td>70%</td>
</tr>
<tr>
<td>Cost of Goods Available for Sale</td>
<td>282,587</td>
<td>202,877</td>
<td>79,710</td>
<td>72%</td>
</tr>
<tr>
<td>Loss Ending Inventory</td>
<td>15,587</td>
<td>15,587</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Cost of Sales</strong></td>
<td>267,000</td>
<td>187,290</td>
<td>79,710</td>
<td>70%</td>
</tr>
<tr>
<td><strong>GROSS PROFIT OR (LOSS)</strong></td>
<td>322,100</td>
<td>260,230</td>
<td>41,870</td>
<td>87%</td>
</tr>
<tr>
<td><strong>OPERATING EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>179,062</td>
<td>160,594</td>
<td>18,468</td>
<td>90%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>104,000</td>
<td>79,310</td>
<td>24,690</td>
<td>76%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>24,000</td>
<td>23,130</td>
<td>870</td>
<td>96%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>12,338</td>
<td>7,666</td>
<td>4,672</td>
<td>62%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td>319,400</td>
<td>270,700</td>
<td>48,700</td>
<td>85%</td>
</tr>
<tr>
<td><strong>INCOME (LOSS) FROM OPERATIONS</strong></td>
<td>2,700</td>
<td>9,530</td>
<td>(6,830)</td>
<td>353%</td>
</tr>
<tr>
<td><strong>NON OPERATING INCOME (EXPENSE):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Income</td>
<td>500</td>
<td>1,141</td>
<td>(641)</td>
<td>228%</td>
</tr>
<tr>
<td>Other Income</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Non-Operating Income (Expense)</strong></td>
<td>500</td>
<td>1,141</td>
<td>(641)</td>
<td>228%</td>
</tr>
<tr>
<td><strong>NET INCOME (LOSS)</strong></td>
<td>3,200</td>
<td>10,671</td>
<td>(7,471)</td>
<td>333%</td>
</tr>
<tr>
<td><strong>BEGINNING RETAINED EARNINGS - JULY 1</strong></td>
<td>306,225</td>
<td>306,225</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>ENDING RETAINED EARNINGS</strong></td>
<td>$309,425</td>
<td>$316,896</td>
<td>$(7,471)</td>
<td>102%</td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT
SELF INSURED FUND (61)
BALANCE SHEET
MARCH 31, 2012

**ASSETS:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in Treasury</td>
<td>$558,042</td>
</tr>
<tr>
<td>Local Checking</td>
<td>470,775</td>
</tr>
<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Prepaid Expense</td>
<td>-</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$ 1,028,817</strong></td>
</tr>
</tbody>
</table>

**LIABILITIES & FUND BALANCE:**

**LIABILITIES:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**FUND BALANCE:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>1,028,817</td>
</tr>
<tr>
<td><strong>Total Fund Balance</strong></td>
<td><strong>$ 1,028,817</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities &amp; Fund Balance</strong></td>
<td><strong>$ 1,028,817</strong></td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT  
SELF INSURED FUND (61)  
STATEMENT OF REVENUE, EXPENDITURES  
AND CHANGES IN FUND BALANCE  
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Income</td>
<td>$ 8,200</td>
<td>$ 8,898</td>
<td>$(698)</td>
<td>109%</td>
</tr>
<tr>
<td>Total</td>
<td>8,200</td>
<td>8,898</td>
<td>(698)</td>
<td>109%</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worker's Compensation</td>
<td>120,000</td>
<td>71,329</td>
<td>48,671</td>
<td>59%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>20,000</td>
<td>8,223</td>
<td>11,777</td>
<td>41%</td>
</tr>
<tr>
<td>Total</td>
<td>140,000</td>
<td>79,552</td>
<td>60,448</td>
<td>57%</td>
</tr>
<tr>
<td><strong>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURE</strong></td>
<td>$(131,800)</td>
<td>$(70,654)</td>
<td>$(61,146)</td>
<td>54%</td>
</tr>
</tbody>
</table>

**OTHER FINANCING SOURCES (OTHER OUTGO):**
- Interfund Transfers
- Total

|                        |        |        |         |                          |
| Interfund Transfers    | -      | -      | -       | 0%                       |
| Total                 | -      | -      | -       | 0%                       |

**NET INCREASE (DECREASE) IN FUND BALANCE**

|                        |        |        |         |                          |
| (131,800)              | (70,654)| (61,146)|          |                          |

**BEGINNING BALANCE - JULY 1**

|                        |        |        |         |                          |
| 1,099,471              | 1,099,471| -       |          |                          |

**ENDING BALANCE**

|                        |        |        |         |                          |
| $ 967,671              | $ 1,028,817| $(61,146)| 106%   |                          |
HARTNELL COMMUNITY COLLEGE DISTRICT
RETIREE HEALTH BENEFITS FUND (62)
BALANCE SHEET
MARCH 31, 2012

<table>
<thead>
<tr>
<th>ASSETS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in Treasury</td>
<td>$ 4,132,431</td>
</tr>
<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>-</td>
</tr>
<tr>
<td>Total Assets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$ 4,132,431</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES &amp; FUND BALANCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LIABILITIES:</td>
<td></td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>-</td>
</tr>
<tr>
<td>FUND BALANCE:</td>
<td></td>
</tr>
<tr>
<td>Unrestricted-Designated</td>
<td>4,132,431</td>
</tr>
<tr>
<td>Total Fund Balance</td>
<td>$ 4,132,431</td>
</tr>
<tr>
<td>Total Liabilities &amp; Fund Balance</td>
<td>$ 4,132,431</td>
</tr>
</tbody>
</table>
## Retiree Health Benefits Fund (62)
### Statement of Revenue, Expenditures and Changes in Fund Balance
#### July 1, 2011 Through March 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
<th>Balance</th>
<th>Actual Percent to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Income</td>
<td>$8,000</td>
<td>$8,419</td>
<td>$(419)</td>
<td>105%</td>
</tr>
<tr>
<td>Other Income</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,000</td>
<td>8,419</td>
<td>(419)</td>
<td>105%</td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>375,000</td>
<td>-</td>
<td>375,000</td>
<td>0%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>375,000</td>
<td>-</td>
<td>375,000</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Excess (Deficiency) of Revenues Over Expenditures:</strong></td>
<td>$(367,000)</td>
<td>8,419</td>
<td>(375,419)</td>
<td>-2%</td>
</tr>
</tbody>
</table>

**Other Financing Sources (Other Outgo):**

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
<th>Balance</th>
<th>Actual Percent to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interfund Transfers</td>
<td>(465,000)</td>
<td>-</td>
<td>(465,000)</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>(465,000)</td>
<td>-</td>
<td>(465,000)</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Net Increase (Decrease) in Fund Balance**

|                      | 98,000   | 8,419    | 89,581   |                          |

**Beginning Balance - July 1**

|                      | 4,124,012| 4,124,012| -        |                          |

**Ending Balance**

|                      | $4,222,012| $4,132,431| $89,581  | 98%                      |
HARTNELL COMMUNITY COLLEGE DISTRICT
ASSOCIATED STUDENT BODY FUND (71)
BALANCE SHEET
MARCH 31, 2012

<table>
<thead>
<tr>
<th>ASSETS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in County Treasury</td>
<td>$432,923</td>
</tr>
<tr>
<td>Cash in Local Agency Investment Fund</td>
<td>159,334</td>
</tr>
<tr>
<td>Cash in Bank - FNB - Checking</td>
<td>3,596</td>
</tr>
<tr>
<td>Petty Cash</td>
<td>200</td>
</tr>
<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>9,465</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$605,518</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES &amp; FUND BALANCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LIABILITIES:</td>
<td></td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>-</td>
</tr>
<tr>
<td>Payroll Payable</td>
<td>-</td>
</tr>
<tr>
<td>Use Tax Payable</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND BALANCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted - Club Accounts</td>
<td>47,291</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>558,227</td>
</tr>
<tr>
<td><strong>Total Fund Balance</strong></td>
<td><strong>$605,518</strong></td>
</tr>
<tr>
<td>Total Liabilities &amp; Fund Balance</td>
<td><strong>$605,518</strong></td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT  
ASSOCIATED STUDENT BODY FUND (71)  
STATEMENT OF REVENUE, EXPENDITURES  
AND CHANGES IN FUND BALANCE  
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Club Accounts</td>
<td>$</td>
<td>-</td>
<td>$ 7,223</td>
<td>(7,223) -100%</td>
</tr>
<tr>
<td>Student Identification Cards</td>
<td>72,000</td>
<td>56,148</td>
<td>15,852</td>
<td>78%</td>
</tr>
<tr>
<td>Interest</td>
<td>3,000</td>
<td>2,495</td>
<td>505</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>75,000</td>
<td>65,866</td>
<td>9,134</td>
<td>88%</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Club Accounts</td>
<td>-</td>
<td>688</td>
<td>(688)</td>
<td>-100%</td>
</tr>
<tr>
<td>Classified Salaries/Stipends</td>
<td>31,550</td>
<td>31,011</td>
<td>539</td>
<td>98%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>3,000</td>
<td>8,638</td>
<td>(5,638)</td>
<td>288%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>5,000</td>
<td>801</td>
<td>4,199</td>
<td>16%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>93,500</td>
<td>17,690</td>
<td>75,810</td>
<td>19%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>5,000</td>
<td>463</td>
<td>4,537</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>138,050</td>
<td>59,291</td>
<td>78,759</td>
<td>43%</td>
</tr>
<tr>
<td><strong>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</strong></td>
<td>(63,050)</td>
<td>6,575</td>
<td>(69,625)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>OTHER FINANCING SOURCES (OTHER OUTGO):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers In</td>
<td>15,000</td>
<td>(1,850)</td>
<td>16,850</td>
<td>-12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15,000</td>
<td>(1,850)</td>
<td>16,850</td>
<td>-12%</td>
</tr>
</tbody>
</table>

| **NET INCREASE (DECREASE) IN FUND BALANCE** | (48,050) | 4,725 | (52,775) |
| **BEGINNING BALANCE - JULY 1** | 600,792 | 600,792 | - |
| **ENDING BALANCE** | $552,742 | $605,517 | $(52,775) 110% |
ASSOCIATED STUDENT BODY FUND (71)  
STATEMENT OF CLUB ACCOUNTS  
CASH RECEIPTS AND DISBURSEMENTS  
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th>Code</th>
<th>Club Name</th>
<th>Balance</th>
<th>Cash Receipts</th>
<th>Cash Disb.</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>39710</td>
<td>Fund Balance</td>
<td>$ -</td>
<td>$ 96</td>
<td>$ -</td>
<td>96</td>
</tr>
<tr>
<td>39713</td>
<td>Performing Arts Club</td>
<td>254</td>
<td>25</td>
<td>37</td>
<td>254</td>
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<tr>
<td>39716</td>
<td>V.I.C.E</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
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<tr>
<td>39717</td>
<td>Video Game Club</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>39718</td>
<td>Celebrate Recovery Club</td>
<td>192</td>
<td>192</td>
<td>192</td>
<td>192</td>
</tr>
<tr>
<td>39719</td>
<td>Panther Shop</td>
<td>838</td>
<td>838</td>
<td>838</td>
<td>838</td>
</tr>
<tr>
<td>39721</td>
<td>Digital Arts</td>
<td>5,111</td>
<td>1,808</td>
<td>6,919</td>
<td></td>
</tr>
<tr>
<td>39722</td>
<td>Fine Arts Club</td>
<td>9,624</td>
<td>9,624</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39725</td>
<td>Speakers' Bureau</td>
<td>5,042</td>
<td>1,607</td>
<td>3,649</td>
<td></td>
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<tr>
<td>39725</td>
<td>Society of Physics Students</td>
<td>1,050</td>
<td>1,050</td>
<td>1,050</td>
<td></td>
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<tr>
<td>39726</td>
<td>Booklenders</td>
<td>1,055</td>
<td>1,055</td>
<td>1,055</td>
<td></td>
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<tr>
<td>39728</td>
<td>Mecha</td>
<td>546</td>
<td>546</td>
<td>546</td>
<td></td>
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<tr>
<td>39730</td>
<td>Recycle / Green Club</td>
<td>5,090</td>
<td>688</td>
<td>4,402</td>
<td></td>
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<tr>
<td>39742</td>
<td>GLBTS</td>
<td>351</td>
<td>351</td>
<td>421</td>
<td></td>
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<tr>
<td>39746</td>
<td>Early Outreach</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
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<tr>
<td>39746</td>
<td>Natural Science/Earth Club</td>
<td>256</td>
<td>256</td>
<td>257</td>
<td></td>
</tr>
<tr>
<td>39747</td>
<td>Next Generation Architects</td>
<td>550</td>
<td>550</td>
<td></td>
<td></td>
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<tr>
<td>39748</td>
<td>The Energizer's/Scrub Club</td>
<td>(62)</td>
<td>(62)</td>
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<tr>
<td>39749</td>
<td>Homestead Review</td>
<td>467</td>
<td>467</td>
<td>537</td>
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<tr>
<td>39750</td>
<td>Sima</td>
<td>145</td>
<td>145</td>
<td>229</td>
<td></td>
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<tr>
<td>39751</td>
<td>Club Lounge</td>
<td>(435)</td>
<td>(435)</td>
<td></td>
<td></td>
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<tr>
<td>39752</td>
<td>MESA &amp; ACCESS</td>
<td>1,319</td>
<td>1,319</td>
<td></td>
<td></td>
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<tr>
<td>39754</td>
<td>Hartnell Students for Peace</td>
<td>323</td>
<td>323</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39758</td>
<td>RN 2004</td>
<td>(11)</td>
<td>(11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39763</td>
<td>Circo</td>
<td>459</td>
<td>459</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39766</td>
<td>Future Teachers</td>
<td>1,729</td>
<td>1,729</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39769</td>
<td>Political Science</td>
<td>612</td>
<td>612</td>
<td>637</td>
<td></td>
</tr>
<tr>
<td>39771</td>
<td>Phi Theta Kappa</td>
<td>2,682</td>
<td>2,682</td>
<td>3,132</td>
<td></td>
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<tr>
<td>39774</td>
<td>Psychology</td>
<td>285</td>
<td>285</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>39775</td>
<td>Hartnell Film Association</td>
<td>210</td>
<td>210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39777</td>
<td>Woman in Science Exploration</td>
<td>1,543</td>
<td>1,543</td>
<td>1,663</td>
<td></td>
</tr>
<tr>
<td>39778</td>
<td>ALAS Club</td>
<td>1,081</td>
<td>1,081</td>
<td>1,929</td>
<td></td>
</tr>
<tr>
<td>39798</td>
<td>Pre-Pharmacy</td>
<td>242</td>
<td>242</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39801</td>
<td>MATH Club</td>
<td>404</td>
<td>404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39710</td>
<td>Undesignated Funds</td>
<td>560,037</td>
<td>56,793</td>
<td>58,603</td>
<td>558,227</td>
</tr>
</tbody>
</table>

$ 600,793 $ 64,016 $ 59,291 $ 605,518
HARTNELL COMMUNITY COLLEGE DISTRICT  
SCHOLARSHIP, LOAN, & TRUST FUND (75)  
BALANCE SHEET  
MARCH 31, 2012

<table>
<thead>
<tr>
<th>ASSETS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in Treasury</td>
<td>$ 22,802</td>
</tr>
<tr>
<td>Cash in Local Agency Investment Fund</td>
<td>68,015</td>
</tr>
<tr>
<td>Cash in Bank - FNB - Checking</td>
<td>4,432</td>
</tr>
<tr>
<td>Cash in Bank - NDSL - Local Checking</td>
<td>1,410</td>
</tr>
<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$ 96,729</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES &amp; FUND BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIABILITIES:</td>
</tr>
<tr>
<td>Use Tax Payable</td>
</tr>
<tr>
<td>Accounts Payable</td>
</tr>
<tr>
<td>Due To Other Funds</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND BALANCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted - Endowed Corpus</td>
<td>-</td>
</tr>
<tr>
<td>Restricted - Endowed Operating</td>
<td>1,410</td>
</tr>
<tr>
<td>Restricted - Loans &amp; Trusts</td>
<td>95,319</td>
</tr>
<tr>
<td><strong>Total Fund Balance</strong></td>
<td><strong>$ 96,729</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities &amp; Fund Balance</strong></td>
<td><strong>$ 96,729</strong></td>
</tr>
<tr>
<td>Category</td>
<td>Budget</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>$800</td>
</tr>
<tr>
<td>Other Income</td>
<td>-</td>
</tr>
<tr>
<td>Restricted-Other Trust Income</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>800</td>
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</tbody>
</table>

**EXPENDITURES:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
<th>Balance</th>
<th>Actual Percent to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted - Loans &amp; Trusts</td>
<td>-</td>
<td>775</td>
<td>$(775)</td>
<td>-100%</td>
</tr>
<tr>
<td>Administrative Costs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Other Operating Expenses &amp; Services</td>
<td>5,000</td>
<td>310</td>
<td>4,690</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>5,000</td>
<td>1,085</td>
<td>3,915</td>
<td>22%</td>
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</table>

**NET INCREASE (DECREASE) IN FUND BALANCE**

<table>
<thead>
<tr>
<th>Budget</th>
<th>Actual</th>
<th>Balance</th>
<th>Actual Percent to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$(4,200)</td>
<td>2,113</td>
<td>$(6,313)</td>
<td></td>
</tr>
</tbody>
</table>

**BEGINNING BALANCE - JULY 1**

<table>
<thead>
<tr>
<th>Budget</th>
<th>Actual</th>
<th>Balance</th>
<th>Actual Percent to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>94,615</td>
<td>94,615</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**ENDING BALANCE**

<table>
<thead>
<tr>
<th>Budget</th>
<th>Actual</th>
<th>Balance</th>
<th>Actual Percent to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$90,415</td>
<td>$96,728</td>
<td>$(6,313)</td>
<td>107%</td>
</tr>
<tr>
<td>Endowed Operating Accounts:</td>
<td>BALANCE July 1, 2011</td>
<td>CASH RECEIPTS</td>
<td>CASH DISBS.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>NDSL</td>
<td>$1,409</td>
<td>$1</td>
<td>-</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$1,409</td>
<td>$1</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loan and Trust Accounts:</th>
<th>BALANCE July 1, 2011</th>
<th>CASH RECEIPTS</th>
<th>CASH DISBS.</th>
<th>ENDING BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Use-Nonprogram</td>
<td>2,366</td>
<td>1,130</td>
<td>-</td>
<td>3,496</td>
</tr>
<tr>
<td>Telephone Instruments Account</td>
<td>3,392</td>
<td>-</td>
<td>600</td>
<td>2,792</td>
</tr>
<tr>
<td>Int'l Student Program</td>
<td>1,761</td>
<td>-</td>
<td>-</td>
<td>1,761</td>
</tr>
<tr>
<td>Academic Senate Trust</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CA Assoc/Latino CC Trustees</td>
<td>775</td>
<td>-</td>
<td>1</td>
<td>774</td>
</tr>
<tr>
<td>Women's History Month</td>
<td>1,166</td>
<td>-</td>
<td>-</td>
<td>1,166</td>
</tr>
<tr>
<td>Child Develop Cntr Parent Club</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hartnell Cares</td>
<td>1,127</td>
<td>174</td>
<td>-</td>
<td>953</td>
</tr>
<tr>
<td>Assoc. for Student Excellence</td>
<td>312</td>
<td>-</td>
<td>-</td>
<td>312</td>
</tr>
<tr>
<td>Nursing Department Trust</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>HS/HCCD Coordinating Council</td>
<td>3,824</td>
<td>-</td>
<td>-</td>
<td>3,824</td>
</tr>
<tr>
<td>SIFE (Salinas)</td>
<td>477</td>
<td>1,581</td>
<td>-</td>
<td>2,058</td>
</tr>
<tr>
<td>Voces Literarias</td>
<td>94</td>
<td>-</td>
<td>-</td>
<td>94</td>
</tr>
<tr>
<td>Classified Senate Trust</td>
<td>3,498</td>
<td>1</td>
<td>-</td>
<td>3,499</td>
</tr>
<tr>
<td>Medical Lab Tech Trust</td>
<td>86</td>
<td>-</td>
<td>-</td>
<td>86</td>
</tr>
<tr>
<td>Bob Beery Trust</td>
<td>695</td>
<td>-</td>
<td>-</td>
<td>695</td>
</tr>
<tr>
<td>CIS Lab Kits</td>
<td>23,059</td>
<td>-</td>
<td>-</td>
<td>23,059</td>
</tr>
<tr>
<td>SIFE (King City)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Classified Excellence Awards</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>English Lab Kits</td>
<td>2,461</td>
<td>-</td>
<td>-</td>
<td>2,461</td>
</tr>
<tr>
<td>President's Leadership Series</td>
<td>375</td>
<td>-</td>
<td>-</td>
<td>375</td>
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<tr>
<td>Asian American Heritage Month</td>
<td>150</td>
<td>-</td>
<td>-</td>
<td>150</td>
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<tr>
<td>Kokusai Hort -Therapy College</td>
<td>1,155</td>
<td>-</td>
<td>-</td>
<td>1,155</td>
</tr>
<tr>
<td>Hartnell Heart</td>
<td>-</td>
<td>159</td>
<td>-</td>
<td>159</td>
</tr>
<tr>
<td>Nursing Loans</td>
<td>4,767</td>
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<td>-</td>
<td>4,767</td>
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<tr>
<td>Hafen Loans</td>
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<td>-</td>
<td>2,991</td>
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<tr>
<td>Other Loans</td>
<td>9,545</td>
<td>-</td>
<td>-</td>
<td>9,545</td>
</tr>
<tr>
<td>Albertson Loans</td>
<td>29,047</td>
<td>-</td>
<td>-</td>
<td>29,047</td>
</tr>
<tr>
<td>Subtotal</td>
<td>93,223</td>
<td>1,741</td>
<td>775</td>
<td>95,319</td>
</tr>
<tr>
<td>Totals</td>
<td>$94,632</td>
<td>$2,871</td>
<td>$775</td>
<td>$96,729</td>
</tr>
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HARTNELL COMMUNITY COLLEGE DISTRICT  
INTERCOLLEGIATE ATHLETIC FUND (79)  
BALANCE SHEET  
MARCH 31, 2012

ASSETS:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in County Treasury</td>
<td>$113,378</td>
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<tr>
<td>Cash in Bank - FNB - Checking</td>
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<tr>
<td>Accounts Receivable - Miscellaneous</td>
<td>-</td>
</tr>
<tr>
<td>Due From Other Funds</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$137,414</strong></td>
</tr>
</tbody>
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LIABILITIES & FUND BALANCE:

LIABILITIES:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>527</td>
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<tr>
<td>Sales Tax Payable</td>
<td>-</td>
</tr>
<tr>
<td>Due To Other Funds</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>527</strong></td>
</tr>
</tbody>
</table>

FUND BALANCE:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted - Team Accounts</td>
<td>$94,706</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$42,181</td>
</tr>
<tr>
<td><strong>Total Fund Balance</strong></td>
<td><strong>$136,887</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities &amp; Fund Balance</strong></td>
<td><strong>$137,414</strong></td>
</tr>
</tbody>
</table>
HARTNELL COMMUNITY COLLEGE DISTRICT
INTERCOLLEGIATE ATHLETIC FUND (79)
STATEMENT OF REVENUE, EXPENDITURES
AND CHANGES IN FUND BALANCE
JULY 1, 2011 THROUGH MARCH 31, 2012

<table>
<thead>
<tr>
<th>REVENUES:</th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>BALANCE</th>
<th>ACTUAL PERCENT TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Accounts</td>
<td>$ -</td>
<td>$ 37,909</td>
<td>$(37,909)</td>
<td>-100%</td>
</tr>
<tr>
<td>Basketball - Gate</td>
<td>1,000</td>
<td>1,361</td>
<td>(361)</td>
<td>136%</td>
</tr>
<tr>
<td>Football - Gate</td>
<td>8,000</td>
<td>9,535</td>
<td>(1,535)</td>
<td>119%</td>
</tr>
<tr>
<td>Basketball - Concessions</td>
<td>600</td>
<td>571</td>
<td>29</td>
<td>95%</td>
</tr>
<tr>
<td>Football - Concessions</td>
<td>4,000</td>
<td>4,187</td>
<td>(187)</td>
<td>105%</td>
</tr>
<tr>
<td>Interest</td>
<td>400</td>
<td>495</td>
<td>(95)</td>
<td>124%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>21,000</td>
<td>-</td>
<td>21,000</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>35,000</td>
<td>54,058</td>
<td>(19,058)</td>
<td>154%</td>
</tr>
</tbody>
</table>

| EXPENDITURES: | | | |
| Team Accounts | - | 4,008 | (4,008) | -100% |
| Supplies & Materials | 5,000 | 3,754 | 1,246 | 75% |
| Other Operating Expenses & Services | 37,000 | 21,624 | 15,376 | 58% |
| Total | 42,000 | 29,386 | 12,614 | 70% |

| EXCESS (DEFICIENCY) OF REVENUES OVER EXP | (7,000) | 24,672 | (31,672) | -352% |

| OTHER FINANCING SOURCES (OTHER OUTGO): | | | |
| Interfund Transfers | - | - | - | 0% |
| Total | - | - | - | 0% |

| NET INCREASE (DECREASE) IN FUND BALANCE | (7,000) | 24,672 | (31,672) |

| BEGINNING BALANCE - JULY 1 | | | |
| 112,215 | 112,215 | - |

<p>| ENDING BALANCE | $ 105,215 | $ 136,887 | $(31,672) | 130% |</p>
<table>
<thead>
<tr>
<th>Fund</th>
<th>JULY 1, 2011</th>
<th>CASH RECEIPTS</th>
<th>CASH DISBS</th>
<th>ENDING BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>$8,139</td>
<td>$21,613</td>
<td>-</td>
<td>$29,752</td>
</tr>
<tr>
<td>Track Holding</td>
<td>8,078</td>
<td>9,437</td>
<td>-</td>
<td>17,515</td>
</tr>
<tr>
<td>Women's Volleyball Holding</td>
<td>1,937</td>
<td>-</td>
<td>1,966</td>
<td>(29)</td>
</tr>
<tr>
<td>Aquatic Holding</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Women's Basketball Holding</td>
<td>19</td>
<td>1,663</td>
<td>-</td>
<td>1,682</td>
</tr>
<tr>
<td>Men's Soccer Holding</td>
<td>20,889</td>
<td>-</td>
<td>1,943</td>
<td>18,946</td>
</tr>
<tr>
<td>Cross Country Holding</td>
<td>35</td>
<td>-</td>
<td>-</td>
<td>35</td>
</tr>
<tr>
<td>Men's Basketball Holding</td>
<td>2,433</td>
<td>571</td>
<td>-</td>
<td>3,004</td>
</tr>
<tr>
<td>Football Holding</td>
<td>(93)</td>
<td>821</td>
<td>-</td>
<td>728</td>
</tr>
<tr>
<td>Women's Softball Holding</td>
<td>2,510</td>
<td>-</td>
<td>98</td>
<td>2,412</td>
</tr>
<tr>
<td>Athletic Training Holding</td>
<td>159</td>
<td>-</td>
<td>1</td>
<td>158</td>
</tr>
<tr>
<td>Water Polo Holding</td>
<td>2,815</td>
<td>-</td>
<td>-</td>
<td>2,815</td>
</tr>
<tr>
<td>Swim Holding</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Women's Soccer Holding</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Athletic Holding</td>
<td>13,884</td>
<td>3,804</td>
<td>-</td>
<td>17,688</td>
</tr>
<tr>
<td>Panther Club</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State Playoffs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Purchase Holding</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undesignated</td>
<td>51,410</td>
<td>16,149</td>
<td>25,378</td>
<td>42,181</td>
</tr>
</tbody>
</table>

| TOTAL                        | $112,215     | $54,058       | $29,386    | $136,887       |
HARTNELL COMMUNITY COLLEGE DISTRICT  
CAPITAL ASSETS FUND (90)  
BALANCE SHEET  
MARCH 31, 2012

ASSETS:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$590,992</td>
</tr>
<tr>
<td>Buildings</td>
<td>$113,842,075</td>
</tr>
<tr>
<td>Site Improvements</td>
<td>$17,950,407</td>
</tr>
<tr>
<td>Equipment</td>
<td>$9,347,992</td>
</tr>
<tr>
<td>Construction in Process</td>
<td>$34,618,175</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>$(37,726,604)</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$138,623,037</strong></td>
</tr>
</tbody>
</table>

FUND BALANCE:

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$138,623,037</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
</tr>
<tr>
<td>Depreciation Expense</td>
</tr>
<tr>
<td><strong>BEGINNING BALANCE - JULY 1</strong></td>
</tr>
<tr>
<td>Capital Additions</td>
</tr>
<tr>
<td>Capital Retirements</td>
</tr>
<tr>
<td><strong>ENDING BALANCE</strong></td>
</tr>
</tbody>
</table>
## HARTNELL COMMUNITY COLLEGE DISTRICT
### INVESTMENT REPORT
#### MARCH 31, 2012

<table>
<thead>
<tr>
<th>FUND / INSTITUTION</th>
<th>TYPE</th>
<th>DATE</th>
<th>RATE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Acquisition Fund 44: Local Agency Investment Fund (LAIF)</td>
<td>PMIA</td>
<td>n/a</td>
<td>0.383%</td>
<td>$239,198</td>
</tr>
<tr>
<td>Associated Student Body Fund 71: Local Agency Investment Fund (LAIF)</td>
<td>PMIA</td>
<td>n/a</td>
<td>0.383%</td>
<td>$159,333</td>
</tr>
<tr>
<td>Scholarship, Loan, &amp; Trust Fund 75: Local Agency Investment Fund (LAIF)</td>
<td>PMIA</td>
<td>n/a</td>
<td>0.383%</td>
<td>$ 68,015</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$ 466,546</strong></td>
</tr>
</tbody>
</table>

**NOTES:**
Funds in the custody of the County Treasury and operational checking accounts are not listed on this report.

We periodically review rates to assure that they are competitive.

All deposits are collateralized in accordance with the Federal Local Agency Deposit Security Law.
AGENDA ITEM FOR BOARD MEETING OF: May 8, 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
<th>Area</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Policies</td>
<td>IV. C.</td>
<td>Office of Academic Affairs</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepared by: Mary Dominguez</td>
<td></td>
</tr>
</tbody>
</table>

Recommendation
The administration recommends that the Board of Trustees review the first reading of updated instructional policies.

Background
The Office of Academic Affairs and Accreditation is currently reviewing all instructional policies with the Policy Review Committee, (a sub-committee of Academic Senate).

Summary
The recommendations for the following policies have been fully reviewed by a sub-committee of the Academic Senate and endorsed by Academic Senate.

<table>
<thead>
<tr>
<th>NEW TITLE</th>
<th>OLD</th>
<th>NEW</th>
<th>DISCUSSION AND CITATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Repetition</td>
<td>New</td>
<td>4225</td>
<td>This represents a new policy to maintain compliance with Title 5 Sections 55024, 55040, 55041, 55042, 55043, 55044, 58161.</td>
</tr>
<tr>
<td>Multiple and Overlapping Enrollments</td>
<td>New</td>
<td>4226</td>
<td>This represents a new policy to maintain compliance with Title 5 Section 55007.</td>
</tr>
<tr>
<td>Grading and Academic Records Symbols</td>
<td>New</td>
<td>4230</td>
<td>This represents a new policy to maintain compliance with Title 5 Section 55023.</td>
</tr>
<tr>
<td>Grade Changes</td>
<td>New</td>
<td>4231</td>
<td>This represents a new policy to maintain compliance with Title 5 Section 55025 and Education Code Sections 76224 and 76232.</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>New</td>
<td>4235</td>
<td>This represents a new policy to maintain compliance with Title 5 Section 55050.</td>
</tr>
<tr>
<td>Academic Renewal</td>
<td>New</td>
<td>4240</td>
<td>This represents a new policy to maintain compliance with Title 5 Section 55046.</td>
</tr>
<tr>
<td>Probation, Disqualification and Readmission</td>
<td>New</td>
<td>4250</td>
<td>This represents a new policy to maintain compliance with Title 5 Sections 55030 and 55034; and Education Code Section 70902(b)(3).</td>
</tr>
</tbody>
</table>
BP 4225 Course Repetition

Reference: Title 5, Sections 55024, 55040, 55041, 55042, 55043, 55044, and 58161

Except where allowed by regulation, the maximum number of times a student can enroll and earn a grade of record in the same course is three. Grade of record symbols included in this total are A, B, C, D, F, P, NP, W, and I. Under specific circumstances specified in Title 5 Section 58161, a student may enroll one or more additional times in a course in which a grade of record was earned.

The permanent academic record shall contain all courses attempted, including repetitions, thus ensuring a true and complete record of the academic history of the student.

See Administrative Procedures AP 4225
BP 4226   Multiple and Overlapping Enrollments

Reference: Title 5 Section 55007

Students may enroll in two or more sections of the same credit course during one term, only if the length of the courses does not overlap. No student may enroll in more than one section of the same course at any given time.

Students may petition to enroll in courses where the meeting times of those courses overlap, only under the conditions specified in Title 5, 55007.

See Administrative Procedure AP 4226
BP 4230  Grading and Academic Record Symbols

Reference:  Title 5 Section 55023

Courses shall be graded using the grading system established by Title 5. The grading system shall be published in the college catalog(s) and made available to students.

See Administrative Procedure AP4230
BP4231 Grade Changes

Reference: Education Code Sections 76224 and 76232; Title 5 Sections 55025

The CEO or designee shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to the following:

- Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.

- Procedures for students to challenge the correctness of a grade.

- The installation of security measures to protect grade records and grade storage systems from unauthorized access.

- Limitations on access to grade records and grade storage systems.

- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.

- Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Also see BP 3310 titled Records Retention and Destruction, AP 4231 titled Grade Changes, and BP/AP 5040 titled Student Records.

See Administrative Procedure AP4231
NEW POLICY

HARTNELL COLLEGE

BP4235  Credit by Examination

Reference: Title 5 Section 55050

Consistent with Title 5 Section 55050, course credit may be awarded to students who satisfactorily pass authorized examinations.

See Administrative Procedure AP4235
NEW POLICY

HARTNELL COLLEGE

BP 4240        Academic Renewal

Reference: Title 5 Section 55046

Consistent with Title 5 Section 55046, previously recorded substandard academic performance may be disregarded if it is not reflective of a student’s demonstrated ability.

See Administrative Procedure AP4240
Probation
A student shall be placed on academic probation if he or she has attempted a minimum of 12 semester units of work and has a grade point average of less than a “C” (2.0).

A student shall be placed on progress probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of “W”, “I”, “NC” and “NP” were recorded reaches or exceeds fifty percent.

A student who is placed on probation may submit a written appeal in accordance with administrative procedures.

Dismissal
A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 1.75 in all units attempted in each of three (3) consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries “W”, “I”, “NC” and “NP” are recorded in at least three (3) consecutive semesters reaches or exceeds fifty percent.

A student who is subject to dismissal may submit a written appeal in accordance with administrative procedures.

Readmission
A student who has been dismissed may submit a written request to be considered for reinstatement. Readmission may be granted, denied or postponed according to criteria contained in administrative procedures.

See Administrative Procedure AP4250
ADJOURNMENT