HARTNELL COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES – Special Meeting

DATE/TIME/PLACE
December 18, 2012 – 5:00 p.m.
411 Central Avenue, Salinas
CALL Building, 2nd Floor, Room 208

Members of the Board
Candi DePauw, President / Patricia Donohue, Vice President
Bill Freeman, Elia Gonzalez-Castro, Ray Montemayor
Erica Padilla-Chavez, Demetrio Pruneda
Elaine Duran Luchini, Student Trustee

Willard Lewallen, Ph.D.
Board Secretary / Superintendent/President

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ROLL CALL

IV. PUBLIC COMMENTS
Fifteen minutes (three minute maximum per person) set aside to receive public comments on items on the published agenda.

V. SELF-EVALUATION OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS (ACCREDITATION)
Consider approval of the Self-Evaluation of Educational Quality and Institutional Effectiveness.

VI. ADJOURNMENT

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. Act.
AGENDA ITEM FOR BOARD MEETING OF: December 18, 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Evaluation of Educational Quality and Institutional Effectiveness (Accreditation)</td>
<td>V.</td>
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<table>
<thead>
<tr>
<th>Area</th>
<th>Status</th>
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<tbody>
<tr>
<td>Office of the Superintendent/President Prepared by Willard Lewallen</td>
<td>Action</td>
</tr>
</tbody>
</table>

BACKGROUND / SUMMARY

In preparation for the March 18-21, 2013 accreditation site visit, the college has been engaged in preparing a self study. The final draft of the *Self-Evaluation of Educational Quality and Institutional Effectiveness* has previously been provided to Board of Trustees.

Following approval from the Board of Trustees, the document will undergo some final formatting in preparation for submission to ACCJC and the visiting team members. The document must be submitted to ACCJC no later than 60 days prior to the scheduled visit. The document will be submitted to ACCJC no later than January 15, 2013.

RECOMMENDATION

The administration recommends that the Board of Trustees approve the *Self-Evaluation of Educational Quality and Institutional Effectiveness*. 
A. Introduction

HARTNELL COLLEGE: HISTORY AND DEMOGRAPHICS

Hartnell College is one of the oldest educational institutions in California. Founded in 1920 as Salinas Junior College, the college was renamed Hartnell College in 1948 to honor William Edward Petty Hartnell, California’s pioneer educator who founded one of the state’s first educational institutions just outside Salinas in 1833. In 1949, the Hartnell Community College District was established. It is one of 112 colleges in the California Community College System, and it offers affordable, high quality education that prepares students for transfer to a four-year college or university, provides job and career training skills, and offers basic skills training that prepares students for a college education. It offers associate’s degrees and certificates of proficiency.

Hartnell College operates three campuses in the Salinas Valley: the Main Campus at 411 Central Avenue in Salinas, which opened in 1936; the Alisal Campus (formerly East Campus) at 1752 E. Alisal Street in Salinas; and the King City Education Center at 117 N. Second Street in King City, southern Monterey County. The King City Center celebrated its 10 year anniversary in 2012. The college also delivers on-site instruction at communities throughout its District.

The Hartnell service area includes the communities of Bradley, Castroville, Chualar, Greenfield, Gonzales, Jolon, King City, Lockwood, Moss Landing, Salinas, San Ardo, San Lucas, Soledad, Spreckels, and adjacent rural areas.

The Salinas Valley is located in the Central Coast area of California, about an hour south of San Jose, 20 miles from the Monterey Peninsula. The Valley is a 1000+ square mile area, nationally known for its agriculture. Stop by a produce section in any grocery store in the United States, and you will find food grown in this Valley. Called the “Salad Bowl of the World,” the Valley’s crop values first topped $4 billion in 2009, and have hovered around that figure since. The top crops are leaf lettuce, strawberries, head lettuce, broccoli, nursery plants, celery, grapes, other vegetables, cauliflower, spring mix, and spinach.

After agriculture, the District’s largest employers (based on number of employees) are government (city, county, and federal), state prison and correctional facilities (Soledad), and hospitality.

The college employs approximately 90 full-time and 220 part-time faculty, 140 classified employees and 30 administrators/managers, all of whom are committed to the comprehensive mission of the community college.

The college is an integral part of this vibrant community, and has been particularly successful in forming partnerships with education and research institutions, especially in the science, technology, engineering, and mathematics, or STEM, disciplines. These partnerships—with institutions like UC Santa Cruz’s Baskin School of Engineering, the Naval Postgraduate School, United States Department of Agriculture, Monterey Institute for Research in Astronomy, the Monterey Bay Aquarium Research Institute, and UC Davis—have enhanced program
development and provided STEM students with mentoring, internships, and research opportunities. Hartnell has been lauded by NASA, the NAACP, and UC Santa Cruz as being among the top community colleges in the country in promoting and achieving success for its underrepresented students in the STEM disciplines.

Hartnell’s strong ties to the business community are enhanced through the stewardship of the Office of Advancement and the Hartnell College Foundation, who recently celebrated a capital campaign that raised more than $12 million in four years. Perhaps more significant even than the amount of money raised is the time, effort, and expertise committed to the college by these community leaders, who regularly participate on program advisory committees for the college’s technical education programs. With their guidance, advice, and support, Hartnell has been able to launch new, innovative programs in sustainable agriculture, green construction and design, and computer science (a three-year bachelor’s degree program with CSUMB). These programs, developed and nurtured by business and college advisory committees, are housed in the new Center for Advanced Technology (CAT) on the Alisal Campus.

The college’s strong community ties have strengthened its successful nursing program. Graduates have achieved National Council Licensure Exam (NCLEX) pass rates of at or near 100% for the last several years. Community ties have also strengthened allied health programs, the theater arts company—the Western Stage, and athletic programs. Hartnell’s theater program is consistently ranked among the highest caliber theaters in the Monterey Bay area. Its unique programming—both traditional and experimental, including world premieres of works by contemporary Latino playwrights, and a new theater program by and for young thespians called the 2x4 Bash—is rejuvenating theater in the Salinas Valley. Theater arts faculty and staff have partnered with the Alisal Center for the Fine Arts to engage and encourage youth in their artistic pursuits.

The college’s nearly 10,000 students (7,100 FTES) are diverse, with Latino students accounting for more than 60% of enrollments, reflecting the greater community population. In 2010, 62% of students received one or more forms of financial aid. Many students are the first in their family to attend college, and many speak Spanish as their primary language. Hartnell has earned the federal designation as a Hispanic Serving Institution. In 2012, the college was awarded two Title V grants for the purpose of improving student access and success for underrepresented groups in the STEM disciplines.

With more than half of the District’s population living below the poverty level of income, the college provides an opportunity for making a significant social and economic impact on the community and the lives of the individuals.

**ORGANIZATION OF THE COLLEGE**

The Hartnell Community College District is organized as a special district under the laws of the State of California. The college is chartered by the California Community Colleges and accredited by the Western Association of Schools and Colleges, the California Board of Registered Nursing, the California Board of Vocational Nursing and Psychiatric Technicians, and the National Academy of Early Childhood Programs. It is approved by the California
Community Colleges Board of Governors. It has the approval of the State Department of Education to train veterans under Public Law 874 and Public Law 550. It also has the approval of the U.S. Immigration and Naturalization Service to educate foreign students.

Hartnell College is governed by a seven-member elected Board of Trustees. It is administered by a superintendent/president, four vice presidents and an executive director who oversee five major divisions: academic affairs, student services, business services, information technology and library resources, and institutional advancement.

COLLEGE FACILITIES

In 2002, the residents of the District passed a $131 million capital bond fund. Since then, significant facilities have been built, classrooms modified and updated, external lighting improved for the safety of students and employees, and other capital projects undertaken. Below are highlights of those bond-funded activities.

**Athletic Facilities:** Hartnell has embarked on a $15.7 million Renovation Master Plan for the athletic program. Already completed are new baseball and softball diamonds, a soccer field, and a renovated track. In the early fall, the college broke ground on a field house, which will contain classrooms, changing rooms, a satellite training room, and concessions. The Athletic Fund Committee of the Hartnell College Foundation has raised more than $800,000 to support its construction. The soccer field already has hosted tournaments and state playoff games. The baseball and softball fields are available for college and high school games and tournaments. When finished, this state-of-the-art complex, with increased safety and comfort for athletes, as well as great spectator amenities and seating, will be a jewel in the community’s athletic venues.

**Library and Learning Resource Center:** The 68,000-square-foot Library and Learning Resource Center (LLRC), which opened in 2006, was designed to meet the information and research needs of students in the 21st century. Featuring a unique building design that is innovative, functional, and flexible, the LLRC is the hub of campus information and learning technologies. The two-floor facility houses traditional college library resources and services including circulation, reference, technical services, an information competency center, and computer and media services. Additionally, the library houses a faculty and staff resource center that supports instructional needs. There are group study rooms (11 with plasma screens and/or smart board technologies), a distance learning and video conference room, a community meeting room, computer equipment support, audio/visual services, and a beautiful lobby/atrium equipped with a four-plasma multimedia wall.

**Center for Assessment and Life Long Learning (CALL) Building:** Completed in 2011, this facility provides one-stop student services that include assessment, registration, financial aid, transcripts, counseling, services for students with disabilities, Extended Opportunity Program and Services (EOPS), and CalWORKs. There are DSPS multiple purpose smart classrooms, tutorial and computerized nursing labs, faculty offices, and meeting rooms. The second floor houses the nursing department, classrooms, and a Board of Trustees meeting room that doubles as an industry training room.
Center for Advanced Technology (CAT): The 50,000-square-foot building at the Alisal Campus accommodates student services, administrative and faculty offices, food services, shop areas for mechanics and welding, and a two-story classroom building. The classroom building houses numerous educational spaces including classrooms and laboratories. The entryway contains a donor wall recognizing major contributions from local business and foundations as well as a host of individual donors. This facility also contains the NASA Space Engineering, Mathematics, and Aerospace Academy, a major community outreach and student engagement project whose goal is nothing short of transformational for young students and their families in the impoverished Alisal neighborhood of Salinas.

Other Renovations: The college also has undertaken substantial renovations of its Student Center and one of its main classroom buildings. The impetus for these renovations was to improve the technology available in the classrooms, to make them more spacious and comfortable, and to provide more inviting meeting, study, and recreational spaces for student clubs and student government groups.

STUDENT AND DISTRICT DEMOGRAPHICS

District Geography: The Hartnell Community College District begins at the coastline of Monterey Bay in Moss Landing and extends about 100 miles southeast through several cities and towns, including Castroville, Salinas, Soledad, Greenfield, and King City.
District Demographics: Thirty-nine percent of District residents over 25 do not have a high school diploma; eighty-seven percent of residents do not have a baccalaureate or graduate degree.

Educational Levels of District Population Over 25

<table>
<thead>
<tr>
<th>Education Level</th>
<th>% of District Population over 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than High School Diploma</td>
<td>39%</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>23%</td>
</tr>
<tr>
<td>Some College</td>
<td>23%</td>
</tr>
<tr>
<td>Baccalaureate or Graduate degree</td>
<td>13%</td>
</tr>
</tbody>
</table>

The Salinas Valley has not been immune from the effects of the state and national economies. The unemployment rate in Monterey County in January 2012 was 15.5% and in June, 9.8%. The unemployment rate typically goes down in the summer in this agricultural, tourist-rich area. In January 2012, the foreclosure rate in Salinas was 1 home in every 333, and in King City, one home in 237; by contrast, in Carmel, 20 miles away, the foreclosure rate was 1 in 575 homes. Hartnell students tend to be from low income families; sixty-two percent of students in 2010-11 received financial aid. Sixty-four percent of Hartnell’s students are first generation college-goers.
The District’s population is majority Hispanic (56%). Non-Hispanic whites represent the second largest group (37%).

**District Ethnicity Breakdown**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2010 Population</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>175,535</td>
<td>56%</td>
</tr>
<tr>
<td>White</td>
<td>114,057</td>
<td>37%</td>
</tr>
<tr>
<td>Filipino</td>
<td>7,089</td>
<td>2%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>6,644</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>4,418</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3,893</td>
<td>1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>675</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>312,311</strong></td>
<td></td>
</tr>
</tbody>
</table>

A third of the District’s population is less than 30 years of age and 29% of the population is over 50.

**District Age Breakdown**

<table>
<thead>
<tr>
<th>Age</th>
<th>2010 Population</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>20,088</td>
<td>11%</td>
</tr>
<tr>
<td>20-24</td>
<td>19,778</td>
<td>11%</td>
</tr>
<tr>
<td>25-29</td>
<td>19,738</td>
<td>11%</td>
</tr>
<tr>
<td>30-34</td>
<td>18,921</td>
<td>11%</td>
</tr>
<tr>
<td>35-39</td>
<td>17,056</td>
<td>10%</td>
</tr>
<tr>
<td>40-44</td>
<td>16,337</td>
<td>9%</td>
</tr>
<tr>
<td>45-49</td>
<td>15,335</td>
<td>9%</td>
</tr>
<tr>
<td>50 and Over</td>
<td>51,527</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>178,780</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Participation Rates of District Feeder High Schools:** For the last two years for which verified data are available, the Hartnell College-going rate for the District’s high school graduates has remained steady at 40%. The tables below show the percentage of feeder high school graduates who enroll at Hartnell in the fall following graduation.
2010 Feeder High School Participation Rates

<table>
<thead>
<tr>
<th>Feeder High School</th>
<th>2009-10 Graduates</th>
<th>Enrolled at Hartnell in Fall 2010</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisal High</td>
<td>391</td>
<td>169</td>
<td>43%</td>
</tr>
<tr>
<td>Everett Alvarez High</td>
<td>412</td>
<td>184</td>
<td>45%</td>
</tr>
<tr>
<td>Gonzales High</td>
<td>122</td>
<td>73</td>
<td>60%</td>
</tr>
<tr>
<td>Greenfield High</td>
<td>157</td>
<td>66</td>
<td>42%</td>
</tr>
<tr>
<td>King City High</td>
<td>176</td>
<td>63</td>
<td>36%</td>
</tr>
<tr>
<td>North Monterey County High</td>
<td>265</td>
<td>44</td>
<td>17%</td>
</tr>
<tr>
<td>North Salinas High</td>
<td>348</td>
<td>185</td>
<td>53%</td>
</tr>
<tr>
<td>Salinas High</td>
<td>488</td>
<td>178</td>
<td>36%</td>
</tr>
<tr>
<td>Soledad High</td>
<td>176</td>
<td>61</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,535</strong></td>
<td><strong>1,023</strong></td>
<td><strong>40%</strong></td>
</tr>
</tbody>
</table>

2011 Feeder High School Participation Rates

<table>
<thead>
<tr>
<th>Feeder High School</th>
<th>2010-11 Graduates</th>
<th>Enrolled at Hartnell in Fall 2011</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisal High</td>
<td>451</td>
<td>175</td>
<td>39%</td>
</tr>
<tr>
<td>Everett Alvarez High</td>
<td>385</td>
<td>194</td>
<td>50%</td>
</tr>
<tr>
<td>Gonzales High</td>
<td>146</td>
<td>70</td>
<td>48%</td>
</tr>
<tr>
<td>Greenfield High</td>
<td>181</td>
<td>65</td>
<td>36%</td>
</tr>
<tr>
<td>King City High</td>
<td>148</td>
<td>64</td>
<td>43%</td>
</tr>
<tr>
<td>North Monterey County High</td>
<td>286</td>
<td>52</td>
<td>18%</td>
</tr>
<tr>
<td>North Salinas High</td>
<td>348</td>
<td>186</td>
<td>53%</td>
</tr>
<tr>
<td>Salinas High</td>
<td>507</td>
<td>194</td>
<td>38%</td>
</tr>
<tr>
<td>Soledad High</td>
<td>211</td>
<td>76</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,663</strong></td>
<td><strong>1,076</strong></td>
<td><strong>40%</strong></td>
</tr>
</tbody>
</table>

**Student Demographics:** Among Hartnell students for whom ethnicity data are known, Hispanics comprise the largest group, followed by white, non-Hispanic. The Hispanic population has been increasing while the white non-Hispanic population has decreased.
Gender distribution of Hartnell’s students has been fairly equally balanced.

**Hartnell College Student Ethnicity Breakdown**
*Fall 2006 to Fall 2011*

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52%</td>
<td>52%</td>
<td>56%</td>
<td>55%</td>
<td>55%</td>
<td>64%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>25%</td>
<td>24%</td>
<td>20%</td>
<td>17%</td>
<td>19%</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Hartnell College Student Gender Breakdown**
*Fall 2006 to Fall 2011*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>48%</td>
<td>48%</td>
<td>52%</td>
<td>50%</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Male</td>
<td>52%</td>
<td>52%</td>
<td>48%</td>
<td>50%</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Hartnell’s student population has steadily been getting younger. Students 24 years old or younger represented 46% of the student body in 2006, and 60% in 2011. Students 40 or older were 25% of the population in 2006, and only 15% of the population in 2011.

**Hartnell College Student Age Breakdown**  
*Fall 2006 to Fall 2011*

<table>
<thead>
<tr>
<th>Year</th>
<th>19 or Less</th>
<th>20 to 24</th>
<th>25 to 29</th>
<th>30 to 34</th>
<th>35 to 39</th>
<th>40 to 49</th>
<th>50 +</th>
</tr>
</thead>
<tbody>
<tr>
<td>f2006</td>
<td>24%</td>
<td>22%</td>
<td>11%</td>
<td>9%</td>
<td>9%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>f2007</td>
<td>24%</td>
<td>23%</td>
<td>11%</td>
<td>9%</td>
<td>10%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>f2008</td>
<td>25%</td>
<td>26%</td>
<td>11%</td>
<td>8%</td>
<td>7%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>f2009</td>
<td>26%</td>
<td>28%</td>
<td>11%</td>
<td>8%</td>
<td>7%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>f2010</td>
<td>25%</td>
<td>28%</td>
<td>10%</td>
<td>8%</td>
<td>7%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>f2011</td>
<td>28%</td>
<td>32%</td>
<td>11%</td>
<td>8%</td>
<td>5%</td>
<td>9%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Student enrollment, while fairly consistent, reveals some interesting trends. Headcount increased consecutively for the academic years 2007-08 and 2008-09, and then decreased for the next two years, 2009-10 and 2010-11. FTES, however, while showing planned variations from year to year (e.g., increasing when the college was eligible for growth funds and decreasing when the college was planning for imposed workload reductions), has remained fairly steady.
**Student Enrollment by Learning Site:** Hartnell students can enroll in classes at various locations throughout the District. The Main Campus has the largest proportion of student enrollments (83%) and offers all general education and basic skills programs. The Alisal Campus, formerly called East Campus, was a minor site until the opening of its Center for Advanced Technology to house the college’s career technical education programs in 2011, and now accounts for 9% of student enrollment. The King Center Education Center offers general education courses, and has increased from 4% of enrollments in 2006 to 6% in 2011. The nursing department was housed in a professional building at Natividad Medical Center until November 2009; the numbers 32 and 8 in the chart below under F2010 and F2011, respectively, reflect the nursing students who are there for clinical experiences.

**Duplicated Enrollment by Service Area**  
**Fall 2006 to Fall 2011**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisal Campus</td>
<td>-</td>
<td>-</td>
<td>110</td>
<td>122</td>
<td>164</td>
<td>2,246</td>
</tr>
<tr>
<td>East Campus</td>
<td>253</td>
<td>229</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>King City Center</td>
<td>938</td>
<td>931</td>
<td>1,287</td>
<td>1,278</td>
<td>1,230</td>
<td>1,379</td>
</tr>
<tr>
<td>Main Campus</td>
<td>20,324</td>
<td>19,882</td>
<td>22,725</td>
<td>21,719</td>
<td>20,500</td>
<td>20,232</td>
</tr>
<tr>
<td>Natividad Medical Center</td>
<td>813</td>
<td>819</td>
<td>723</td>
<td>650</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Other sites*</td>
<td>386</td>
<td>413</td>
<td>470</td>
<td>424</td>
<td>525</td>
<td>545</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22,756</td>
<td>22,325</td>
<td>25,571</td>
<td>24,242</td>
<td>22,490</td>
<td>24,433</td>
</tr>
</tbody>
</table>

*Other sites include Gonzales and Soledad.*
**Student Enrollment by Time of Day:** As the college responds to meet the greatest needs of its students, it will continue to monitor demographic patterns related to time of day, locations, and programs. The data below on time of day roughly match overall enrollment trends, except that women students are disproportionately represented in the evening enrollments, and evening students tend to be slightly older than the average, while day students tend to be younger.

![Enrollment by Time of Day](image-url)

**Enrollment by Time of Day**
**Fall 2006 to Fall 2011**
Evening Enrollment by Age
Fall 2009 to Fall 2011

<table>
<thead>
<tr>
<th>Age Group</th>
<th>f2009</th>
<th>f2010</th>
<th>f2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>16%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>20-24</td>
<td>23%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>25-29</td>
<td>16%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>30-34</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>35-39</td>
<td>8%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>40+</td>
<td>25%</td>
<td>26%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Day Enrollment by Age
Fall 2009 to Fall 2011

<table>
<thead>
<tr>
<th>Age Range</th>
<th>f2009</th>
<th>f2010</th>
<th>f2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>30%</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>20-24</td>
<td>30%</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>25-29</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>30-34</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>35-39</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>40+</td>
<td>18%</td>
<td>19%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Day and Evening Enrollments by Age
Fall 2009 to Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Women-Day</th>
<th>Men-Day</th>
<th>Women-Evening</th>
<th>Men-Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>f2009</td>
<td>47%</td>
<td>53%</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>f2010</td>
<td>45%</td>
<td>55%</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>f2011</td>
<td>47%</td>
<td>53%</td>
<td>63%</td>
<td>37%</td>
</tr>
</tbody>
</table>
**Full Time and Part Time Enrollment:** In 2006, half of Hartnell students were enrolled in fewer than six units. In 2011, full-time students taking 12 or more units were the dominant group at the college, representing 39% of enrollment.

**Student Unit Load**

**Fall 2006 to Fall 2011**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>.1 - 5.9 Units</td>
<td>50%</td>
<td>51.36%</td>
<td>46.24%</td>
<td>46.24%</td>
<td>43.79%</td>
<td>34.26%</td>
</tr>
<tr>
<td>6.0 - 11.9 Units</td>
<td>21.96%</td>
<td>21.60%</td>
<td>23.73%</td>
<td>23.73%</td>
<td>20.88%</td>
<td>26.62%</td>
</tr>
<tr>
<td>&gt;12.0 Units</td>
<td>28%</td>
<td>27%</td>
<td>30%</td>
<td>30%</td>
<td>35%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Persistence: Hartnell students persist better from fall to spring than from fall to fall. Full-time first-time students have a much higher fall-to-fall persistence rate (56%) than part-time students (15%). Full-time students also enroll in English and Math classes at higher rates than part-time students.

**Fall to Fall Persistence**
Fall 2006-Fall 2007 to Fall 2010-Fall 2011

**Fall to Spring Persistence**
Fall 2006-Spring 2007 to Fall 2010-Spring 2011
Cohort Transfer Velocity*

<table>
<thead>
<tr>
<th>Cohort Year Range</th>
<th>2 years</th>
<th>4 years</th>
<th>6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>666</td>
<td>23</td>
<td>130</td>
</tr>
<tr>
<td>2004-2005</td>
<td>682</td>
<td>22</td>
<td>128</td>
</tr>
<tr>
<td>2005-2006</td>
<td>812</td>
<td>25</td>
<td>134</td>
</tr>
</tbody>
</table>

*A cohort represents first time students who have shown behavioral intent to transfer. Data are cumulative.
Persistence for First Time Students by Course Load
Fall 2010 to Fall 2011

56% Full-Time Students
15% Part-Time Students
Persistence for First Time Students in English & Math by Course Load
Fall 2010 to Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Full time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Course</td>
<td>83%</td>
<td>48%</td>
</tr>
<tr>
<td>Math Course</td>
<td>73%</td>
<td>68%</td>
</tr>
</tbody>
</table>

**Distance Education:** In response to community requests for more online education opportunities, Hartnell increased online course offerings from 3% of its total sections in 2006-07 to 9% in 2010-11. Online FTES increased proportionally.
Distance Education FTES
AY 2006-07 to AY 2010-11

<table>
<thead>
<tr>
<th>Year</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>229</td>
</tr>
<tr>
<td>2007-08</td>
<td>240</td>
</tr>
<tr>
<td>2008-09</td>
<td>377</td>
</tr>
<tr>
<td>2009-10</td>
<td>490</td>
</tr>
<tr>
<td>2010-11</td>
<td>614</td>
</tr>
</tbody>
</table>

Distance Education Courses as Percent of Total Course Offerings
AY 2006-07 to AY 2010-11
Student Success in Basic Skills: Hartnell College’s success rates for students in basic skills courses are near or just above the state averages. Success rates in English were trending upward but then declined, while success rates in math classes have shown a steady 10% improvement. Through ongoing campus dialogue, faculty point to changing student support structures and interventions, in addition to widespread utilization of Accuplacer assessment test scores, as having impacted success rates.
STUDENT PERFORMANCE AND ACHIEVEMENT

Student success and achievement are central to the mission of the college. Data are collected, reported and reviewed through program review processes to maintain a continual focus on improving the success and achievement of students.

**Student Success and Retention:** Student success rates have been level since Fall 2006. Distance education courses everywhere have lower retention and success rates than traditional face-to-face courses, but Hartnell’s rates are lower than would be expected. Hartnell plans to assign responsibility for distance education to an academic dean in January 2013, who will be responsible for coordinating improvement of the distance education program.
Student Success Rates in Distance & Non-Distance Education Courses
Fall 2006 to Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>All Distance Education Courses</th>
<th>All Non Distance Education Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>f2006</td>
<td>39%</td>
<td>69%</td>
</tr>
<tr>
<td>F2007</td>
<td>40%</td>
<td>68%</td>
</tr>
<tr>
<td>F2008</td>
<td>42%</td>
<td>68%</td>
</tr>
<tr>
<td>F2009</td>
<td>45%</td>
<td>70%</td>
</tr>
<tr>
<td>F2010</td>
<td>49%</td>
<td>72%</td>
</tr>
<tr>
<td>F2011</td>
<td>49%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Retention Rates in Distance & Non-Distance Education Courses
Fall 2006 to Fall 2011

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Distance Education Courses</td>
<td>59%</td>
<td>65%</td>
<td>65%</td>
<td>74%</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td>All Non Distance Education Courses</td>
<td>80%</td>
<td>79%</td>
<td>80%</td>
<td>83%</td>
<td>84%</td>
<td>82%</td>
</tr>
</tbody>
</table>

**Student Program Completion—Awards and Transfers:** The number of degrees and certificates awarded by Hartnell has increased during this accreditation cycle. In Spring 2012, the college community celebrated the largest graduating class in the institution’s history.
Hartnell students transferred at a lower level to UC and CSU campuses in 2009-10 than in 2005-06. There was a 25% increase in students who transfer to in-state private and out-of-state 4-year institutions in the same time period.
**Student Transfers to Four-Year Institutions**
AY 2005-06 to AY 2009-10

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>UC</th>
<th>CSU</th>
<th>ISP/OOS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/2006</td>
<td>573</td>
<td>54</td>
<td>362</td>
<td>157</td>
</tr>
<tr>
<td>2006/2007</td>
<td>548</td>
<td>43</td>
<td>331</td>
<td>174</td>
</tr>
<tr>
<td>2007/2008</td>
<td>528</td>
<td>42</td>
<td>298</td>
<td>188</td>
</tr>
<tr>
<td>2008/2009</td>
<td>469</td>
<td>22</td>
<td>286</td>
<td>161</td>
</tr>
<tr>
<td>2009/2010</td>
<td>468</td>
<td>29</td>
<td>228</td>
<td>211</td>
</tr>
</tbody>
</table>

**ISP = In-State Private; OOS = Out-Of-State**
B. Organization of the Self Evaluation Process

PLANNING THE INSTITUTIONAL SELF EVALUATION

In Fall 2010, the college began active planning for its Institutional Self Evaluation and the 2013 accreditation site visit. Charged with leading and managing the Self Evaluation process were the Vice President of Academic Affairs and Accreditation (VPAA, presently Stephanie Low), and later the Dean of Social and Behavioral Science and Accreditation (Dr. Brian Lofman, whose position subsequently became Dean of Instruction). The Dean’s Office served as the center for accreditation activities and as the clearinghouse for questions and issues that arose. A Steering Committee was established comprising writing team co-chairs and other key individuals. Each writing team was designed to have representation from all constituent groups and was led by a faculty member (appointed by the Academic Senate) and an administrator (appointed by the superintendent/president) serving as co-chairs. The college established a documentation and workroom in the Student Center on the Main Campus, and staffed it with a part-time clerical assistant. This office serves the dual purpose of being the designated place where evidence is stored and filed, and providing the Steering Committee and writing teams with a dedicated meeting space for dialogue, research, writing, and editing.

The Academic Senate has been vital to planning and participating in the Self Evaluation process. At its November 13, 2010, meeting, the senate began a conversation with the VPAA with respect to preparing for the Self Evaluation Report. The Senate subsequently appointed and otherwise approved all participating faculty members, including writing team co-chairs and members. The continual leadership of one faculty member, Cheryl O’Donnell, is particularly notable, as she took on a leadership and coordination role that facilitated the joint work of administrators, faculty, and staff throughout the process. She has coordinated report submissions, compiled evolving drafts, and solicited input from the college community so that such feedback appropriately informs those responsible for document revision.

ORGANIZATIONAL DESIGN FOR THE SELF EVALUATION

Key structures for planning and executing Self Evaluation activities have included the Accreditation Steering Committee, the Accreditation Planning Team, and the writing teams.

Accreditation Steering Committee: The Steering Committee is composed of institutional accreditation leaders and writing team co-chairs. Its function is to coordinate and oversee the process of preparing the Institutional Self Evaluation Report. The committee has been responsible for ensuring that all portions of the document are completed and that timelines are followed and deadlines are met. Team co-chairs coordinated writing team meetings, designated writing assignments, and gathered and edited written contributions from team members. Drafts of the Self Evaluation document were subsequently reviewed and edited by the Steering Committee, and/or delegated to one or more appropriate reviewers and editors.

The Steering Committee votes to approve each comprehensive draft of the Self Evaluation document for distribution to the college community. The final version of the report requires approval by the Academic Senate and the Board of Trustees. The Steering Committee also
participates in planning and executing activities focused on educating and preparing the college, including all of its sites, constituents, and community stakeholders for the site visit.

The Steering Committee has met biweekly and, as of October 2012, included the following voting and non-voting members:

**Voting Members**
- Mitzi Alexander, Co-Chair, Standard IIB (Student Support Services) Writing Team
- Lindsey Bertomen, Co-Chair, Standard III (Resources) Writing Team
- Paulette Bumbalough, Co-Chair, Standard IV (Leadership and Governance) Writing Team
- Matt Coombs, Co-Chair, Standard III (Resources) Writing Team
- Mary Dominguez, Co-Chair, Standard IIB (Student Support Services) Writing Team
- Zahi Kanaan-Atallah, Co-Chair, Standard I (Institutional Mission and Effectiveness) Writing Team
- Carol Kimbrough, Co-Chair, Standard IIA (Instructional Programs) & IIC (Library and Learning Support Services) Writing Team
- Brian Lofman, Chair; Interim Dean, Instruction & Accreditation Liaison Officer
- Stephanie Low, Co-Chair, Standard IIA (Instructional Programs) & IIC (Library and Learning Support Services) Writing Team; Interim Vice President, Academic Affairs & Accreditation
- Cheryl O'Donnell, Accreditation Coordinator
- Daniel Petersen, Co-Chair, Standard I (Institutional Mission and Effectiveness) Writing Team
- Ann Wright, Co-Chair, Standard IV (Leadership and Governance) Writing Team

**Non-Voting Members**
- Langston Johnson, Co-Chair, Introduction Writing Team
- Terri Pyer, One Voice Editor
- Nancy Schur, Co-Chair, Introduction Writing Team & Immediate Past President, Academic Senate

**Accreditation Planning Team:** The Planning Team has engaged in planning, implementation, and coordination activities to ensure that the Self Evaluation proceeded productively and that all aspects of the Self Evaluation process were effectively managed. Team members organize and facilitate the work of the Steering Committee, prepare documentation to support committee decision-making, and assist in implementing decisions.

The Planning Team has met weekly, biweekly or as required. As of October 2012, the team consisted of the following persons:

- Maria De Leon, Division Administrative Assistant, Office of Dean of Instruction
- Brian Lofman, Chair; Interim Dean, Instruction & Accreditation Liaison Officer
- Cheryl O'Donnell, Accreditation Coordinator
Writing Teams: Six writing teams were established to develop drafts of sections that would focus on the introduction and the four standards. Co-chairs consisted of a faculty member and administrator for each standard writing team; co-chairs for the introduction writing team included a faculty member and staff person. Due to the intensive work required in writing Standard II (Student Learning Programs and Services), assignments were bifurcated into IIA&C and IIB, resulting in two writing teams for that standard. Faculty co-chairs received 12 hours of flextime (professional development) for both academic years (2011-12 and 2012-13); faculty team members received 6 hours in the first year. Participating faculty co-chairs were paid a stipend over the summer 2012 period to ensure continuity and to complete necessary work.

Co-chairs called team meetings and/or conferred with individual members according to work style and as required to fulfill their charge. As a result, team members varied in the level and intensity of their participation. President Helm and subsequently President Lewallen assigned responsibility to specific administrators in Summer and Fall 2012, respectively, to assist in reviewing and ensuring completion of various draft sections. Below is a comprehensive list of writing team membership as of October 2012. (A = Administrator, B = Board member, F = Faculty member, CS = Classified Staff, including confidentsials and supervisors, * = no longer at the college as of October 2012).

Introduction

Co-Chairs
Langston Johnson (starting June 2012) – Institutional Research Analyst (CS)
Nancy Schur – Instructor, Nursing & Health Services (F)
Dustin Wood (through May 2012) – Instructional Operations Specialist (CS)

Contributing Writers
Barbara Durham – Instructor, Nursing & Health Services (F)
Delia Edeza – Interim Coordinator, Student Life (CS)
Phoebe Helm – Immediate Past Superintendent/President (A)*
Brian Lofman – Interim Dean, Instruction & Accreditation Liaison Officer (A)
Terri Pyer – Associate Vice President, Human Resources & EEO (A)
Hermelinda Rocha-Tabera – Instructor, Ethnic Studies (F)

Standard I – Institutional Mission and Effectiveness

Co-Chairs
Zahi Kanaan-Atallah – Dean, Advanced Technology (A)
Daniel Petersen – Instructor, English (F)

Contributing Writers
Eric Bosler – Instructor, Art/Photography (F)
Elizabeth Estrella – Instructional Counselor (F)
Willard Lewallen – Superintendent/President (A)
Standard II – Student Learning Programs and Services

IIA&C – Instructional Programs & Library and Learning Support Services

Co-Chairs
Carole Bogue-Feinour (through May 2012) – Dean, Math, Science, Engineering & Library Services (A)*
Carol Kimbrough – Instructor, Psychology (F)
Stephanie Low (starting June 2012) – Interim Vice President, Academic Affairs & Accreditation (A)

Contributing Writers
Mary Cousineau – Instructor, Nursing (F)
Carl Christensen – Instructor, Music (F)*
Belen Gonzales – Program Assistant, Veterans Services (CS)
Frank Henderson – Coordinator, Tutorial Services (CS)
Carla Johnson – Director, High School Equivalency Program (HEP) (A)
Margaret Mayfield – Head Librarian (F)
Kathy Mendelsohn – Coordinator, Basic Skills Initiative (F)
Cheryl O’Donnell – Instructor, Computer Lab Specialist (F)
Alicia Ramirez – Division Administrative Assistant, Office of Dean of Instruction (CS)
Jim Riley – Instructor, Mathematics (F)
Betty Rivera – Senior Library Technician (CS)
Lisa Storm – Instructor, Administration of Justice (F)
Steven Triano – Instructor, Agriculture (F)
Mary Young – Assistant Dean/Director, Nursing & Allied Health (A)*

IIB – Student Support Services

Co-Chairs
Mitzi Alexander – Instructional Counselor, Extended Opportunity Programs & Services (EOPS) (F)
Mary Dominguez (starting February 2012) – Interim Vice President, Student Affairs (A)
Esteban Soriano (through January 2012) – Interim Vice President, Student Services (A)*

Contributing Writers
Manuel Bersamin – Director, TRIO (A)
Paul Casey – Director, Categorical Programs (A)
Irene Haneta – Interim Manager, Enrollment Services (A)
Frank Henderson – Coordinator, Tutorial Services (CS)
Antonia Jaime – Program Coordinator, Extended Opportunity Programs & Services (EOPS) (CS)
Carla Johnson – Director, High School Equivalency Program (HEP) (A)
PARTICIPATION IN SELF EVALUATION ACTIVITIES

The Self Evaluation process has included the following key activities: holding regular meetings; iterative drafting of report sections; providing briefings to the Board of Trustees and other
governance groups; and soliciting input and feedback. Drafts were made available to the college community as the document evolved. Presentations were made at meetings, and discussions were held with individual representatives of governance groups including the Academic, Classified and Student Senates and/or senators. To ensure that the document is inclusive and to prepare the college for the site visit, several flex days have been (partially or largely) devoted to accreditation-related activities and events.

Additional activities are noteworthy. For participating in web training on accreditation activities, faculty members received professional development credit toward their required hours, and staff members were provided the opportunity to participate in a drawing for an iPad. Subsequent to the Spring 2011 kick-off of the reaffirmation of accreditation initiative, and despite institutional fiscal challenges, many faculty, staff, and administrators have attended conferences and workshops on a wide range of accreditation-related issues, such as learning outcomes assessment, student success, and distance education. The Board of Trustees has held several development sessions on accreditation-related matters, such as strategic planning and governance. Also noteworthy is that, through their involvement in the Self Evaluation process, several college employees became interested in attending commission events as well as serving on visit teams for the commission.

TIMELINE FOR THE SELF EVALUATION PROCESS

The initial timeline for the Self Evaluation process was established in Spring 2011 and revised each semester thereafter to accommodate additional activities and adjustments in workflow. Planning charts with due dates, dates of Steering Committee meetings, and other key events were issued in advance of each semester. The following Self Evaluation timeline was current as of October 2012 and contains critical dates from the kick-off of the initiative through the anticipated site visit.

Spring 2011
April 15, 2011
Team of nine persons participate in ACCJC training at San Jose City College
May 19, 2011
Meeting with Vice President of Academic Affairs and Accreditation, Faculty Coordinator, and team leaders to identify prospective writing team members

Summer 2011
July 7, 2011
Meeting with writing team co-chairs to distribute Templates with question prompts from ACCJC documentation
August 10, 2011
Meeting with VPAA, Dean of S&BS and Accreditation, faculty coordinator, and writing team co-chairs to prepare for regular meetings and activities
August, 2011
Regular meetings of Steering Committee and Planning Team commence
<table>
<thead>
<tr>
<th><strong>Fall 2011</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30, 2011</td>
<td>Co-chairs submit sections of Draft 1, Version 1</td>
</tr>
<tr>
<td>November 1, 2011</td>
<td>Co-chairs submit sections of Draft 1, Version 2</td>
</tr>
<tr>
<td>November 2, 2011</td>
<td>College finalizes Documentation &amp; Work Room</td>
</tr>
<tr>
<td>November 29, 2011</td>
<td>Co-chairs submit sections of Draft 1, Version 3</td>
</tr>
<tr>
<td>December 5, 2011</td>
<td>Steering Committee approves Draft 1 to be distributed to College community and key governance groups for input</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring 2012</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9, 2012</td>
<td>Steering Committee conducts gap analysis and develops action plan</td>
</tr>
<tr>
<td>January 19, 2012</td>
<td>Flex Day activities focus on planning for student success</td>
</tr>
<tr>
<td>February 6, 2012</td>
<td>Steering Committee discusses input received from College community and plans to make modifications</td>
</tr>
<tr>
<td>March 9, 2012</td>
<td>Co-chairs submit sections of Draft 2, Version 1</td>
</tr>
<tr>
<td>March 19, 2012</td>
<td>Steering Committee updates gap analysis and revises action plan</td>
</tr>
<tr>
<td>April 30, 2012</td>
<td>Co-chairs submit sections of Draft 2, Version 2</td>
</tr>
<tr>
<td>May 7, 2012</td>
<td>Steering Committee approves Draft 2 to be distributed to College community and key governance groups for input</td>
</tr>
<tr>
<td>May 24, 2012</td>
<td>Steering Committee discusses input received from College community and plans to make modifications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summer 2012</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>July 10, 2012</td>
<td>Co-chairs submit sections of Draft 3, Version 1</td>
</tr>
<tr>
<td>July 16, 2012</td>
<td>Steering Committee updates gap analysis and revises action plan</td>
</tr>
<tr>
<td>August 7, 2012</td>
<td>Co-chairs submit sections of Draft 3, Version 2</td>
</tr>
<tr>
<td>August 13, 2012</td>
<td>Steering Committee approves Draft 3 to be distributed to College community and key governance groups for input</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fall 2012</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>September 17, 2012</td>
<td>Steering Committee discusses input received from College community, approves work to continue on Draft 3, and authorizes distribution of draft sections (as needed) to the college community for input</td>
</tr>
<tr>
<td>September 25, 2012</td>
<td>Flex day activities focus on student learning outcomes</td>
</tr>
<tr>
<td>September 27, 2012</td>
<td>Co-chairs submit sections of Draft 3, Version 3</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 8, 2012</td>
<td>All sections of Draft 3, Version 3 compiled into final version</td>
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<tr>
<td>October 9 – 23, 2012</td>
<td>Internal reviewer edits Draft 3, Final Version</td>
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<tr>
<td>October 25, 2012</td>
<td>One Voice Edit (resulting document) to be distributed to College community for input</td>
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<tr>
<td>October 25 – November 12, 2012</td>
<td>External reviewer reads One Voice Edit</td>
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<tr>
<td>November 14, 2012</td>
<td>Steering Committee discusses input received from College community and external reviewer, and plans to make modifications</td>
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<tr>
<td>November 19, 2012</td>
<td>Steering Committee approves all sections of Self Evaluation Report to be distributed to the College community and key governance groups</td>
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<tr>
<td>November 27, 2012</td>
<td>Academic Senate discusses Self Evaluation Report (first reading)</td>
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<td>December 4, 2012</td>
<td>Board of Trustees discusses Self Evaluation Report (first reading)</td>
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<tr>
<td>December 11, 2012</td>
<td>Academic Senate approves Self Evaluation Report (second reading)</td>
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<tr>
<td>December 18, 2012</td>
<td>Board of Trustees approves Self Evaluation Report (second reading)</td>
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<tr>
<td><strong>Spring 2013</strong></td>
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<tr>
<td>January 14, 2013</td>
<td>College submits Self Evaluation Report to ACCJC and visiting team</td>
</tr>
<tr>
<td>January 18, 2013</td>
<td>Flex day activities focus on preparation for site visit</td>
</tr>
<tr>
<td>March 18 – 21, 2013</td>
<td>College hosts visiting team / site visit conducted</td>
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C. Organization of the Institution

HARTNELL COLLEGE
Organizational Chart

GOVERNING BOARD

Superintendent/President
Dr. Willard Clark Leavitt

Senior Executive Assistant
Lena Remano

Assistant to the President (Vacant)

Executive Director of Advancement
Jackie Cruz

Director of Assessment
Logan film

Director of Title V grants

Director of Information Systems (Vacant)

Vice President of Academic Affairs/ Accreditation
Stephanie Law (Interim)

Dean of Instruction
Dr. Brian Loitz (Interim)

Associate Professor
Linda Taylor

Dean of Institutional Planning and Research (Vacant)

Vice President of Support Operations
Alfred Bulloch (Interim)

Vice President of Student Affairs
Mary Dominguez (Interim)

Director, Catering/Student Programs
Pam Fleming

Director, Development
Sue Helvey

Dean of Nursing & Allied Health
Betty Karza Mar (Interim)

Dean of Student Affairs
Fred Harvey

Dean of Instruction
Dr. Amy Luke

Director, Student Success
Jaime Amebar

Director, Student Success
Jesse James and
Joni Tovar (Interim)

Director, Student Success
Julie Amebar

Legend
Faculty
Confidential
Management

August 2012

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D. Eligibility Requirements

Information demonstrating compliance is included in various sections of this Self Evaluation Report and summarized in this section. Each eligibility requirement will continue to be met by the college.

1. Authority
Hartnell College’s authority to operate as a degree-granting institution is its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. It is a public community college that operates under the authority of the state of California and the California Community Colleges Board of Governors. This authority is noted on the title page of the college Catalog and on the college website.

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."

Hartnell College is committed to its mission, as published in its Catalog, Schedule of Classes, on its website, and in each monthly meeting agenda for the Board of Trustees, as well as numerous other documents and reports. Hartnell College periodically assesses 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. Data comparing demographic characteristics of the District, enrollments, course completers and graduates are examined periodically. After reviewing these data in 2011, the Board set goals regarding community involvement and student success.

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 in Monterey County (and a small piece of San Benito County), and one student trustee elected by the students to a one-year term. Trustee elections are held in odd numbered years, and the terms are staggered to provide continuity of service; four were elected in 2011 and three seats will be up for election again in 2013. The Board is an independent policymaking body that holds monthly meetings open to the public, with widely-published notices and agendas posted in advance. All senates and employee groups are invited to provide monthly reports to the Board. The Board is subject to the Brown Act.

The Board carries out its fiduciary and quality assurance responsibilities through its policies, and delegates to the college president the operation of the college and the implementation of these policies in a manner that ensures academic and financial integrity and transparency. Each Board member must be free of conflicts of interest and completes the conflict of interest disclosure
Form 700 annually. Every other year since 2007, the Board of Trustees and employees of Hartnell College have completed training in ethics, which includes training on what constitutes a conflict of interest. Individuals who miss the face-to-face training are required to complete the two hour online training that results in Ethics Certification under the Government Code § 53235. The Board has an Ethics Policy that includes sanctions for those who fail to comply with the policy.

The college’s governing board policies and administrative procedures are available at [http://www.hartnell.edu/board/board_policies/](http://www.hartnell.edu/board/board_policies/). These policies are designed to ensure financial integrity and the quality of the college’s programs, consistent with its mission. Board policies are currently under review; revisions are aligned with the Community College League of California’s (CCLC’s) recommended format and numbering system. The CCLC’s Policy and Procedure Service provides annual updates to help colleges keep their board policies current with legislation and accrediting requirements. The major review and revision process, including the development of appropriate administrative procedures, is on target to be completed by December 2013.

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 (BP 1050). The immediate past superintendent/president, Dr. Phoebe K. Helm, served five years, including a one-year interim appointment. A new superintendent/president, Dr. Willard Lewallen, assumed office July 1, 2012, following a national search and appointment by the Board of Trustees. The Commission has been notified of the change in CEO. Both presidents were full-time administrators whose primary responsibility was to the institution.

5. **Administrative Capacity**
   Hartnell College’s administration is adequate in number, experience, and qualifications to provide appropriate oversight.

   The college is administered by the superintendent/president, four vice-presidents, an associate vice-president, an executive director, seven deans, and several managers. The deans’ positions are: Instruction, Curriculum, Nursing and Health Sciences, Student Affairs (currently filled by two interim managers), South County Education Services, Advanced Technology, and Institutional Planning and Effectiveness (new).

   Three vice presidents and three deans are currently interim appointments, and one dean has announced her intention to retire. (An additional dean position is filled by interim managers, but only until the actual dean returns from being the interim VP of student affairs). Recruitments for two of the vice president positions and the retiring dean’s position were opened in October. The remaining management interim positions will begin recruitment in January.

6. **Operational Status**
   Hartnell College is fully operational and has been in continuous service since 1920. Its students are actively pursuing its degree programs for transfer and/or careers, certificates of proficiency, and skills acquisition.
7. Degrees
Nearly all of Hartnell College's educational offerings are programs that lead to degrees. In fact more than 98% of its FTES are generated in degree and/or certificate applicable and/or prerequisite courses. The college assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements as stated in the Catalog.

8. Educational Programs
The college’s degree programs are congruent with its mission. They are based on recognized higher education fields of study and identified vocational opportunities important in our service area. Programs 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.

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. Hartnell does not offer any clock hour programs. As a public institution, Hartnell College provides appropriate information about the awarding of credits in its Catalog, in other publications, and on its website.

10. Student Learning and Achievement
As indicated in the college Catalog, each course and program includes explicit student learning outcomes which have been approved by the discipline, the Curriculum Committee, and ratified by the Board. The college has developed an assessment calendar and analyzes achievement data and assessment results to identify and address any disparities that might exist. The college uses these results as it aims to achieve stated student outcomes regardless of time of day, location, or modality of instruction. In addition, demographic and achievement data are used to assess how well the college is meeting its mission to serve the District and to guide the development of Board Goals.

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 general education component includes demonstrated competence in writing, computational skills, and an introduction to some of the major areas of knowledge. The general education component includes comprehensive learning outcomes for those who complete it. In addition to the recent statewide creation of Transfer Ready Degrees and Certificates for the CSU system, Hartnell College offers three possible patterns of General Education requirements. They are:

A. Associate Degree General Education – the minimum of 21 units are available online.
B. Certified completion of the California State University General Education-Breadth Pattern (CSU GE Breadth) requirements vary up to a maximum of 39 units.
C. Certified completion of the Intersegmental General Education Transfer Curriculum (IGETC) requires up to 37 units.

12. **Academic Freedom**
The college embraces academic freedom. Board Policy 4030 states, in part:

>“Hartnell Community College District is committed to the principle that the free expression of ideas is essential to the education of its students and to the effective governance of its colleges... 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...”

13. **Faculty**
Hartnell College has a substantial core of qualified faculty with full-time responsibility to the institution, sufficient to support the college’s educational programs. The collective bargaining agreement for faculty clearly states the responsibilities of faculty members, to include the development and upgrading of curriculum and student learning outcomes, and assessing student learning. All faculty hold credentials from regionally accredited institutions that meet or exceed the credentials required to teach their discipline. Faculty professional development is provided in a variety of ways, including individual and group flex days and online activities. Faculty names, their degrees, and the institutions that bestowed those degrees are stated in the college Catalog.

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, including library and tutorial services, are available to the entire Hartnell community, including online students, through the college’s website and in person. The website allows students to find and register for classes, access the Online Bookstore and the Library's online databases, and soon will have an online counseling orientation to bolster the counseling FAQs that already exist.

All Hartnell students, including those at the Alisal Campus, the King City Center, and those taking classes online, are provided access to hardware, software, the course management system and assistance for its use, and tutorial support through the Library Media Center. Technical support is provided to students and faculty by campus staff. Student Services staff analyze unduplicated enrollments to identify students who are enrolled only in courses at the Alisal Campus, King City Center, or online to plan for appropriate staffing and support services for those sites.

15. **Admissions**
Hartnell College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies, printed in the college Catalog and available online, specify the qualifications appropriate for the college’s instructional programs.
16. **Information and Learning Resources**
The college provides students access to sufficient information and learning resources and services to support its mission and instructional programs. These resources and services are provided and delivered in a variety of formats, by a variety of disciplines and departments. Most are concentrated in and administered by the Library and Learning Resource Center and the technical staff of the college.

The college provides in-person and online access to state-of-the-art library resources, including interlibrary loans, scholarly online databases, and academic and student services to support student success. Information technologies are rapidly expanding access for students via virtualization, wireless access, mobile applications, and enhanced online and web management systems. As indicated in Standard III and the Technology Plan, these systems are at various stages within an ambitious two-year window of implementation. In addition to these major upgrades, numerous “smart classrooms” exist at all sites.

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. Despite repeated state revenue reductions, the college has stabilized enrollments, increased efficiencies in course offerings, and reduced energy and contractual costs. As a result, the institution has developed a restricted reserve sufficient to support long term liabilities and infrastructure replacement, as well as an operating reserve sufficient to manage cash flow and supplement anticipated revenue declines for the short term. Numerous Town Hall meetings for the college, Board development workshops, and presentations to civic groups are used to create understanding of the college’s finances. Restricted funds from grants and private donations are used to enhance funds otherwise available in the general fund and further support the mission and goals of the college.

18. **Financial Accountability**
Hartnell College relies on a broad-based planning process that ties resource allocation to priorities. Although the college community is struggling with budget cuts, the institution has used a vigorous shared governance process and continuous improvement cycle to establish priorities for the distribution of resources. In addition, the college annually undergoes and makes available to the public an external financial audit conducted by an independent audit firm according to standards applicable to financial audits contained in the *Government Auditing Standards* issued by the Comptroller of the United States. The unqualified audit(s) are available at: [http://www.hartnell.edu/documents/Audit_2011.pdf](http://www.hartnell.edu/documents/Audit_2011.pdf) and are reviewed by the Board of Trustees annually.

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 decisions and resource allocation.
In 2007, Hartnell adopted the continuous improvement cycle as its assessment and planning model for improving student learning as well as programs and services. The college systematically examines, in addition to its processes, student achievement data and achievement of student learning outcomes at the course, program, and institutional 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. The college utilizes its website, Town Halls, flex days, and Board meetings, workshops and minutes to make public its accomplishments with regard to student learning outcomes, student achievements, mission and goals. Both Board and institutional goals are aimed at increasing and reducing disparity in student learning outcomes as Hartnell strives to improve its overall effectiveness. The college utilizes multiple data sets and planning tools to support its decision processes.

20. Public Information
Hartnell College provides a catalog for its constituencies in both print and online formats. (http://www.hartnell.edu/academics/catalogs/2012-2013_catalog.pdf) General information, academic and financial aid requirements, fees, degree and certificate information, student policies, and Board policies are all contained in this catalog and in schedules of classes, and are available in print and online formats. These documents are reviewed for accuracy and updated on a regular basis.

The college catalog, and thus the website, provides its constituencies with precise, accurate, and current information concerning: the official name, address, telephone numbers and website address of the college; the educational mission; course, program and degree offerings; the academic calendar and program length; an academic freedom statement; information about available financial aid; learning resources available to students; names of governing board members; admissions requirements; student fees and other financial obligations; degree, certificates, graduation, and transfer requirements; academic regulations including those on academic honesty; nondiscrimination policies; policies on transfer credits; grievance and complaint procedures; sexual harassment polices; and policies on the refund of fees.

The college has a policy of open access to the media. It posts all Board materials online—agendas, information packets, minutes, and policies—and it posts the president’s weekly reports to the Board online as well. Information about faculty and staff, including all academic credentials of the faculty and administrators, are printed in the Catalog.

21. Relations with the Accrediting Commission
Hartnell College 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. It has timely submitted all required reports, including substantive change requests, as it has expanded both the location and the delivery format of services. An archive of accreditation documents, presentations, correspondence, and reports is available and may be accessed online. (http://www.hartnell.edu/accreditation/)
E. Certification of Continued Institutional Compliance with Commission Policies

The Accreditation Self evaluation Steering Committee and all groups of employees at Hartnell College have had ample opportunity to review, discuss, and offer feedback on several drafts of this Self Evaluation Report and to discuss the eligibility requirements for accreditation. We attest that there has been broad-based participation by the college community in this evaluation, and that it accurately reflects the nature and the substance of the institution.

We, the undersigned, agree and certify that Hartnell College continues to comply with the eligibility requirements for accreditation established by the Accrediting Commission for Community and Junior Colleges, Western Association for Schools and Colleges.

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
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<tr>
<td>Willard Lewallen</td>
<td>Superintendent/President</td>
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<tr>
<td>Erica Padilla-Chavez</td>
<td>Chair, Board of Trustees</td>
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[Academic senate/Classified senate/ etc.,?]
F. Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

OVERVIEW

The report by Hartnell College dated October 2007 addressing Recommendation 7 and Concern 1 was accepted by the Commission, and Hartnell was moved from probationary status to warning according to the letter from the Commission dated January 2008. The college then continued to address Recommendations 2-6 and Concern 2 over the next two years.

Recommendation 1
The team recommends that the college develop a professional ethics code for all personnel and use it as a foundation for conducting an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes, including the governance process. (Standards I.B.1; III.A.1.d; IV.A.1)

Resolution of Recommendation 1: Creation of the college Professional Code of Ethics was in progress at the time of the October visit, and was completed February 2008. The Ethics statement is found on the college website at http://www.hartnell.edu/about/ethics.html. The resolution of Recommendation 1 is evident in the reaffirmation of accreditation in June 2008.

Ongoing Actions Related to Recommendation 1: The Professional Code of Ethics—with three guiding principles of Excellence, Fairness, and Transparency—continues to be infused in the culture. A cultural shift began to occur as flex activities involved assessment of institutional level outcomes, discussion of course and program level outcomes, faculty dialogue about assessment modalities and measurement of course and program outcomes. Title V grant funds were utilized to create assessment tools that presently allow instructors to track student cohorts through sequenced courses. It has also allowed for data gathering about retention and persistence. These tools are being used widely across disciplines to collect program data. As stated on our College-Wide Ethics Policy webpage:

Inherent in the notion of “excellence” is the belief that we cannot be excellent unless we fully meet the needs of our students and community. To do that requires that we know what those needs are, and utilize a system for assessing how well our efforts have worked. We must continually refine our data gathering and planning processes (e.g., student learning outcomes, shared governance, and program planning and assessment), and analyze those findings to set priorities and allocate resources.

The use of grant funds to create tools for tracking outcomes and progress, the use of flex time to demonstrate their use, and the ongoing dialogue between faculty members and disciplines about creation of and measurement of student learning has shifted the way college community constituents think and interact. The questions brought about by this dialogue deepened with each
flex day. The campus climate is richer because that inquiry is praised, and curiosity can be fueled by new resources that allow for better data collection.

**Recommendation 2**
The team recommends that college constituencies agree upon and implement an ongoing, systematic, integrated process for program review, planning, budgeting and hiring, and that a means be developed to communicate decisions made in those arenas back to the campus at large. *(Standards I.B.3; I.B.5; III.A.6; III.B.2.b; III.C.2; III.D.1.a; III.D.2; III.D.2.b)*

**Resolution of Recommendation 2:** The Evaluation Team from April 2009 sited the use of the Salinas Valley 2020 report, the use of a 2016 fiscal plan and an education master plan as evidence that this recommendation was resolved.

**Ongoing Actions Related to Recommendation 2:** The Salinas Valley 2020 Vision report identifying community educational needs is still relevant, some of the first tier items identified were the ESL courses, and looking at basic skills outcomes in basic skills courses. The Basic Skills Initiative (BSI) Committee was formed. In the 2011-12 academic year, the Academic Senate revised the shared governance handbook page describing the work of this committee to reflect the expanding, responsive nature of their work. The BSI Committee also wrote a report with best practice recommendations that was presented to the Academic Senate. Eighty percent of our students test at the basic skills level either in Math or English when they come to our doors. This awareness made the endorsement of the paper by the Academic Senate an essential statement about the priority actions needed to support the success of the Hartnell College student. The report and recommendations were also used to guide the budget process for Basic Skill Initiative funds. In this way, using the broad picture of the 2020 report, the college linked Board of Trustee goals seeking increased evidence of student success to appropriate funding through shared governance involvement in planning and faculty efforts in assessing student outcomes.

Although much has changed with state funding (workload reduction versus growth funds), the principles of sound financial management have remained constant. One-time funds are saved or spent on one-time costs. Money is not spent until earned. Funding cycles are leveled by putting money aside annually for items that will consistently need replacing (e.g., athletic fields). Even in the midst of state budget crises, Hartnell is growing programs and improving student outcomes while maintaining a healthy reserve. This is a significant change from the 2007 Hartnell College. Although our Education Master Plan technically ended in 2011, the goals in the plan are still relevant as reflected in ongoing program review. There is enhanced sustainability as the college has recently moved to annual internal reporting of some program data, supplemented by a five year cycle of in depth program review. All programs have successfully completed the five year report at least once. In every way, the college continues to take the lessons learned from looking at the community needs in Vision 2020, seeking ways to add or enhance programs to meet those needs, and then seeking funding to support goals followed by gathering data about the success of programs.

**Recommendation 3**
The team recommends that a planning process be completed that will address the needs for staffing and maintenance in new buildings and for technology support in both new and existing buildings. (Standards I.B.3; I.B.4; I.B.6; III.A.2; III.A.6; III.B.1.a; III.B.1.b; III.B.2; III.B.2.a; III.B.2.b; III.C.1.c; III.C.2)

Resolution of Recommendation 3: In April 2009 the Commission’s Evaluation Team cited that by using The California State Chancellor’s Office Technology II Strategic Plan as the basis of the analysis, Hartnell College reviewed technology needs. The report then listed ways that fiscal planning had dedicated $100,000 for consistent funding of technology, such as the addition of a person hired for facilities and maintenance along with the facilities master plan including the construction plan. The Facilities Master Plan included two new buildings – one on Main Campus in 2009-10 and one on Alisa Campus (formerly known as East Campus) in 2011-12, but also the tear down of other facilities on Main Campus so that the net square footage similarly addressed recommendation 3.

Ongoing Actions Related to Recommendation 3: The college created a 2016 Financial Plan that anticipated an increase in maintenance costs of $100,000 annually beginning in 2009-10, and identified a set-aside of almost $800,000 annually to support the technology and the commitment to maintain it. Technology funding has been maintained since 2009. Since the midterm report a consulting group was hired to produce a technology master plan that was reviewed by the Resource Allocation Committee, which immediately supported some of the proposals, one of which included hiring a VP of Technology. Some elements cited in the midterm report, such as replacing computers in the lab every three years, are being re-evaluated as the VP of Technology is seeking to bring virtualization to the college to change the way technology is delivered. Thin clients will replace computers, and students will have greater access to software needed in their classes through virtual desktops they can access from home. The Academic Senate heard a report in Spring 2012 regarding virtualization and the response was enthusiastic, as this will provide greater access for distance education and satellite facilities as well as Main, Alisa and King City campuses. Students will all be able to access the technology they need. Initial steps already taken include: acquisition of virtualization software, new robust enterprise servers, enhanced wireless access points, and multi-terabyte storage servers.

Recommendation 4
The team recommends that the college engages in a broad-based dialogue that leads to: The identification of Student Learning Outcomes at the course and program levels; and regular assessment of student progress toward achievement of the outcomes. (Standards II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f; II.A.2.g; II.A.2.h; II.A.2.i; II.A.3)

Resolution of Recommendation 4: The addition of SLOs and the update of curriculum across all programs and courses were achieved through institutional commitment to training and faculty stipends to complete the work and mentor others in completing the work. The April 2009 Evaluation Report concluded that the college resolved Recommendation 4

Ongoing Actions Related to Recommendation 4: Since 2009, the college has benefited from funds originally spent on training and stipends. The faculty that were trained as curriculum and
SLO experts continue to invest time mentoring other faculty through the curriculum development and SLO process. The capacity for maintaining curriculum, writing, measuring and modifying SLOs continues to be built. Nearly all full-time faculty have participated in the curriculum process. Curriculum Committee meeting minutes reflect ongoing revision and development of courses and programs. Extensive progress has been made toward completing and assessing course level and program SLOs, and this in turn has greatly increased the faculty knowledge base and commitment to these processes.

**Recommendation 5**

*The team recommends that the college complete the review and revision of all course outlines and ensure that the catalog information regarding currently offered courses and programs is accurate.* (Standard II.A.2.c; II.A.6.c)

**Resolution of Recommendation 5:** The April 2008 Evaluation Team report concluded that the college resolved Recommendation 5 by completing review and revision of all course outlines and updating the catalog appropriately.

**Ongoing Actions Related to Recommendation 5:** There is ongoing revision of course outlines, and catalog information is kept up to date. Early drafts are reviewed by faculty, administrators and classified by departments and divisions to ensure accuracy. CurricUNET remains a tool to track curriculum updates and to maintain easy access to the most current course outline.

**Recommendation 6**

*The team recommends the creation of an enhanced long range fiscal stability/enrollment management effort, which utilizes the services of the Offices of Business and Finance, Office of Instruction, Admissions and Records, Student Services, Outreach Services and other appropriate college resources.* (Standards III.D.1.a; III.D.1.b; III.D.1.c; III.D.2.c)

**Resolution of Recommendation 6:** In October 2007, the Commission visiting team noted that the college made first steps toward resolution by recommending a Financial Plan that included ongoing funding stream for technology, rebuilding reserves by increasing revenue and decreasing spending, seeking recommendations for public and private grants to support the college mission, and preparing for negotiations with all groups. The Evaluation Team report dated April 29-30, 2008 concluded that recommendation 6 was resolved.

**Ongoing Actions Related to Recommendation 6:** One of the cautions raised in the April 2008 report was that the 8-year fiscal plan was dependent on variables that are still in flux. The state of California has dramatically reduced funding since 2008, with mid-year cuts, deferred payments, and halting growth funds, actually calling for reductions in workload. Even with these variables in play, Hartnell College still has healthy reserves, and has managed to hire new faculty to meet the needs of its programs. The fiscal plan for stability involved putting money into “jars” to plan for expected periodic expenditures, and to spend one-time funds on one time needs, and only spending money once it was earned. Thus, although Hartnell did earn the growth funds in 2008, we did not budget and spend them in the following year. Along with the guaranteed class schedule for students, this action allowed Hartnell to adapt quickly to changes in 2009 funding. The Resource Allocation Committee, with representatives from all constituent groups, also made
recommendations that resulted in avoiding deficit spending even as funds to the college were cut. Thus the college continued to reduce spending. Revenue increases were indirect in the form of increased productivity and direct in the utilization of private and public grants to continue to meet the mission of the college. Because seeking and administering grants has become part of the Hartnell College culture, a regular grant report is presented to the Resource Allocation Committee. The 2012-2013 budget does reflect some deficit spending, as the commitment to serve our community, and maintain a FTE count close to the previous year came forth as a desire from faculty, students, administration, classified, and the Board. Finally, it is worth noting that, at the time of this report, all constituent groups have current contracts, thus there is evidence of sustaining the goals stated in 2007, even in the time of a state economic crisis.

**Recommendation 7**

*The team recommends that the Board of Trustees completes their Ethics Policy by developing procedures for sanctioning those who commit ethical violations, and that they develop a comprehensive trustee development plan that provides training focused upon appropriate board behavior, roles and responsibilities. (Standards IV.B.1.a; IV.B.1.e; IV.B.1.f; IV.B.1.g; IV.B.1.h)*

**Resolution of Recommendation 7:** It was stated in the report to the commission dated October 9, 2008, “At its September 13, 2007, meeting, the Board of Trustees unanimously adopted an ethics policy that includes procedures for sanctioning members who violate those policies.” In January 2008, we received a letter from the commission moving Hartnell College from probation to warning status.

**Ongoing Actions Related to Recommendation 7:** Board development meetings continued from 2007 to present, scheduled at least 6 times a year, with meeting minutes posted on the website for review. The meeting in March 15, 2011 the development activity focus was the Brown Act and Ethics, evidence of ongoing Ethics training. There was also an ethics training session in 2012 that was open to the Board and all College constituents. This was well attended. New Board members are provided training material from the CCLC, and they attend training conferences sponsored by the same group. Board development is now an ongoing process that has been sustained since Hartnell College and their probationary status removed. Topics at these sessions have included:

- Goal setting – demonstrating the Board working as a unit;
- Budgeting – showing the Board’s interest in fiscal responsibility; and
- Accreditation – evidence of the Board’s active interest in the institutional self evaluation process.

The Board conducted a self evaluation in November 2011 as part of their ongoing improvement plan. There is ongoing demonstrated commitment to evaluation and development.

**Commission Concern 1**

*The Commission asks Hartnell College to demonstrate the way in which it meets and commits to continuing to meet Eligibility Requirement 21 which required the institution to…comply with Commission requests, directives, decisions, and policies, and…make complete, accurate, and honest disclosure.*
Resolution of Concern 1: The following is from the Hartnell’s report to the commission dated October 9, 2007: “The Board and the college understand the importance of the Commission’s Concerns. All stakeholders are fully committed to meeting all of the Commission’s expectations and timelines.” This report was accepted according to the Commissions letter from January 2008 moving the college from probation to warning status.

Ongoing Actions Related to Concern 1: Program evaluation, continuous process improvement, and asking the question, “Is Hartnell a better college today than it was last year?,” are evidence of the college community’s commitment to ongoing institutional self-assessment, planning, and improvement processes. All reports to the commission have been sent on time, and the college continues to comply with Commission requests, directives, decisions and policies. Drafting of this Self Evaluation Report involved many faculty members, staff and administrators. Drafts were vetted at Student Senate and Academic Senate meetings as well as by individual senators and representatives of the classified staff. Transparency and collaboration are currently the norm—a huge change from the climate in 2007.

Commission Concern 2
The Commission asks Hartnell College to demonstrate that it meets Eligibility Requirement 10 which requires that the institution "defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes."

Resolution of Concern 2: The April 2009 Evaluation Report stated, “The college’s discipline faculty have developed student learning outcomes for courses, general education (core competencies), and for degree and certificate programs. The SLOs for degree and certificate programs and core competencies were published in the 2009-2010 Catalog and on the web version of the catalog. Course SLOs are included in course outlines and increasingly on course syllabi. The college has in place a variety of methods to assess SLOs at every level and has completed assessments for two core competencies (institutional ILOs), communications and information competency, as well as for a number of individual courses. The infrastructure is in place to assess SLOs on a regular basis.” Their conclusion was that Concern 2 had been resolved.

Ongoing Actions Related to Concern 2: Student learning outcomes are defined for courses, programs and the institution and assessment of those outcomes is occurring at all the various levels. The course level SLO assessments are not only being done, they are discussed and shared at discipline and division meetings with changes being made to improve student learning. Faculty are aware that SLOs must appear on their syllabi, and a flex activity in 2011 focused on the elements of an excellent syllabus. Program level outcomes were published in the 2009-2010 Catalog and in subsequent catalogs. A focus on program outcomes began in 2010 and has continued. Disciplines have aligned course outcomes with their program outcomes and are in the process of using data gathered at the course level to assess program outcomes. Institutional outcomes (core competencies) continue to be assessed by the faculty serving on the SLO Committee. Methods for assessing those outcomes have been reviewed and streamlined in order to achieve sustainability. Assessment of the core competencies is ongoing. The assessment of
SLOs is not only ongoing, but program evaluations and curriculum revisions indicate that SLOs prompt changes to continually adapt to meet the needs of students.
Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A MISSION

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

As one of the 112 public California community colleges, Hartnell College is committed to fulfilling the three-part mission defined in the state Education Code section 66010.4: lower-division academic and vocational instruction, instruction for students with basic-skills needs, and instruction to develop the workforce and contribute to economic growth. The college serves a diverse student population, offering lower division academic and career technical education programs to all students in its service area. Approved by the HCCD Board of Trustees on June 6, 2006, the college mission statement is as follows:

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 Hartnell College mission statement is supplemented by an approved list of vision statements supporting the college’s stated purpose:

- Hartnell College shall provide its diverse communities and student population with equal opportunities for educational access and success.
- Hartnell College shall implement programs and services that recognize its culturally diverse community, and provide fair and ethical treatment of its entire population.
- Hartnell College shall actively recruit, support and retain the best personnel.
- Hartnell College shall seek and dedicate resources to be a technologically advanced institution.
- Hartnell College shall support a learning environment that rewards creativity, innovation, and risk-taking.
Hartnell College shall anticipate and respond to change.
Hartnell College shall be a valuable resource and facilitator of change for its communities.
Hartnell College shall enhance its local and global community partnerships and outreach activities.
Hartnell College shall excel in the recruitment, retention, and placement of students.

Self Evaluation

Hartnell College has established a mission statement that defines the college’s intended student population, its educational purpose, and its commitment to student learning.

The college meets this standard.

Planning Agenda

None.

I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The college mission statement, along with the supporting vision statements, provides statements about student success, the learning environment, student retention, student placement, and student change. All of these provide evidence of the college’s commitment to the achievement of student learning. The purposes of the institution are made explicit in these statements.

Educational Conditions in the District: Establishing student learning programs and services for the HCCD student population involves addressing local realities which include large high school dropout rates and low college enrollment by college-aged residents. More than 50% of residents have less than a high school diploma, and more than 80% have less than a college education. These numbers are even higher within the Hispanic community with 66% and 90%, respectively (I.A.1). Similarly, basic skills education and English as a second language (ESL) have been identified as crucial to the sustainability of the regional economy, and have repeatedly been cited by employers in their top educational priorities through the report “Ensuring A College That Matters, The Hartnell College Salinas Valley Vision 2020 Report”. (I.A.2)
Key constituents and stakeholders have engaged in comprehensive and substantive discussions regarding the relevance of the mission statement to student learning. This is demonstrated through the assessments, plans, and activities found in the following reports.

- Ensuring a Valley That Matters, The Hartnell College Salinas Valley Vision 2020 Project (I.A.3)
- King City Education Center, Educational and Facilities Master Plan (I.A.4)
- Hartnell College 2008 Educational and Facilities Master Plan (I.A.5)
- A Blueprint for Student Success at Hartnell College (I.A.6)

**Advancing Career Technical Education:** Hartnell College has shown that it is responsive to the need to create and enhance career technical education, and has demonstrated that it is also proactive about providing solutions. Advisory committees have been established to provide direction and guidance for the creation of programs such as: agricultural science, health sciences, sustainable construction and design, and administration of justice. Given the predominance of agriculture in the economy of the District and employment, the agricultural sciences program includes agricultural production with a variety of emphases that provide entry level and middle management job opportunities to graduates. Additionally, the college has strengthened and/or developed related programs such as welding, heavy-duty diesel and agricultural and industrial technology. Similarly, the college has responded to the forecast needs of the health industry by offering health sciences programs (e.g., registered nursing, respiratory care). The construction program has been transformed to embrace sustainability at its core, which has led to the development of two programs: green construction and sustainable design. Also, given the presence of prisons and the size of the prison population in the District, Hartnell College has responded by offering its complete Administration of Justice Program in a distance education modality.

**Instructional Modalities & Location of Course Offerings:** To address the many learning styles and needs of our students, the college offers courses and programs in a variety of instructional modalities including face-to-face, hybrid, and online. The college schedules learning opportunities during daytime, evenings, and weekends, something businesses and employers in the Salinas Valley asked for when surveyed (I.A.3). Furthermore, the college has bolstered its course offerings in the southern part of the Salinas Valley, through its King City Education Center, and by providing courses taught at off-site locations in Soledad, Greenfield, and Gonzales. In January 2011, the college opened its Center for Advanced Technology at the Alisal Campus located in the Alisal district of Salinas. This facility specializes in advanced career technical education and includes:

- Agricultural and industrial technology
- Agricultural sciences
- Automotive technology
- Computer science
- Diesel technology
Distance education is part of Hartnell College’s commitment to providing education opportunities to all students within the Salinas Valley, which spans an area that is some 100 miles long and up to 30 miles wide. To facilitate this effort, online and hybrid learning opportunities are provided across a broad range of the college’s offerings. The course management system (CMS) used to deliver online education has been eCollege since 2008, but the college is transitioning to Etudes in Spring 2013. In addition to delivering fully online courses, the CMS is also made available for the hybrid courses and for face-to-face courses as a supplement to the course allowing students access to materials and assignments anytime, anywhere. Recognizing the importance of the use of technology in delivering courses and materials as well as the importance of students possessing the technology skills needed today, the Distance Education Committee in Fall 2011 put forward a proposal that every course taught at Hartnell College automatically have a course shell available to the instructor through the learning management system. (I.A.7)

**Provision of Comprehensive Programs and Services:** The college offers diverse and comprehensive programs and services to meet the needs of students, including:

- Computer lab
- Library services, including information competency workshops and tutorials
- Tutoring in most major subject areas
- Supplemental Instruction in basic skills areas
- Learning Communities
- Counseling for entering and continuing students
- Child Development Center
- Programs and services for disabled students (DSPS)
- Extended Opportunity Programs & Services (EOPS)
- TRIO Student Support Services Program
- Veterans
- CalWorks
- Transfer and Career Center
- Financial Aid services

With a commitment to continuous improvement and in order to better serve and meet the needs of its community, a district wide assessment was conducted in 2007. Utilizing the expertise of an outside consultant, Hartnell completed a District wide needs assessment and vision study, which resulted in the Salinas Valley Vision 2020 reports. (I.A.2, I.A.3) More than 1,300 heads of households and business and community leaders participated, and 37 relevant data sources from other national and local organizations were integrated into the reports.
The findings were presented to administrators, faculty, staff, the Board of Trustees, and the Board of the Hartnell College Foundation. Copies of the report were made available to sponsoring business and government partners, and were posted to our website. The college faculty and staff spent a day reviewing the data and developing responses and priorities. Some of the critical findings were:

- 58% of those surveyed want more evening and weekend offerings. Twenty-five percent want classes on Sundays.
- Almost 70% wanted more distance learning options and 98% indicated they had access to high-speed internet services.
- The demand for ESL, GED, and basic skills training was verified with more than 32% of the population needing these services.
- Credit and non-credit training courses are needed by local businesses and industry for both entry-level workers and for promotional opportunities of incumbent workers. Eighty-two percent of the companies surveyed requested these services.
- Salinas Valley adult residents who have taken a course at any Hartnell College facility gave their experience an average “B” or better grade. Class attendees gave a “B” for the quality of instruction of classes offered at the Main Campus in Salinas, and a “B+” for the quality of instruction at other delivery locations within the District (the King City Education Center, East Campus, and other locations).
- The quality of student services offered at the Main Campus in Salinas received a “B-” grade, with other delivery locations fairing better with a "B" for its student services.
- The average age of the population of the Valley is 24.5 years, half the age of the surrounding communities, with the greatest growth anticipated along Highway 101 in the communities of Greenfield, Soledad, and Gonzales. Clearly Hartnell has both an opportunity and responsibility to provide the Valley’s future education and workforce needs.

The results from the finding of the Salinas Valley 2020 Vision report were used to develop the 2008-11 Educational and Facilities Master Plan (EFMP. (I.A.8) The EFMP underscores the college’s focus on its student population (p. 4):

_The Hartnell Community College District, a Hispanic Serving Institution, is responsible for the coordination and delivery of educational programs, lifelong learning, student services, and economic development resources to the residents of the vast Salinas Valley. With a base of 282,000 residents and projections for 364,000 individuals in 2020, the District’s service area is destined for major growth. Today, nearly 75% of the region’s population is Hispanic, in contrast with the balance of the Monterey County in which the College is situated. Our service area residents are younger, less academically prepared, more prone to unemployment, and more likely to live in poverty._
The District understands the tremendous responsibility it has to provide educational programs, skills training and life-long learning opportunities. This updated educational and facilities master plan is a testament of our commitment to our community, to responsiveness in an ever-changing economic landscape, and to innovation and professionalism in all that we do. Whether a student or community resident takes a course or attends an event at our Hartnell College campus site in Salinas or the District’s centers in King City (King City Education Center) or eastern Salinas (Alisal Campus), or at any of the community locations in which we offer educational programs, we are dedicated to providing them the best possible educational experience.

**Increasing Student Success:** Hartnell College’s current efforts to increase student success are substantial, and the centerpiece is *A Blueprint for Student Success at Hartnell College* (I.A.9), an extensive internal report prepared by a subcommittee of the Basic Skills Initiative (BSI) Committee and released in June 2011:

The BSI Blueprint was compiled using information drawn from literature reviews, faculty and staff interviews, comparisons of local and statewide data, and information collected through conference attendance. The Blueprint uses as a framework the attached flowchart describing appropriate movement of students from assessment and placement through various pathways and course sequences. In addition, the integration of student support services and follow up is addressed. In the narrative, the current status of relevant elements is discussed, followed by their analysis and recommendations. Recommendations focus on better alignment and/or improvement of Hartnell College’s admissions processes, instructional pathways, and student support services and follow up. Most recommendations are drawn from the Basic Skills as a Foundation for Student Success in California Community Colleges (Poppy Copy) at [http://www.cccbsi.org/staff-development](http://www.cccbsi.org/staff-development) ([http://www.hartnell.edu/bsi/Blueprint.pdf](http://www.hartnell.edu/bsi/Blueprint.pdf)).

The Blueprint recognizes the importance of taking a systematic approach to connecting otherwise independent programs already underway at Hartnell, including the Math Academy and the college’s two learning communities for developmental-level students, FACTS (Fundamentals Across Careers and Transfer Skills) and ACE (Academy for College Excellence).

**Self Evaluation**

Through the numerous efforts, activities, and plans outlined above, the college has demonstrated that it establishes student learning programs and services aligned with its purposes, its character, and its student population. Hartnell College offers comprehensive instructional and student support programs that are responsive to the needs of the community it serves. After completing numerous assessments to determine the needs of students and the community, the college discovered many areas in which community members wanted to see change, and the college responded. In the years since the *Salinas Valley Vision 2020* report, the global economy has experienced a crippling recession which has affected local
employment and the housing market; it has diminished state funding for the college. While the recession has brought changes, the purpose and character of the college remain grounded in the population it serves.

*The college meets this standard.*

**Planning Agenda**

None.

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**I.A.2**

The mission statement is approved by the governing board and published.

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**Descriptive Summary**

The current mission statement was approved by the Board of Trustees on February 2, 1998 and reaffirmed on June 6, 2006. (I.A.10) On June 3, 2008, the Board approved the 2008 Educational and Facilities Master Plan for the 2008-2011 period, which included a full examination of the college’s Mission and Vision statements. (I.A.11). The mission statement is currently published in the Hartnell College Catalog (I.A.12), Educational and Facilities Master Plan (I.A.8), Schedule of Classes (I.A13), and on the college’s website in numerous places including the Student Senate page (I.A14). The statement also is referenced on college documents such as Board of Trustee’s agendas (I.A.15) and the forms filled out for Program Planning and Assessment (I.A.16).

**Self Evaluation**

The college’s mission statement is approved by the governing board and is published in appropriate media to make it accessible to the students, staff, and the community.

*The college meets this standard.*

**Planning Agenda**

None.

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**I.A.3**

Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
Descriptive Summary

The last reaffirmation of the mission statement occurred during the development of the 2008-11 Educational and Facilities Master Plan. (I.A.17) The plan was developed utilizing the college’s governance and decision-making processes. (I.A.18)

The following Planning Agendas were included in the 2007 institutional self study:

- The Institutional Planning Committee will review the Mission Statement through the shared governance structure during the next accreditation cycle.
- The Institutional Planning Committee will continue to monitor the degree to which the college’s constituencies believe that the Mission Statement is being implemented, and make recommendations for changes, if needed.

With the reorganization of the college’s governance structure under the New Shared Governance Model and Committee Handbook (I.A19), presented to the Board of Trustees by the Shared Governance Task Force on June 3, 2008, the Institutional Planning Committee was eliminated and its planning role taken over by the Resource and Allocation Committee. The Resource and Allocation Committee has not addressed the mission statement during its existence. The mission statement was reaffirmed as part of the adoption of the 2008-11 Educational and Facilities Master Plan, but a comprehensive review did not occur.

Self Evaluation

Regular review of the mission statement as part of the larger process of ongoing planning has happened only minimally. The Board of Trustees reaffirmed it as part of the adoption of the 2008-11 Educational and Facilities Master Plan. That EFMP was intended to cover the years 2008 to 2011 and a new strategic planning process is underway during the 2012-13 academic year. Additionally, the college will engage in a governance planning retreat in fall 2012 to assess the current governance structure and make recommendations for improvement. Lastly, the college will engage in a review of the college mission statement during the 2012-13 year. The review will also include establishing a regular schedule for review of the mission statement.

The college meets this standard.

Planning Agenda

The superintendent/president will initiate a review of the mission statement during 2012-13. An outcome of the review will be the development and implementation of a process and schedule for the regular review of the mission statement.
I.A.4

The institution’s mission is central to institutional planning and decision making.

Descriptive Summary

The mission statement is addressed in the Program Planning and Assessment process. Instructional and Student Support programs are asked to describe how their program relates to the mission of the college. (I.A.16)

The mission statement is incorporated in the college’s processes, policy discussions, and decisions. For example, the Hartnell College Board of Trustees utilized the mission statement in the spring of 2011 as part of a board retreat the purpose of which was to revisit the college's mission statement to help prioritize the goals of the college. (I.A.20) This process resulted in the board adopting goals (I.A.21) which subsequently have been replaced by board strategic priorities in fall 2012. (I.A.22) These strategic priorities will be used by the college in the development of the college's strategic plan during 2012-13.

In 2009 following a reduction in funding from the state, the Hartnell College faculty and staff came together and evaluated the impact of the crisis on the college's ability to meet its mission and goals. This evaluation included a review of the priorities including the requirements for general education, majors, and basic skills. This inclusive exercise led to the elimination of 90 sections that were deemed not to fit the list of priorities, whereas 30 new sections were added to stay true to the mission of the college, even in a time of financial hardship. Thus, the collective effort refocused the college on the mission and involved a broad based effort. Moreover, all employees reduced their salaries and benefits by 5% voluntarily. (I.A.23)

Self Evaluation

There is demonstrated evidence that the mission statement is a strong and explicit part of institutional planning and decision-making. It was integral in the development of the 2008-2011 Educational and Facilities Master Plan, is addressed in the Program Planning and Assessment process, and will be central to the development of future strategic planning processes. The very first criterion listed on the review procedure for new courses or programs—as well as course and program revisions—is “Appropriateness to Mission,” and the first prompt in the narrative portion of the Program Planning and Assessment process is:

*Describe your program or service, the program’s mission, and how the program relates to the mission of the college. Consider the following questions when completing this section: How are students/employees served by the program/service? What are the unique aspects of the program/service? How does the program/service relate to the needs of the community? How does the program*
service interface or collaborate with other programs/services; on campus and off campus?

*The college meets this standard.*

Planning Agenda

None.
Standard I.A: Evidence

I.A.1 California Postsecondary Education Commission
I.A.3 Ensuring a Valley That Matters, The Hartnell College Salinas Valley Vision 2020 Project
I.A.4 King City Education Center, Educational and Facilities Master Plan
I.A.5 Hartnell College 2008 Educational and Facilities Master Plan
I.A.6 A Blueprint for Student Success at Hartnell College
I.A.7 Distance Education Committee Proposal Fall 2011
I.A.8 2008-11 Educational and Facilities Master Plan
I.A.9 A Blueprint for Student Success at Hartnell College
I.A.10 HCCD Board of Trustees Minutes, June 6, 2006
I.A.11 HCCD Board of Trustees Minutes, June 3, 2008
I.A.12 Hartnell College Catalog, p. 3
I.A.13 Schedule of Classes, p.1
I.A.14 Student Senate Web Page
I.A.15 Board of Trustee’s Agenda (sample)
I.A.16 Program Planning and Assessment Document
I.A.17 2008-11 Educational and Facilities Master Plan, p. 30
I.A.19 Hartnell College Committee Handbook
I.A.20 HCCD Board of Trustees Minutes, May 17, 2011
I.A.21 HCCD Board of Trustees Minutes, June 7, 2011
I.A.22 HCCD Board of Trustees Minutes, October 2, 2012
I.A.23 <not sure what evidence is available to support paragraph 3 of the descriptive summary under I.A.4>
I.B  IMPROVING INSTITUTIONAL EFFECTIVENESS

The Institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidences of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

In the years since Hartnell College was placed on probation in 2007, the college community has been very active in establishing—and sometimes re-establishing—structures designed to promote dialogue about learning and institutional processes. In that time, the college has reorganized its administrative structure three times: first creating positions for faculty division chairs (“Pod Leaders”) for the first time in over thirty years, then phasing out that system as faculty declined to fill these positions (citing significant responsibility but no power, and inadequate compensation). Mid-level administrative duties in instruction were handled by the Vice President for Instruction until new area deans were hired between 2009 and 2011. In 2012, the Vice President was dismissed and later two deans—who had come from the faculty ranks and were hired as interim administrators—were returned to their faculty positions and not replaced at the administrative level. The first administrative reorganization was carried out through extensive dialogue and an open shared governance process; the last changes were carried out by the departing superintendent/president. A new superintendent/president began at the college in July 2012.

The 2008 reorganization of the college governance committee structure (I.B.1) created an organized path for much institutional decision making. This structure includes input from all constituencies, with defined roles for each governance committee. Governance committees are representative bodies which provide structured avenues for input from everyone in the college community.

ONGOING DIALOGUE ABOUT CONTINUOUS IMPROVEMENT

Beyond the official governance structure of the college, dialogue on student learning and college processes has taken multiple forms. For example, the 2009 meetings of the college
faculty, staff and administrators to address budgetary concerns led to a review of the educational priorities relevant to the mission and the realities of the district. (I.B.2) Subsequently, a concerted strategy and sets of recommendations were adopted collegewide. Similarly, the work of the Student Success (formerly Basic Skills Initiative) Committee is integrated with the efforts that are part of multiple Title V grants. These efforts engage faculty, staff and administrators from various divisions and help foster collegial dialogue.

The college holds periodic “Town Hall” meetings, including all full-time faculty and all available staff, on issues of importance to the college. In the years since the last self study, meetings have been held on a variety of topics—Student Learning Outcomes (more than once), Shared Governance (Spring 2008), Course Scheduling (Spring 2012), and Accreditation. (I.B.3) The college holds between one to three such inclusive meetings in a typical semester.

Part of the faculty contract mandates professional development on “flex days,” devoted to presentations and workshops on pedagogy and other practical matters relating to instruction. Recent flex days have included Assessment of Learning Outcomes, Program Planning, and Assessing Student Writing, and Student Success. (I.B.4)

Hartnell’s new superintendent/president (as of July 2012) has already established a regular President’s Weekly Report distributed to the Board of Trustees, college partners, students, and all the college’s faculty and staff. The reports are posted on the college web site and an announcement is sent out via email when the latest edition is posted (http://www.hartnell.edu/president/reports_by_month.html). (I.B.5) The content of this report is far ranging and includes, but is not limited to: management decisions, operational issues, hiring decisions, student success and achievement, college events and activities, education trends and issues, etc.

Much of the initial activity in this accreditation period was a massive institutional mobilization in response to being placed on probation. Certain initial collective steps involved major changes, as well as temporary emergency measures—such as the reassignment of faculty time to complete the revision of all course outlines. The largest single event along these lines was the three day college wide retreat at the Naval Postgraduate School in Monterey in September 2008, which resulted in significant dialogue about the college’s future as well as specific changes in its approaches, including establishment of learning communities such as the Academy for College Excellence (ACE).

Self Evaluation

Though the way the college meets this standard has changed in recent years, Hartnell has a lively culture of collegial discussion and self-reflection focused on institutional improvement. Student learning and institutional processes are debated openly in informal venues, and discussed formally in focused, goal-oriented ways through our governance structure. The routine assessment of individual programs, external data, and institutional outcomes provides the raw data and information necessary for an ongoing, self-reflective dialogue about continuous improvement.
The college meets this standard.

Planning Agenda

None.

I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Hartnell College has a goal-oriented culture at both the institutional and program level, and each course offered includes measurable objectives and outcomes. While the current recession has affected the college’s ability to fulfill some objectives, it remains focused on its mission and the concrete, measurable ways that mission can be realized. The semantic difference between goal and objective is not always strictly observed at the college, but the movement from broader aspirations to measurable outcomes is consistent.

Driven by the results of two important reports, Ensuring a Valley That Matters, The Hartnell College Salinas Valley Vision 2020 Project and Ensuring a College That Matters (I.B.6), The Hartnell College Salinas Valley Vision 2020 Report (I.B.7), the college established broad college initiatives and goals through the 2008-11 Educational and Facilities Master Plan (I.B.8):

- Development of alternative instructional delivery modalities including evening, weekend, and distance education courses.
- Improvement of pedagogical approaches to keep pace with current developments in individual disciplines as well as the needs of the Salinas Valley residents.
- Fortifying and expanding our base of dedicated and innovative full-time faculty, so that the College continues to mature and rely on a core of long-term, full-time educational leadership.
- More aggressive marketing, and coordinated outreach to potential students, demonstrating how Hartnell College is a place where students’ dreams become realities.
• Accessible, **seamless student and academic support services** regardless of location or delivery mode.
• Focus on **facilities development**, renovation, and utilization.

Additionally, the EFMP identified institutional objectives:

• Prepare students for admission with advanced standing to four-year colleges and universities.
• Prepare students for employment with a background of both technical and general education.
• Increase opportunities to develop and improve abilities to read, to listen with understanding and to communicate effectively.
• Provide opportunities to promote the critical thinking process by the student.
• Provide counseling services to help individuals discover their interests, and abilities and to determine an appropriate educational program.
• Assist persons seeking career change or advancement, or re-entry into a career field.
• Provide opportunities for students whose prior academic achievements are latent in relation to their stated educational and vocational goals.
• Provide educational services for those neither preparing for a career nor seeking a degree.
• Promote opportunities to develop an understanding of and appreciation for our rich heritage of creativity in the arts, humanities, and sciences.

These goals and objectives have translated into creative discussion about possible new actions by the college, and in some cases led to specific changes. For instance, in Goal 1, the faculty deemed that providing courses such as gaming and robotics for high school students or increasing the availability of bilingual counselors would serve to connect Hartnell College with the community in the District. And, indeed, Hartnell College offers several such workshops and courses throughout the District, but also invites such pupils to the Center for Advanced Technology for such activities during the school year as well as the summer. These activities are coordinated through the CTE Community Collaborative grant or through the NASA-SEMAA program. The latter reaches into the middle schools, and complements the regular science offerings in the after-school programs. (I.B.9)

Furthermore, the Hartnell College faculty deemed that a variety of courses and programs were needed to respond to the workforce development needs of the District. These needs include, among other suggestions, the development of a program in food safety, green construction and sustainable design. The food safety certificate has been a resounding success, and efforts are currently underway to convert this certificate into a degree, given the interest of employers and professionals in the field. This program is complemented by the annual Western Food Safety Summit at Hartnell College, which has become a major event for the agriculture industry in presenting research and planning for the annual agricultural cycle. Similarly, a vibrant program in green construction was created and has been involved in several renovation projects involving work on historical buildings (e.g., Steinbeck house,
Marcus Ranch), building and renovating facilities for local non-profit organizations (e.g., Rancho Cielo, Sunset Center), and building affordable housing in a contract with the Community Housing Improvement Systems and Planning Association, Inc. (CHISPA), a private non-profit affordable housing organization. The Hartnell College green construction program is also involved with the instruction of court-mandated youth at Rancho Cielo Youth Camp and to 16-24 year-old youth in a WIA (Workforce Investment Act) grant. Furthermore, development of the curriculum for a sustainable design program is currently underway. (I.B.10)

Another example of a broad-based goal-directed initiative is the Hartnell College Emergency Operations Plan (I.B.11), shaped by a committee of two faculty, two staff and four administrators. This group has revamped the previous plan, identified gaps and necessary fixes, and followed through with a new plan. The latter includes all new facilities that were not part of the previous plan, and also involved individuals with experience in emergency preparedness. Given the preponderance of computer and informational technologies, the vice-president of information technology (IT) was involved in this process that identified communication and informational technology deficiencies.

Although the planning horizon for the 2008-11 Educational and Facilities Master Plan expired in 2011, the work involved in creating that plan became the genesis of a series of collegial initiatives. For instance, in 2009 in response to a systemwide budget reduction, the faculty of Hartnell College evaluated the impact on the ability of the college to meet the goals of the Educational and Facilities Master Plan. This led to a review of educational priorities and to the elimination of 90 sections, and the inclusion of 30 new sections to maintain congruence with the College mission and the 2008-11 Educational and Facilities Master Plan. Similarly, given the additional budget cuts that community colleges suffered in 2012, the college complied with the mandated reductions in a bottom up approach, which meant that faculty in each academic division worked with their respective dean to identify priorities and areas where the budget could be cut. Similarly, administrative units established priorities and arrived at a concerted decision on budget cuts.

At the program level, Hartnell’s Program Planning and Assessment process requires the identification of both program-level goals and measurable outcomes. This information is used in the evaluation of needs for external financial or in kind support, which has led to a series of successful grant proposals that have enabled the institution to expand its capabilities and offerings beyond the means afforded by state apportionment. Grant-funded programs have their own reporting requirements including accountability for outcomes. A stellar example of a grant-driven project is the ongoing Title V Cooperative Project with Gavilan College. In partnership with our neighboring college to the north, the project developed its own set of goals for the use of Title V funds to conduct research for improving instruction and student success. (I.B.12)

Self Evaluation

The 2008-11 Hartnell College Educational and Facilities Master Plan exemplifies engagement on the part of the entire college to make long-range strategic resolutions. Goals
and objectives are established with broad-based involvement of all member groups, and are consistently mission-oriented.

Following the adoption of strategic priorities by the Board of Trustees (I.B.13), the college will engage in the development of a new strategic plan during the 2012-13 year. One of the primary assignments of the new dean of institutional planning and effectiveness (I.B.14) is to lead the strategic planning effort that will result in institutional goals and measurable performance indicators.

*The college meets this standard.*

**Planning Agenda**

The dean of institutional planning and effectiveness will lead a strategic planning effort during 2012-13 that will culminate in the development of a strategic plan by the end of the spring 2013.

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**I.B.3**

*The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

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**Descriptive Summary**

At the institutional level, the college measures achievement of its stated goals by collecting and tracking data on participation rates and enrollments, retention and persistence, successful course completion, basic skills success rates, awards of degrees and certificates, and transfer rates.

**PROGRAM PLANNING AND OUTCOMES ASSESSMENT**

At the program level, the college has translated its goals into measurable objectives and systematically evaluated their achievement. A working process is in place for planning, resource allocation, and implementation. The Program Planning and Assessment Committee facilitates the process, working with individual programs and the Resource Allocation Committee within a structured governance process. For instance, the financial recommendations from the individual program reviews generated during the academic year 2010-2011 were used by deans to generate budgetary recommendations. (I.B.15) Subsequently, the division deans worked with faculty to rank requests based on urgency and priority, and then met individually with the vice president for administrative services to establish priorities and possible sources of funds. Similarly, the documented lack of or
Inefffective facilities for programs has led the college into the prioritization of these urgent requests that stem from programmatic and market assessments. This is exemplified by the decision to proceed with the building of the new Technical Training Building at the Alisal Campus and the new Science Building on the main campus.

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

*The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each instructional program, student services department, or administrative unit receives assessment data and uses it to plan for improvement.*

*Program Planning and Assessment is a formative and cyclical process by which faculty and staff analyze data, prepare annual plans, implement the plans, and reassess. The results of this cycle will feed into a periodic (every five years) Institutional self evaluation showing evidence of improvement and outlining long-range goals. The self-assessment process will also be the foundation upon which programs advocate for their needs in achieving educational excellence. It will result in recommendations that will be addressed in the college plans and budgets. Program Planning and Assessment will provide fundamental information for college-wide decision making and resource allocation. Finally, the Program Planning and Assessment process will improve the flow of information about student learning at Hartnell College. It will provide communication to the governance process and to decision makers. The end result will be to improve institutional effectiveness and student success.*

The committee also defined the term “program” within the context of program planning to be instructional programs, student services, and administrative units.

In compliance with regulations, each general education program is reviewed every five years, and each CTE program every two years. This routine program review goes in depth in each program and evaluates courses, facilities needs, and budget requirements. In preparation for the fiscal year 2012-13 budget, these reviews were used as the basis for budget preparation at the college level. Similarly, in Advanced Technology, a review of programs is performed during steering and advisory committee meetings. This approach allows Hartnell College to align its programs with the needs of the allied industries and potential employers. Furthermore, these reviews have led to significant financial contributions to assist in achieving goals and acquiring technologies.
STRATEGIC PLANNING, GRANT FUNDING AND STUDENT SUCCESS

Planning that leads to measurable success has been demonstrated through many College initiatives. The planning and goal setting that occurred in preparation of the 2008-11 Educational and Facilities Master Plan was followed through in various grants that were received, in order to supplement general funds in the application of the proposed strategies to achieve the intended goals. In other words, the planning and objectives set in the master plan guides the college’s grant applications to effectively address the needs, and implement lasting solutions. For example, to improve basic skills achievements of students, a broad-based planning initiative led to several Title V grants. (I.B.16) These grants used the planning and objectives set in the master plan, identified modalities and gaps that grants would help achieve and fill, and led to improvements in the completion rates of students in basic skills courses (see charts below). This outcome was used as the premise for the renewal of grants as well as program planning and assessment. The data from the Accountability Reporting for the Community Colleges report (I.B.17) show a significant improvement in completion of basic skills courses, as well as improvement rates for credit basic skills courses. This example highlights how the institution has set goals and used all available means, even in a time of financial hardship, to achieve those goals.

![Graph showing completion rates of basic skills courses](chart.png)
The GEAR UP program is designed to increase the number of low-income students to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. The grant follows an entire cohort of students beginning no later than the 7th grade through high school. The GEAR UP project at Hartnell College is in its 6th year of implementation, with participants in their 11th and 12th grades at Alisal High School. The services rendered and activities that were implemented have prepared the student cohort to graduate from high school and pursue postsecondary education. As such, GEAR UP and high school staffs have improved graduation rates, increased postsecondary enrollments, and fostered parental involvement.

For instance, GEAR UP supports five additional counselors and ten teachers who have supported class size reduction and collaboration. Lower counselor-student caseloads have allowed counselors to interact with students on multiple levels, academically, socially, and emotionally. In addition, eight Hartnell College tutors provided over 2800 hours of intensive tutoring in the core subject areas of English, English Language Development (ELD), advanced mathematics, physics and chemistry. These efforts accounted for a 22-point increase in the 2011 Academic Performance Index. Additionally, GEAR UP participants were 11.5% more successful in passing the California High School Exit Examination (CAHSEE) than their non-GEAR UP counterparts. Around 82% of students expect to continue their education after high school, while 90% of parents surveyed have spoken to their children about attending college. Also, 86% of parents expect their children to complete high school and pursue higher education. (I.B.18)

Other community-oriented efforts that are aligned with the goals of Hartnell College include the K-16 Bridge program. It is aimed at the creation of a college-going mindset among students and families in the Salinas Valley, and to significantly increase post-secondary education awareness and preparation. The program offers age-appropriate educational information in collaboration with K-16 educational institutions in the region, and providing academic support, career exploration, post-secondary education information, as well as enrollment and matriculation into 2- and 4-year institutions. Over 1200 high school seniors
from Salinas Valley high schools received early college admission services through the K-16 Bridge program. (I.B.19)

Self Evaluation

The college shows evidence of widespread planning, assessment and resource allocation to meet established goals. Relevant information is gathered from multiple sources to accurately measure institutional effectiveness and used systematically in planning.

As noted above, for the first time, the budget for fiscal year 2012-2013 included the outcome of program reviews. Although a burgeoning effort this initiative is commensurate with the efforts to integrate planning, decision making and budgeting. The requests established in the program reviews were used as the bases for developing the budgets of individual divisions, subsequently these budgets were used for the development of the institutional budget. Furthermore, a one-time funding was allocated for instructional needs based on program reviews. This $200,000 amount was allocated for purchases that serve instructional priorities, which were identified through the program review process and ultimately recommended by the Resource and Allocation Committee. (I.B.20)

The college meets this standard.

Planning Agenda

The linking of the budget development to the systematic program review process was successful with instructional programs for 2012-13. The college vice presidents, working within the participatory governance structure, will be responsible for implementing this to all other operational areas of the college for the 2013-14 academic year.

I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

Planning, like other processes at Hartnell College, is conducted through an established shared governance process. The current governance structure is the product of a 2007 Shared Governance Task Force charged with “assessing the college’s established shared governance process, committee structure and effectiveness.” Findings of the Task Force resulted in recommendations to “integrate program review, institutional planning, budgeting, and hiring.” At the center of the governance structure chart (Final Governance Structure) is the Resource Allocation Committee, which determines—as the name suggests—which needs are
provided resources. Interacting with this central committee are other committees such as Program Planning and Assessment, and Technology, Human Resources and Facilities, but also the Board of Trustees, the Student Senate, Classified Staff Senate, and the Academic Senate. The process is inclusive. (I.B.1)

**Input from Constituent Groups:** The membership of shared governance committees at Hartnell College is open to all constituencies, namely, faculty, staff and administrators. A handbook was produced in 2008, and reviewed in 2011 to explain in detail the mechanisms and membership of these committees. (I.B.1) In this document the spirit of shared governance was expounded by the following statement: “Every effort was made in establishing the membership to avoid any ‘we-they’ situations.” The intention is to engage all parties and ensure broad representation, inclusive partnership and comprehensive discussion, analysis and planning, ultimately leading to reforming the institution and guaranteeing success.

**Data Analysis, Planning and Decision Making:** Planning is based on empirical data, and the last large-scale data collection initiative was the 2008 *Salinas Valley 2020 Vision* report, whose findings were presented to the entire college, and the analyses were used to formulate the 2008-11 Educational and Facilities Master Plan. The process of developing the Educational and Facilities Master Plan was started by retaining an outside specialist in August 2007. Subsequently, an in-depth socio-economic analysis of the Salinas Valley (the Hartnell Community College District) was used as the basis of the broad planning that was manifested in the aforementioned plan.

**Example—Basic Skills Initiative (BSI):** BSI at Hartnell College was a broad-based planning project that succeeded in bringing the data, analyses, experiences and opinions of various constituencies within the college to plan “A Blueprint for Student Success at Hartnell College” (I.B.21). To achieve this effort, administrators, general education faculty and counselors worked assiduously to develop a comprehensive plan that developed realistic mechanisms to ensure that students succeed, and for the dismantling of institutional barriers hindering such a success. For this purpose, the then BSI (later renamed *Student Success*) Committee examined current practices in admissions, matriculation, orientation, and follow up of students, and identified failure points, for which it suggested effective solutions. Furthermore, this committee interviewed a large number of faculty, staff and administrators, and included their responses and opinions in the planning process. Currently, efforts are directed at integrating the outcome of the “blueprint” with the planning and budgeting processes. This committee made two significant recommendations in its report:

1. **Develop a plan that will include annual research reports (retention, success, and persistence rates) and periodic reports (student perception and satisfaction) to evaluate the effectiveness of matriculation components, instructional pathways, student instructional support, and student support services. Through analysis of success and persistence rates of students enrolled in ESL, English (reading and writing), and mathematics courses below the transfer level, determine effectiveness of improvements that have been implemented.**
2. Hartnell College should provide comprehensive training and development opportunities for faculty and staff who work with developmental students. As indicated in this document, most of Hartnell’s students need developmental course work in ESL, English, and mathematics. Faculty across disciplines must play a primary role in the support and implementation of recommended activities.

Example—Agriculture Industry and Food Safety: The various steering and advisory committees involved with career technical education programs are thriving nuclei of continuous improvement and relevance to workforce development needs. For instance, the Agriculture Steering Committee involves 24 agricultural industry leaders and meets at least once every academic semester. This committee advises Hartnell College on the needs of the agricultural sector, and serves as a reference with regards to curriculum development. The latter task is considered crucial to preserving the relevance and currency of the proposed curricula. A direct illustration of the broad-based involvement is exemplified by Hartnell College’s response to the 2006 E. coli outbreak that spread through the US with raw bagged spinach. Thorough analysis indicated a major gap in the depth of knowledge of the agricultural community in the Salinas Valley, and that the lack of such education required immediate remediation. Hence, a subcommittee of the Agriculture Steering Committee was formed and named the Food Safety Advisory Committee, composed of professionals who work in the fresh produce industry and are specialists in food safety and quality assurance. The initiatives that they helped put together with faculty and staff from Hartnell College resulted in certificate and degree programs, as well as an annual conference that is geared toward the continuing education of industry professionals. These programs provide produce industry professionals with the necessary educational background required to improve food safety. Courses in the area of Food Safety are currently taught by food safety and quality assurance professionals who serve on the advisory committee and coordinate the annual Hartnell College Western Food Safety Summit. (I.B.22)

Self Evaluation

Broad-based participation in planning has been institutionalized not only on campus but within the greater community. The results of these activities have allowed Hartnell to develop strategic and mid- to long-range plans that are based on collegial and extensive interactions and input.

The significant broad-based input that routinely feeds the various initiatives established at the college requires a clear link with resource allocation and budget development efforts across all operations of the college.

The college partially meets this standard.

Planning Agenda

See planning agenda for I.B.3.
I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The college eliminated its Office of Institutional Research and Director of Institutional Research in the 2008 restructuring and moved to a “distributive” method of research in which different areas become more involved in inquiry and collecting their own data. However, the position was refilled in October 2012 by a Dean of Institutional Planning and Effectiveness. This position will be responsible for institutional research, evaluation, and planning. And a primary task is to lead the strategic planning effort for the college. This strategic planning is intended to identify institutional goals, outline the commensurate performance indicators and develop the tools and mechanisms of regular assessment. In the absence of an assigned researcher, various entities conducted their own research, which led to a lack of concerted research and analysis efforts. Nonetheless, required research and analyses were performed, albeit not a system-wide fashion.

In 2009, the Student Success Center was assembled, funded by a Title V grant. This group is comprised of management, faculty, staff, and the sole institutional research analyst. The charge of this group is to examine and research various aspects of student success. The group meets weekly. Collection of data has led to a robust discussion: “What are the questions that need to be answered through research?” The group began to look at developing research tools that would bring the ability to do research to faculty—completions rates for courses, etc. The Student Success Center received an award in 2011 from the Academic Senate of the California Community Colleges, the “Promising Outcomes Work and Exemplary Research (POWER) Award.” (I.B.23) This research group’s data and research tools are all accessible on the Title V page of the college’s website. (I.B.24)

The college collects data of many kinds. Most significant are district and student demographics; enrollment and enrollment trends; and rates of student success including certificate and degree completion and transfer.

The college is the beneficiary of over sixty grants (I.B.25), most of which directly improve instruction and each of which has its own assessment requirements. Thus, for instance, the college prepares reports on its use of Title V funds.

Self Evaluation

Hartnell continues to gather data essential to its mission, and using new software developed under a Title V grant, is “mining” significant data to help improve student success. The addition of the new Dean of Institutional Planning and Effectiveness, more streamlined and
collegewide data gathering and analyses will be made possible that will facilitate planning and decision-making.

*The college meets this standard.*

Planning Agenda

None.

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I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

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Descriptive Summary

In fall 2008, Hartnell reorganized its planning and resource allocation processes by establishing a new committee designed to more effectively link planning and resource allocation. This governance committee, the Resource Allocation Committee (RAC), is composed of administration, staff, and faculty, and meets monthly. Organizationally, all shared governance bodies except the Board of Trustees report to RAC. Administrators, faculty, staff and students, all of whom are constituencies of RAC have equal representation. And the following committees report to RAC: Program Planning and Assessment; Technology, Human Resources and Facilities; Enrollment Management, Matriculation and Student Policy; and the Financial Information Subcommittee. To briefly describe the process followed by RAC: the committee solicits program reviews from academic areas, information technology (IT), business services, human resources, or student services. And in consultation with the Financial Information Subcommittee (FIS), RAC analyzes the merit and strategic needs of the request and available resources and recommends allocations to the board of trustees.

RAC conducted a comprehensive self-evaluation of the shared governance structure in fall 2011. (I.B.26) Committees were invited to analyze strengths and weaknesses, and were invited to submit recommendations for improvement. RAC performed its own self-evaluation through a series of meetings in spring 2012. In fall 2012, the Superintendent/President recommended that a facilitated shared governance retreat be convened that involved RAC as well as leaders from the faculty, classified staff, and administration. At the retreat, which was conducted in November 2012, the group initiated a review and reform of its shared governance structure. (I.B.27)

In the minutes from the first RAC meeting on September 29, 2008 (I.B.28), RAC’s purpose and relation to other governance committees is defined:
Developing a sustainable resources allocation process - The FIS (Financial Information Subcommittee) affirmed that it will report to the RAC, and that priorities should drive funding and not the other way around. By determining our college-wide priorities through 2009-2020, our goal is to provide the resources to satisfy those priorities. We will develop a process that is guided by the Educational and Facilities Master Plan and the Salinas Valley Vision 2020 Plan.

The shared governance committees are meeting and developing their priorities, operations and analysis based on the shared governance paradigm. Processes for data gathering and analysis, communication channels between committees and within the Hartnell community, decision-making and assessment of results will be developed over time. The RAC specifically will work to determine timelines, information gathering and analysis, and criteria for decision-making.

RAC continues this work at present, and periodically evaluates its own effectiveness as well as the effectiveness of other college processes. For example, the February 8, 2012 meeting minutes include three discussion items, one showing the link between research and planning (“Discuss working with committees to schedule reports of findings to implement planning for next year”), and two showing evaluations of effectiveness (I.B.29).

Major input to RAC comes from the Program Planning and Assessment Committee. Replacing the old Program and Services Review model, Hartnell’s Program Planning and Assessment Committee (PPA), which has been in existence since 2007, developed starting in 2009 and implemented in the 2010-11 academic year, a new planning and assessment model. Student Services has already applied the new program planning and assessment model in Fall 2011. Administrative units are scheduled to utilize the new process starting in Fall 2012. Resource requests from planning are forwarded to RAC. The new process will be evaluated by the PPA in the 2012-13 academic year.

Along with facilitating development of Student Learning Outcomes for all of Hartnell’s courses, the Student Learning Outcomes Committee has, in the last two years, overseen assessment of the college’s Core Competencies. This process has led to changes in how the assessment is conducted. (I.B.30) And because of the availability of measureable outcomes, the recommendations were used in the budget planning. All hiring needs and equipment requests are tied to the program planning, which makes it an integral part of the strategic planning, even when financial difficulties may impede the implementation of the recommendations.

Self Evaluation

The hiring of the Dean of Institutional Research and Effectiveness will provide the ability to identify and improve processes and augment the knowledge of all constituencies. In the absence of this position, the most important data was still being collected, analyzed, and applied to the improvement of instruction, but not as pervasively or concertedly as it could be given increasing reliance on data for all college processes.
Evaluation of the shared governance structure has been ongoing since fall 2011. Since the shared governance structure was revamped in 2008, participants concluded that some committees were more active than others. In part, this uneven participation was a consequence of much turnover in administrative structure and the resultant lack of consistent participation in shared governance. In the self-evaluation of 2011, this instability was acknowledged, but the evaluators addressed the efficacy of the shared governance design itself.

RAC concluded through its evaluation that its membership should be expanded, given its scope of responsibility. The recommendations from the committees arose from a universal desire to encourage wider participation in college governance, and to ensure that everyone’s efforts would yield results. And at the facilitated retreat of 2012, which was attended by RAC members as well as faculty, staff, administrative and student representatives, the group reaffirmed its commitment to an inclusive and transparent governance structure, as well as the importance of timely communication about the efforts and their outcomes.

*The college partially meets this standard.*

**Planning Agenda**

The college vice presidents, working within the participatory governance structure, will fully implement the integrated planning and resource allocation processes for the 2013-14 budget year. This will include developing methods for assessing the effectiveness of those processes.

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**I.B.7**

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

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**Descriptive Summary**

The Program Planning and Assessment (PPA) Committee, a shared governance committee, regularly reviews the process, procedures, forms, data sets, timelines and templates used in the PPA cycle. The PPA committee facilitates the review process conducted by all instructional programs, student services and administrative units. Programs that have full-time faculty representation and student support service units have completed comprehensive PPA plans as of Fall 2012. (I.B.31) Administrative units are scheduled to complete their reviews in Fall 2012. (I.B.32) Though different templates are used by the various units to complete the process of review, they all address the mission and include data-driven analysis which may be used to support resource requests.
Self Evaluation

As evident from previous sections, assessment and analyses are pervasive through the college’s educational and administrative programs. However, the assessment of the effectiveness of these evaluation mechanisms requires further development and implementation. The recent hiring of the Dean of Institutional Research and Effectiveness is intended to provide support for these efforts.

Program Planning and Assessment is the committee that has developed the process by which the institution reviews its programs and services for effectiveness. (I.B.33) This process is conducted on an annual basis during which activities are defined for the current year and reviewed from the prior year. In addition, data including retention, success rates, completion rates and course level assessment are examined. A more comprehensive, drill down approach is used every five years. Career and Technical Education programs perform a comprehensive review every two years. The college has made significant progress in resurrecting program review in a more effective form. Since the last visit of 2007, significant changes were made to the program preview process. These changes include: updating the prompts, questions and measurable criteria; changing the timeline from a five year review to annual planning with a comprehensive review; integrating resource requests with budget and resource allocation processes; and utilizing a software based program for conducting the reviews. Obstacles were encountered in the implementation and application of the software on the instructional side; as a result, a document-based approach for completing annual planning was used.

Given the wide implementation of the PPA process, and its implications on planning and resource allocation, it is imperative that mechanisms be developed to evaluate the effectiveness of these processes.

*The college partially meets this standard.*

Planning Agenda

During the 2012-13 year the college vice presidents, working within the participatory governance structure, will be responsible for more fully developing and implementing procedures for assessing the effectiveness of evaluation mechanisms necessary for improving instructional programs, student support services, and library and other learning support services.
## Standard I B: Evidence

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Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

II.A INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Hartnell’s mission is to provide students equal access to a quality education and the opportunity to achieve their educational goals. As further defined in the California Education Code, section 66010.4, the college is committed to offer:

- Lower division and general education courses that lead to certificates, associate degrees, or transfer to a four-year college or university;
- Career technical education programs that meet specific industry needs, upgrade the employment skills of students, fulfill various licensing requirements of the State of California, and contribute to the economic development of our community;
- Basic skills instruction to assist all students in meeting their educational goals; and
- Other support services to help students succeed.
Hartnell serves a diverse student population and strives to offer programs and courses that meet their needs. The college provides general education and lower-division courses that lead to certificates and associate-level degrees with an emphasis in a specific discipline or with a focus in a career technical education area. The college also offers courses in basic skills (reading, writing, mathematics, ESL, and learning and study skills) to help prepare students to successfully meet the academic challenges of college-level work. In addition, the college provides other necessary student support services in such areas as matriculation, assessment, orientation, counseling, financial aid, educational planning, and tutoring, and the college offers programs addressing the needs of disabled students or others who meet a variety of special needs criteria.

Hartnell offers classroom-based instruction at its Main Campus in Salinas, the Alisal Center for Applied Technology in East Salinas, the King City Center, and other off-campus sites including Gonzales and Soledad high schools. Instruction is offered in three modalities: classroom-based (face-to-face), distance learning, and a hybrid of both. During the 2012 spring semester, 60 class sections were offered as distance education or hybrid courses. The college is committed to the same level of rigor and learning outcomes regardless of location, time of day, or modality.

The college offers 45 associate degree programs and 30 certificate programs, all of which have been approved locally through the college Curriculum Committee process, the Board of Trustees, and by the Chancellor’s Office at the state level. These programs also have been approved by the US Department of Education, thus allowing students to qualify for financial aid.

The integrity and quality of instructional programs are assured through an ongoing review process that involves regular curriculum review, program review, advisory committee input, and student learning outcome assessment. In 2008, Hartnell began using CurricUNET to assure the integrity of the curriculum approval process and maintain quality control. Courses are proposed to the Curriculum Committee after development by faculty and discipline review. The Curriculum Committee process includes discussions about the appropriateness of proposed courses to the college mission to provide quality education in response to the needs of our community. Prerequisites, corequisites and advisories receive special scrutiny and require separate approval by the Curriculum Committee; distance education components receive separate evaluation and approval as well.

Student Learning Outcomes (SLOs) are identified for all courses and programs. As courses are brought through the curriculum development or review process, SLOs are entered into CurricUNET and are aligned with appropriate program level outcomes and institutional competencies. Discipline faculty ensure that course and program level outcomes are assessed regularly and are integrated into a five-year cycle of program planning and assessment developed by the Program Planning and Assessment Committee Assessment data gathered by discipline faculty are processed, analyzed and discussed at discipline and department meetings, and incorporated into various Flex Day activities. Results of these assessments and discussions are used to create course and program improvements and drive strategic planning and budget decisions.
The Course Outline of Record (COR) approved by the Curriculum Committee serves as the contract between institution and instructor in all delivery locations. Division Deans provide adjunct or new faculty members with copies of the active course outline and student learning outcomes for each course assignment. New faculty orientation meetings are held each semester and the importance of adhering to the content contained within the course outline is stressed during these meetings. Each semester, Deans request copies of course syllabi to further document that the integrity of the course outline is reflected in the instructor’s syllabus. Discipline faculty provide mentoring and support for newer instructors in the creation of syllabi, choice of appropriate textbook materials, grading policies, student evaluation and assessment of student learning outcomes that are reflective of the COR. These procedures assure that courses and programs retain their integrity regardless of location or delivery modality.

For career and technical programs, community and industry advisory boards meet twice yearly to provide input to the review process. Advisory committees work to ensure that programs are current, meet industry or professional standards, and prepare students to work successfully in the careers they pursue. (II.A.7)

**Self Evaluation**

Hartnell has an active Curriculum Committee which meets at least two times per month to consider revisions and new proposals. (IIA.8) In 2011, the college hired a Dean of Curriculum and Instructional Support who collaborates with the Curriculum Committee Chair to facilitate changes to curriculum that meet current state and federal regulations and standards for best practice.

The college also has active participation in the Program Planning and Assessment Committee and Student Learning Outcomes Committee. These committees each meet twice monthly. (IIA.9) As of Spring 2011, these two committees were combined to work together to integrate student learning outcome assessment activities with program planning and assessment. The PPA/SLO Committees have worked together effectively to create the outcome development and assessment processes for courses, programs and institutional competencies. Most recently the PPA/SLO Committees worked to update forms and timelines necessary to guide the program review process through the appropriate decision-making committees and integrate it with budget and strategic planning activities. (IIA.10)

In 2011-12, the Deans compiled lists of resource needs identified by discipline faculty during the program review process. The lists were prioritized by the respective Academic Affairs divisions for the disciplines, and compiled by the Vice President of Academic Affairs and Accreditation. The needs for resources were reviewed by the Program Planning and Assessment Committee and those with the highest priority were forwarded to the Financial Information Subcommittee (FIS). After their review, the FIS made recommendations to the Resource Allocation Committee (RAC). RAC recommended that the college allocate $200,000 from the 2012-13 annual budget to purchase instructional equipment based on the
prioritized needs developed from the program review process. The college is in the process of purchasing this instructional equipment in Fall 2012.

*The college meets this standard.*

**Planning Agenda**

The Dean of Curriculum and Instructional Support, with the collaboration of the Vice President of Information and Technology Resources and the Curriculum Committee Chair, will evaluate the effectiveness of CurricUNET and improve its functionality or seek other alternatives for course and program management by Spring 2013.

The process for aligning resource allocation through the Program Planning and Assessment Committee that worked for allocating resources to Academic Affairs divisions in 2011-12 will be revised and expanded in 2012-13 to include the identification of resources by program evaluation and assessment in Student Affairs, Information Technology & Library Services, and Support Operations. Full implementation for institutional planning would be completed in the 2013-14 academic year.

**II.A.1.a**

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

**Descriptive Summary**

The diversity, demographics, economy and level of education of our community were the focus of a District wide assessment conducted in 2007, resulting in the *Hartnell College Salinas Valley Vision 2020 Project* report. (IIA.11) Findings of this report have been widely distributed to College personnel and used to drive decisions for curriculum, programs and student support areas. While this report has been detailed in previous sections, certain findings are especially pertinent to this section and are further described here.

**KEY FINDINGS FROM DISTRICT-WIDE RESEARCH**

Important demographic data emerged with the Salinas Valley Vision report. These include:

- The median age for Salinas residents is 28.6 years of age.
• Over 40% of Salinas residents have not completed a high school degree (this figure is actually higher in some parts of the District). Only 13.7% have completed a bachelor’s degree or higher.

• Individuals experiencing poverty in the Salinas Valley range from 21.6% (Greenfield) to 16.7% (Salinas) according to 2000 Census data. Nearly one in five individuals residing in a Salinas Valley city lives below the poverty level.

• At the time of publication of this study (2007), the unemployment rate for Salinas was 10.4%.

• Ethnicity of the Salinas Valley (as determined by US Census data for Monterey County in 2006) was reported as 53% Hispanic, 37% White, 7% Asian, 4% African American, and 1% American Indian.

Some important conclusions that emerged from community residents surveyed during this study include the following:

• Workforce skills training topics of most interest to residents:
  o Communications training
  o Customer service training
  o Leadership and supervision
  o Workplace Spanish and English

• General academic and occupational education programs of high interest to residents:
  o Basic skills
  o General academic and transfer courses
  o Computer applications
  o Health careers and health technology
  o Business and marketing
  o Website design and maintenance
  o Agriculture business/technology/science/sales/management
  o Construction, mechanical, and industrial technologies
  o Parenting/child development/family courses

• Residents were interested in training and academic education programs that could be offered:
  o Via the internet
  o Via self-paced computer software
  o At course delivery sites close to their homes and workplaces

• Residents stated an interest in:
  o Affordable, low-cost and free courses and services
  o More convenient class times including weekend and evening offerings
  o Financial assistance programs
  o Bilingual programs and services
  o English/ELS courses
Conclusions from local business and employers surveyed include the following:

- Over 60% of employers said that their current and future workforce need these skills:
  - Communication/customer relations
  - Computer applications/software usage
  - Bilingual ability
  - Basic skills proficiencies
  - English competency
  - Office and clerical skills

- For business leaders and residents, professions in health care will be in high demand, as will computer and technology based jobs, and those involved in agriculture and environmental stability.

**INSTITUTIONAL RESPONSE TO RESEARCH FINDINGS**

Hartnell has responded to these challenges by revising existing programs and developing new educational programs. Conclusions of the *Salinas Valley Vision 2020 Project* were instrumental in identifying and prioritizing what new programs to implement and what current programs to expand. Some of the key skill sets that employers identified as important for employees were ones for which Hartnell had already created educational programs and student services. Since the publication of the *2020 Project* report, Hartnell has revised and developed new offerings in agriculture, business, computer science and information systems, sustainable construction, early childhood education, nursing and health sciences and has opened the Alisal Center for Applied Technology. Currently, approximately half of associate degree programs offered by Hartnell College are related to career, technical and occupational education. (IIA.2)

To address specific concerns related to basic skills, a task force of the Basic Skills Initiative Committee was established in spring 2010 to research and draft a comprehensive blueprint describing the flow of students from assessment and placement through various pathways and course sequences, including the integration of student support services. The task force based their work upon the 26 effective practices discussed in the comprehensive research report, *Basic Skills as a Foundation for Student Success in California Community Colleges*, as well as faculty and staff interviews, comparisons of local and statewide data, and information collected through conference attendance. Using these standards, the task force examined Hartnell’s current organizational practices, program components, staff development, and instructional practices. This effort resulted in recommendations that focus on better alignment and improvement of Hartnell College’s admission processes, instructional pathways, and student support services and follow up. This research has been shared with the management team, faculty, staff, the Academic Senate, and counselors. (IIA.12)
METHODS EMPLOYED TO TRACK STUDENT SUCCESS

The college did not have an office of institutional research for several years, but grant funds were actively sought for the development of computer-based research tools that could be developed internally to facilitate the comprehensive program review process for Hartnell’s academic programs. The result was a collaborative Title V grant project between Hartnell College, the lead institution, and nearby Gavilan College. The grant project established Student Access & Success Research Centers at each college. The project identified key student gateways in the educational process focusing on English language skills, information competency, and computer literacy.

After reviewing completion rates for courses, certificates, and degrees, faculty identified courses in basic skills (English and ESL), math and science that appeared to be functioning as “gate-keepers.” A programmer funded by the grant developed a series of tracking tools that allow tracking of students through a sequence of courses, including these “gate-keeper” courses.

Three specific tracking tools measure different aspects of student persistence and success. One tool identifies as a cohort a group of students who passed a target course in a particular semester, and then indicates the number of students in that cohort who persisted (enrolled) in a second target course and were successful (A, B, C, or Pass) in completing that course. A second tool identifies a cohort of students who pass a target course in a particular semester and then indicates whether they were successful (A, B, C, or Pass) in any subsequent course. A third tool specifically tracks “C” students and identifies as a cohort students who pass a target course with a grade of “C” and their subsequent persistence and success in a second course. A fourth tool will provide information regarding feeder high schools and English, Math, and ESL courses taken by first-time Hartnell students. (IIA.13)

By using these tools, it has been possible to identify and track student cohorts in such courses as English 253 (Fundamentals of Composition and Reading) and their persistence and subsequent success in English 101 (Intermediate Composition and Reading) and English 1A (College Composition and Reading) over a period of years. For example, using a three-year window from Fall 2008 through Fall 2011, a cohort of 609 students was identified who enrolled in English 253: 378 of these students (62.07%) succeeded in this course, 304 of these successful students persisted to English 101, and 253 of them succeeded in passing English 101; 229 of these students persisted to English 1A, and 169 succeeded in passing English 1A. (II.A. 93, Title V English Data for 5 years of Cooperative Grant)

These tools are available to all faculty so that any faculty member can track a cohort of students through a sequence of courses and disciplines over multiple terms. Training and individual assistance have been provided for faculty and they now use these tools as part of the program review process. These research tools have earned statewide recognition, including the POWER Award for Exemplary Faculty-Researcher Collaboration, by the Research and Planning Group for California Community Colleges and have been presented at the Research and Planning Group 2011 Student Success Conference.
Internal research tools are supplemented by system-wide data collected by and made available through the California Community College Chancellor’s Office. These include ARCC Accountability Reports and Supplements as well as various Data Mart reports. (IIA.14) These reports provide a snapshot of the progress students are making each year in achieving educational goals, including course success in vocational courses and improvement in such areas as Basic Skills and ESL. Frequently such reports contrast Hartnell data with statewide averages and other peer college groupings that most closely resemble Hartnell. Data Mart reports also provide information on Distance Education (DE) enrollments and the persistence and success rates for DE courses versus non-DE courses. Results of these data are discussed in subsequent sections.

**Self Evaluation**

Hartnell has conducted research to identify the educational needs of its students and develop programs that support those needs. Community-based research has clearly informed decisions supporting the development of new programs and facilities leading ultimately to the development of the Alisal Center for Applied Technology and its focus on career and technical education. Internal and external research tools facilitate the program planning and assessment process and allow for meaningful analysis and discussion of student and program outcomes.

In November 2012, the college hired an interim Dean of Institutional Planning and Effectiveness who will lead a strategic planning effort for the college. This effort will result in institutional goals and institutional performance indicators based on strategic priorities approved by the Board of Trustees in fall 2012.

*The college meets this standard.*

**Planning Agenda**

During the 2012-13 academic year, the superintendent/president, interim Dean of Institutional Planning and Effectiveness and college planning subcommittees will consider the need for additional research to update the *Salinas Valley Vision, 2020 Report* to contribute to an updated Educational and Facilities Master Plan.

The Program Planning and Assessment Committee will work collaboratively with internal and Title V grant-funded research analyst support to develop additional research tools, technology and processes to facilitate educational planning and assessment by June 2013.

The interim Dean of Institutional Planning and Effectiveness will lead strategic planning efforts for the college that will result in institutional goals and performance indicators by June 2013.

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II.A.1.b
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The college delivers instruction in three modalities: classroom-based (face-to-face), distance learning, and a hybrid of both. Courses are offered in traditional lecture/lab settings, in accelerated time lines, and in an online environment.

To facilitate traditional (face-to-face) instruction, the college has added technology to many of its classrooms to allow faculty to utilize presentations via LCD projectors using internet, DVD, and video media. These “smart classrooms” are available at all three campus locations. A Faculty Resource Center (FRC) provides equipment and training for full-time and adjunct faculty to help support them in the preparation of their class materials. The Faculty Development Committee has also provided a number of trainings in newer instructional methodology (II.A.94 Faculty Development Committee 2011-12 Schedule of Trainings)

The college currently delivers its online courses through eCollege.(IIA.15) This course management software provides a platform that allows for consistency in the delivery of course content, communication among students and instructors, and assessment. Many instructors use the eCollege Companion in their traditional face-to-face classes to take advantage of its online posting of grades and messaging capabilities. Subject areas offering web-based/online or hybrid courses include Administration of Justice, Anthropology, Astronomy, Biology, Business, Computer Science, Economics, English, Geography, Health Education, History, Mathematics, Political Science, Psychology, and Sociology. (II.A.1)

The college has an active Distance Education Committee that has established requirements for faculty training to teach any DE course. (IIA.16) Prior to teaching online, faculty must complete training which is offered in several ways:

- The state provides training through @One.
- Hartnell College provides a Distance Education Instructors’ “Boot Camp.”
- Faculty may provide evidence that they have completed formal coursework in instructional design and delivery of distance education.

The Curriculum Committee requires separate approval for the distance education components of a new or revised course proposal to ensure that it meets criteria for online capability and accessibility and that the course is appropriate for online delivery. (IIA.4, IIA.5)

Assessment of distance education enrollments is available internally and through the system-wide data via the California Community College Chancellor’s Office. (IIA.17)
performance indicators from the Chancellor’s Office Data Mart, retention and success rates for distance education and non-distance education enrollments at Hartnell College are presented below.

For distance education enrollments, the following data are provided.

<table>
<thead>
<tr>
<th>Hartnell College</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrollments</td>
<td>1,628</td>
<td>1,941</td>
<td>1,961</td>
<td>2,465</td>
<td>2,153</td>
</tr>
<tr>
<td>Retained</td>
<td>1,205</td>
<td>1,442</td>
<td>1,430</td>
<td>1,831</td>
<td>1,527</td>
</tr>
<tr>
<td>Retention Rate %</td>
<td>74.02</td>
<td>74.29</td>
<td>72.92</td>
<td>74.28</td>
<td>70.92</td>
</tr>
<tr>
<td>Succeeded</td>
<td>730</td>
<td>911</td>
<td>968</td>
<td>1,297</td>
<td>1,055</td>
</tr>
<tr>
<td>Success Rate %</td>
<td>44.84</td>
<td>46.93</td>
<td>49.36</td>
<td>52.62</td>
<td>49.0</td>
</tr>
</tbody>
</table>

For non-distance education enrollments, these data are provided.

<table>
<thead>
<tr>
<th>Hartnell College</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrollments</td>
<td>26,018</td>
<td>24,903</td>
<td>24,672</td>
<td>26,689</td>
<td>25,162</td>
</tr>
<tr>
<td>Retained</td>
<td>21,520</td>
<td>20,139</td>
<td>20,779</td>
<td>22,312</td>
<td>20,861</td>
</tr>
<tr>
<td>Retention Rate %</td>
<td>82.71</td>
<td>80.87</td>
<td>84.22</td>
<td>83.60</td>
<td>82.91</td>
</tr>
<tr>
<td>Succeeded</td>
<td>18,180</td>
<td>17,307</td>
<td>18,013</td>
<td>19,297</td>
<td>17,790</td>
</tr>
<tr>
<td>Success Rate %</td>
<td>69.87</td>
<td>69.50</td>
<td>73.01</td>
<td>72.30</td>
<td>70.70</td>
</tr>
</tbody>
</table>

These data indicate that the number of enrollments for distance education courses is increasing significantly; however, the retention rates and success rates for these courses are below that for non-distance education enrollments. Moreover, Hartnell’s retention rates are declining, which is cause for concern. And, while the distance education success rates are improving they still lag far behind the state average and Hartnell non-DE rates. State averages from Data Mart for Internet Based DE for fall 2011 show retention rates of 77.90% and success rates (grade of “C” or better or PASS) of 58.45%. Obviously, more internal research will be needed to assess more of Hartnell’s DE offerings in specific course areas and compare these assessments with face-to-face delivery.

Self Evaluation

In response to demand from the community (as evidenced by the Salinas Valley Vision 2020 Project), Hartnell is increasing its offerings of courses through distance education. Decisions on appropriate delivery modes for courses are based upon Curriculum Committee review with the help and assistance of the Distance Education Committee. Insufficient internal data exist to determine how distance education delivery differs from face-to-face delivery in specific course areas. Statewide data figures indicate that retention rates and success rates are lower in distance education courses, however.
**The college meets this standard.**

**Planning Agenda**

College Administration working in collaboration with the Distance Education Committee will take steps to plan and implement student and instructor evaluation procedures for distance education courses during the 2012-13 academic year.

Working collaboratively with the Vice President of Information and Technology Resources, the Distance Education Committee will facilitate training and evaluation of the pending transition of course management delivery software from eCollege to Etudes during spring 2013.

The interim Dean of Institutional Planning and Effectiveness will work with faculty and administration to identify research tools that may be used to determine why success and retention in online courses is lower than the rates in traditional courses in some discipline areas. This data will be integrated into the regular program review of disciplines offering online courses. The process and timeline will be determined during the strategic planning process that will be completed by June 2013.

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### II.A.1.c

**The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

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**Descriptive Summary**

The combined work of the Student Learning Outcomes Committee and Program Planning and Assessment Committee has provided the structure for the development and assessment of the college’s course-level, program-level, and institutional learning outcomes as well as the processes needed to ensure their effectiveness. Discipline faculty wrote course-level outcomes (SLOs) for all courses in all programs at Hartnell. (IIA.3) The Curriculum Committee requires that course-level outcomes be included in the course development or revision process. Program outcomes for all degree and certificate programs at Hartnell are published in the college Catalog. (IIA.2) Through CurricUNET, faculty align course-level outcomes to program-level outcomes and to institutional outcomes. (IIA.6)

**ASSESSMENT OF COURSE AND PROGRAM-LEVEL OUTCOMES**

Faculty have identified and assessed course and program-level outcomes, have analyzed resultant data within discipline and division meetings, and are able to base course and
program revisions and improvements on this data. Course-level assessment is an on-going process that supports the comprehensive five-year program review. Results of some course-level assessments may be found on the CurricUNET website (IIA.3) and on the college’s internal network storage site (the R: drive) in appropriate discipline folders. (IIA.18) During the 2010–11 academic year, faculty in half of the instructional disciplines conducted a comprehensive (five-year) program review facilitated by a computerized modular program developed to synchronize with CurricUNET. This program (PlaNET) includes screen prompts to assist faculty in developing a comprehensive self-evaluation report integrating results of course-level outcomes that support the assessment of specific program outcomes. The program asks faculty to respond to the following prompts:

- How is the program engaged in assessing outcomes?
- What trends or anomalies are indicated by analysis of:
  - Program level outcomes
  - Student learning outcomes
  - Performance data (using some of the performance data Title V tools described earlier in this section). These data document persistence and success rates and indicate how the students are moving towards degree or certificate completion.
- What was learned from the assessment results that will enable the program to improve teaching and student learning?
- Describe factors that may hinder students from successfully completing their goals (courses, degrees, certificates) associated with the program.
- How have any barriers that might hinder student success been addressed? Have these strategies been successful?

Results of the 2010–11 assessments may be found at the PlaNET web location. (IIA.19) This comprehensive review process was repeated again in the 2011–12 academic year with the second half of the academic disciplines. Extensive training was conducted by the Program Planning and Assessment Committee Chair and committee members to facilitate the program review process for faculty. The Dean of Languages & Fine Arts, Student Support, and Instructional Support oversees the CurricUNET program.

**ASSESSMENT OF INSTITUTIONAL LEARNING OUTCOMES**

The college has made significant progress with the development and assessment of institutional-level learning outcomes (ILOs or Core Competencies). ILOs address the question, “What competencies are expected of a student who graduates from Hartnell with an AA or AS Degree?” Hartnell’s Core Competencies were developed during a College wide Flex Day in January, 2006. (II.A.20) In Fall 2007, the six Core Competencies were approved by the Academic, Student, and Classified Senates and are currently published in the college Catalog (II.A.21):

- Communication Skills: students will demonstrate reading comprehension and expository writing skills at a college level.
• Information Skills: students will define information needs, access information efficiently and effectively, evaluate information critically, and use information ethically.
• Critical Thinking: students will use quantitative and logical reasoning to analyze information, evaluate ideas, and solve problems.
• Global Awareness: students will demonstrate knowledge of global interdependence; others’ values, cultures and beliefs; and the ability to describe one’s own cultural heritage.
• Aesthetic Appreciation: students will critically reflect upon works of visual and performing arts in a diverse cultural context.
• Personal Growth and Responsibility: students will select lifestyle choices that promote physical and mental well-being; students will demonstrate the importance of being an informed, ethical, and active citizen in their community and the world.

Two ILOs (critical thinking and written communication competencies) were assessed first as a pilot by the SLO Committee in 2008 and then by faculty during Flex Day activities in January 2009 and January 2010. (IIA.22) The process for this assessment began several weeks in advance of the Flex Day assessments, as research papers were collected across disciplines and scoring rubrics were developed by the SLO and PPA Committees with the consultation of subject matter experts. (IIA.23) During the Flex Day, SLO and PPA Committee members trained faculty to use the rubrics and then divided faculty members into scoring groups. Faculty then scored papers using the rubrics. (IIA. 24)

Since the initial pilot effort in spring 2008, more than 225 writing samples of research papers have been collected and scored. Papers have been segregated into groups reflective of the total number of units students have completed to test the hypotheses that students should score higher on the written competency assessment measure after they have completed more units. Results of these activities have generated further discussion on the need to augment English/ESL assessment and placement for students early in their academic careers and the need to encourage “Writing Across the Curriculum” activities. Workshops conducted by English faculty members provided follow-up activities and further discussion.

With the implementation of assessment measures, there has been an increased recognition of common threads among disciplines and programs and the common problems that must be solved at the institutional level. Instructors are embracing the concept that general education is the responsibility of all faculty members.

Building on the steps that have been taken, the SLO and PPA Committees worked with faculty during 2011-12 to design two new tools for assessing institutional competencies. One tool again focuses upon an assessment of research papers and measures outcomes in areas of communication, information competency, and critical thinking. A subcommittee has worked to identify general education courses that require research papers and to collect student papers. The assessment process will use rubrics developed specifically for each core competency.
A second assessment tool consists of a survey administered to Hartnell’s 2011-12 graduating seniors. (IIA.25, IIA.26) The survey addressed competencies in global awareness, aesthetic appreciation, and personal growth and responsibility. Further implementation of both tools is planned for the 2012-13 academic year. The institution will assess all six core competencies and plan for College wide activities to discuss and respond to the results.

Self Evaluation

The faculty have assigned learning outcomes to all academic programs and courses. Hartnell’s Student Learning Outcomes and Program Planning and Assessment Committees have developed and implemented the means and procedures used to assess course, program, and institutional level outcomes.

*The college meets this standard.*

Planning Agenda

The SLO and PPA Committees will evaluate and refine the assessment process and timelines for course-, program-, and institutional-level SLOs during the 2012-13 academic year.

II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Hartnell offers a wide variety of instructional courses and programs at the developmental, pre-collegiate, and collegiate levels. Budget issues and state-imposed mandates have contributed to decisions to eliminate community education and continuing education offerings. The college has only one study abroad program, the Boronda Program, which continues to exist through an endowment administered by the Hartnell College Foundation.

Hartnell offers a federally-funded High School Equivalency Program (HEP) to assist migrant and seasonal field workers and their immediate family members to obtain their GED. (IIA.27) Since 2009, the college has offered a number of community-based grant-funded collaborative programs involving area youth, recent high school graduates, and unemployed and under-employed workers from economically disadvantaged or other under-represented
backgrounds. These programs have allowed youth to complete academic requirements for certificates in Sustainable Construction, Agricultural Industrial Technology, or other skills needed for workplace readiness. (II.A. 28)

The college has one “Fast Track” program in Administration of Justice that allows for completion of a degree in three semesters plus one summer session or intersession through a series of 6-week online courses. (IIA.29) As a member of the South Bay Regional Public Safety Training Consortium, Hartnell offers courses for students who are interested in various public safety training programs. (IIA-30) The consortium is funded by eight member colleges under a Joint Powers Agreement. These courses appear in the Hartnell Catalog and, as such, are subject to the scrutiny and review process of the Curriculum Committee.

The college offers courses and fields of study that reflect our local community and fulfill the mission of the college (accessibility for all students, responsive to educational and cultural needs of our community) and the California Community College system (transfer, degree, certificate, career technical education, and basic skills). Decisions affecting the development of new courses and programs have been data-driven by researching our service area through projects such as the Salinas Valley Vision 2020 Project (IIA.11) and supplemented by projections from the Monterey County Labor Force and the Economic Development Committee of the Monterey County Board of Supervisors. (IIA.31, IIA.32) California Department of Labor research and statistics have been utilized to identify job opportunities in a number of occupational areas. Such data provide evidence of need for all career technical education programs as required by regional consortium and Chancellor’s Office approval processes.

New courses and programs originate from a variety of sources including discipline faculty, ad hoc committees, and task force committees partnered with local universities, business and community stakeholders. Proposals are considered at the discipline and division level and, through the program review processes, flow into the budget process if personnel, equipment and facilities augmentation are needed. Course and program proposals may be addressed in the Program Planning and Assessment process as faculty consider the continuous improvement of their discipline and changing professional standards. As an example, the Early Childhood Education (ECE) Program recently completed the five-year comprehensive program review. During this process, instructors addressed the statewide effort to align curriculum in all ECE programs and revised Hartnell’s ECE courses and programs accordingly. These course and program revisions are reflected in Curriculum Committee Minutes and in the 2011-2012 College Catalog. (II.A.33, II.A.34)

SB-1440 (The Student Transfer Achievement Reform Act) has stimulated the creation of several new degree programs that will allow students guaranteed admission to the CSU system. Students will be required to complete no more than 60 units after transfer to earn a bachelor’s degree. The AS-T in Mathematics was approved by the Chancellor’s Office in fall 2011. An AS-T degree in Early Childhood Education and AA-T degrees in Communication Studies and English have also been granted Chancellor’s Office approval. Most recently, an AA-T degree in Political Science received approval. (II.A.35)
The Curriculum Committee review considers the appropriateness of all new courses and programs to the community college mission, the need for the program, the quality of the course offerings and program sequence, and the feasibility of offering these courses in a manner consistent with current regulations and standards of best practice. Career technical education programs are forwarded to a regional consortium of community colleges for further review. Labor market information is addressed and given heavy consideration. If the program is approved by the regional consortium, the program application is forwarded to the California Community College Chancellor’s Office for final approval. In addition, all certificate programs that are considered Gainful Employment programs are approved by the US Department of Education.

As detailed in other sections of this report, the continuing quality and vitality of all courses and programs offered by the college is ensured through the review processes conducted by faculty and staff as directed by the Student Learning Outcomes and Program Planning and Assessment Committees. These activities are guided by state laws and regulations, the California Community College Chancellor’s Office, the Academic Senate for California Community Colleges, policies established by the Hartnell College Board of Trustees and standards for best practice established by the various professional fields of study. When programs show evidence of lowered viability, difficulty in meeting industry standards, or otherwise fail to meet the college mission, they are subject to a Program Review and Discontinuance process.

The Course Outline of Record (COR) approved by the Curriculum Committee serves as the contract between institution and instructor in all delivery locations. Division Deans provide adjunct or new faculty members with copies of the active course outline and student learning outcomes for each course assignment. New faculty orientation meetings are held each semester and the importance of adhering to the content contained within the course outline is stressed during these meetings. Each semester, Deans request copies of course syllabi to further document that the integrity of the course outline is reflected in the instructor’s syllabus. Discipline faculty provide mentoring and support for newer instructors in the creation of syllabi, choice of appropriate textbook materials, grading policies, student evaluation and assessment of student learning outcomes that are reflective of the COR. Within disciplines and divisions, faculty meet to discuss SLO assessments and what changes these assessments might indicate. These procedures assure that courses and programs retain their integrity regardless of location or delivery modality.

Self Evaluation

Hartnell serves a diverse population of students and offers a variety of courses and programs at the collegiate and pre-collegiate levels. Faculty members play the central role in establishing quality instructional courses and programs; continuous improvement of courses and programs is further guaranteed by the activities of the Curriculum Committee and SLO/PPA Committees with the support of Division Deans to facilitate the learning outcomes assessment process.

The college meets this standard.
Planning Agenda

The interim Dean of Institutional Planning and Effectiveness will collaborate with the Student Learning Outcomes and Program Planning and Assessment Committees to review the current assessment processes of all courses and programs, including those courses delivered by Distance Education modalities. This review will identify additional research tools and data that may be integrated into the regular program review of all courses and programs. The process and timeline will be determined during the strategic planning process that will be completed by June 2013.

II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Hartnell’s Curriculum Committee follows policies and procedures for course and program development and evaluation as required by Title 5. The Program and Course Approval Handbook prepared by the Chancellor’s Office provides further clarification and guidance to Committee members. (II.A.36) The Academic Senate for California Community Colleges further guides the college’s course development process through such publications as The Course Outline of Record: A Curriculum Reference Guide. (II.A.37) Training is conducted each year by the Curriculum Committee Chair or a designee to assure adherence to State regulations for approval of stand-alone credit courses.

FACULTY LEADERSHIP IN DEVELOPING AND IMPROVING CURRICULA

Discipline faculty are the recognized subject matter experts in their fields of study, and they take an active role in the development and assessment of all courses and programs within their discipline. All new courses, course revisions, and course modifications are initiated at the faculty level. After discipline and administrative (Dean) review, courses are submitted to the Curriculum Committee for approval. The development and revision process is guided through CurricUNET and faculty initiators may be given assistance through consultation with the Curriculum Chair and the Dean of Curriculum and Instructional Support.

Once entered into CurricUNET, the course data flows through several levels of review before it is ready for Committee approval. The Committee reviews all course data to ensure that student learning outcomes have been identified, and information such as unit value, hours,
content, objectives, evaluation methods, and modes of delivery are accurately defined and described in order to document adequate content and rigor. Distance education components and prerequisite/corequisite/ advisory requirements receive separate scrutiny and approval. Approved courses are sent to the Board of Trustees for ratification and then to the California Community Colleges Chancellor’s Office for final approval.

The Curriculum Committee is a standing committee of the Academic Senate. Reflective of Hartnell’s adherence to policies of shared governance, faculty assumes a primary role in the leadership and decisions of this committee. Membership is defined in the Hartnell Academic Senate Committee Handbook (Spring 2008), and includes ten faculty members appointed from each of the academic divisions by the Academic Senate, two administrators, the Articulation Officer, the Dean of Enrollment Services, a student representative and a faculty chair. (II.A.38) District policies recognize the participation of faculty as representatives of the Academic Senate and the Board of Trustees “rely primarily” upon faculty recommendations in the curriculum process. (II.A.39) The Curriculum Committee meets regularly on the first and third Thursday of each month. Meeting minutes are appended. (II.A.5)

Since the last comprehensive institutional evaluation in spring 2007, activities and achievements of the Curriculum Committee include the following:

- More than 900 courses have been reviewed, revised and updated; and all courses include SLOs.
- More than 500 courses have been deleted or placed in an inactive status.
- Creation and approval of a new certificate and degree format (currently used in the college Catalog) to assist in the development of education plans.
- Implementation and transition to CurricUNET.

Programs are evaluated according to Hartnell’s Program Planning and Assessment Model. Comprehensive program reviews are conducted every five years with 20% of programs scheduled for review each year. Resources may be requested that are needed to support the program’s activities and goals. (II.A.40) Instructional programs and Student Support Service areas have conducted program reviews during the last five-year cycle. Resource requests identified during the process were moved forward to the appropriate committees for review and allocation. For example, based upon needs identified in 2011 and 2012 Program Review reports, the Financial Information Subcommittee was able to recommend to the Resource Allocation Committee that $200,000 be allocated to purchase instructional equipment for the 2012-13 academic year.

The membership of the SLO and PPA committees includes a faculty majority with representation from all academic divisions, members of the classified staff, management, and a representative of the Student Senate. A faculty member serves as chair and is the SLO Coordinator for The College. Roles of the Program Planning and Assessment Committee
and the Student Learning Outcomes and Assessment Committee are defined in the Shared Governance Committee Handbook. (II.A.41, II.A.42) Since the last comprehensive institutional evaluation in spring 2007, an impressive list of activities and milestone achievements of the PPA and SLO Committees are documented and referenced. (II.A.43)

Area Deans have had an important role in implementing the schedule for course and program revision and facilitating the communication process through various department and division meetings. Deans assure compliance with the course and program review process and play a key role in establishing area budget priorities based upon program assessment and review outcomes. Division meetings facilitate the flow of communication between disciplines as program review materials are shared and resources needed for continued improvement are considered.

Self Evaluation

Procedures are in place to guide the course and program development and assessment process via the activities of the Curriculum Committee and the Student Learning Outcomes and Program Planning and Assessment Committees. Data to support the program assessment process is organized and available via the Student Access & Success Research Center (Title V Grant-funded research tools) and other internal and external data sources. Dialog about the results of various assessment processes takes place regularly within discipline and division meetings. Course and program assessment drive plans for improvement and faculty members take full responsibility for the development and evaluation of courses and programs.

*The college meets this standard.*

Planning Agenda

By spring 2013, the SLO and PPA Committees will collaborate with the interim Dean of Institutional Planning and Effectiveness to review the program evaluation process and forms to ensure that program needs are being expressed and supported with sufficient data and evidence to justify budget expenditures.

Working with the PPA Committee, the Financial Information Subcommittee, and Resource Allocation Committee, the interim Dean of Institutional Planning and Effectiveness will establish formal processes and timelines linking comprehensive program review documents to resource allocation and the shared governance process by spring 2013.

II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
Descriptive Summary

The college relies on the expertise of faculty in the development of all course- and program-level outcomes. In such areas as career technical and allied health education, faculty are assisted in the process with the help and expertise of advisory committees, professional associations, and state standards for professional certification or licensure. When professional standards are aligned with program learning outcomes, state licensing or specialist certification exams may be used as a measure to assess program effectiveness.

Advisory committees review curriculum for currency and relevance, provide advice on industry trends and changes in technology, and discuss the skills, knowledge, and abilities that are necessary for successful employment. This close association with business assures the college that programs remain relevant for students. Advisory committees meet at least twice yearly in the career technical education fields. Among the industry-related advisory committees that the college convenes are the following: Agriculture Steering Committee, Food Safety, Agriculture and Industrial Technology, Agriculture Business, Computer Science and Information Systems, Marketing and Production, Diesel Technology, and Sustainable Construction. In the allied health care field, advisory committees exist for the Nursing Program and the Respiratory Care Practitioner Program. (II.A.44)

Faculty play a primary role in measuring student learning outcomes. Syllabi clearly lay out the grading procedures established by individual faculty for student assessment; syllabi link graded assignments to learning outcomes so that final grades will be reflective of the student’s success in achieving course learning outcomes. Syllabi also provide evidence that the course instruction follows the Course Outline of Record approved by the Curriculum Committee. Syllabi are required in all courses, and SLOs are a required component of all course syllabi. (II.A.45)

Self Evaluation

The college relies on the expertise of its faculty to identify and assess appropriate measures of competency at the course, program, and degree level. Professional standards are frequently incorporated into the list of competencies expected of students at the program level. For career technical education programs, industry-based advisory committees provide expertise in the identification of program outcomes and may contribute a measure of accountability and assistance to make certain that educational programs produce qualified graduates for entry into the workforce.

At the degree level, Institutional Core Competencies and their associated learning skills address expected learning outcomes and are reflected in requirements for graduation. As previously described, two of the Core Competencies (Written Communication and Information Skills) have been assessed multiple times. Global Awareness, Aesthetic Appreciation, and Personal Growth & Responsibility were assessed in spring 2012. Core
Competencies in Communication Skills, Information Skills and Critical Thinking/Problem-Solving are scheduled for reassessment in fall 2012 using student research papers.

*The college meets this standard.*

**Planning Agenda**

None.

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**II.A.2.c**

**High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

**Descriptive Summary**

The quality of Hartnell’s instructional programs relates directly to the curriculum approval process and the ongoing revision of curriculum that is the responsibility of the faculty and the Curriculum Committee. The curriculum review process is extensive to ensure that courses meet standards for appropriate breadth, depth, and rigor and require the critical thinking elements associated with college-level work.

At the course level, the course outline of record is regarded as a contract between the instructor, the student, and the institution. It provides the standard for which all students across all sections are held accountable. It also forms the basis for articulation agreements between Hartnell and transfer institutions.

All components of the course outline receive scrutiny from the Curriculum Committee. The review process assures the following:

- There is a course name and number consistent with the institution’s guidelines for course numbering.
- The unit value of the course is justified by the number and type of hours spent in lecture/lab activities and in activities required outside of normal class hours.
- Repeatability criteria are met to determine if a student can enroll in the same course after successfully passing the course with a “C” or better.
- The method of delivery (face-to-face, distance education, hybrid) is appropriate to the course content and purpose.
- There is a course description that clearly identifies for students the content and objectives of the course, a target audience, transferability and repeatability status.
Prerequisites, corequisites, and/or advisory courses are scrutinized; prerequisites and corequisites are linked to required entry skills by content review.

Course objectives are clearly identified, are measurable, and demonstrate levels of critical thinking as evidenced by the use of Bloom’s Taxonomy.

Course content is detailed so that all instructors using the outline have clear guidelines regarding the minimum material that must be covered.

Course content aligns with course objectives.

Course content aligns with any course that will precede or will follow the course.

Laboratory content is included if appropriate.

Instructional methodologies are defined and are appropriate to the stated objectives of the course.

Any special equipment or supplies that students must provide are noted.

Methods of evaluation are described using specific examples of the types of assignments and exams that will determine students’ grades.

A representative text is assigned that is current and appropriate to the course content and at an appropriate reading level for the course.

Examples of reading and writing assignments and outside assignments are included.

The role of the course is consistent with the mission of the college.

Learning outcomes are defined that clearly specify what students will learn and be able to do upon successful completion of the course.

At the program level, the Curriculum Committee reviews course sequencing and total number of units required to ensure that students can attain their educational goals in a timely manner. Faculty collaboration with area deans is vital to the scheduling process to ensure that courses needed to attain educational goals are available to students. Program breadth is assured through the inclusion of general education requirements in all degree programs. All faculty must meet minimum educational qualification requirements established by the Chancellor’s Office. (II.A.46)

Self Evaluation

Faculty and the Curriculum Committee take a lead role in assuring the quality of instruction through an in-depth approval and review process of all courses and programs. Program requirements are clearly described in the college Catalog and collaborative scheduling processes help to assure that students can complete programs in a timely manner.

The college meets this standard.

Planning Agenda

None.
II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Hartnell’s students represent a range of cultures, languages, ages, educational and socio-economic backgrounds, and learning styles. These differences require that faculty present information in a variety of delivery modes and methods to meet their instructional goals.

As part of the Curriculum Committee approval process, CurricUNET contains a detailed list of teaching methods which represent various ways instructors may choose to adapt their course content to the different learning styles within their classes. Teaching methodologies documented in CurricUNET include lecture with audiovisual multi-media support, computer-assisted instruction, demonstrations, discussion, group activities, individual assistance and tutorials, lab activities, and distance education. Courses offered online may use college-supported course management software (eCollege) with online materials supplied by specific vendors or incorporate independent resources. Videoconferencing equipment is available for real-time interactive video and audio distant learning courses. (II.A.3, II.A.15)

Methods of evaluation represent another means to adapt instructional methodologies to the various learning styles of students. Through CurricUNET, course initiators identify and describe those methods of evaluation that best serve their instructional needs and are most appropriate to their student population. Instructors document and describe assessment of student performance to demonstrate that students have met course learning outcomes. (II.A.3)

INNOVATIVE PROGRAMS FOCUSED ON DIVERSE LEARNERS

The search for innovative teaching methodologies has resulted in a number of outstanding programs that benefit students. Examples of these programs are detailed in the following paragraphs:

The Academy for College Excellence (ACE) is an award-winning program designed to help students who may be considered “at-risk” due to economic considerations or educational background. ACE is a one-semester program designed for incoming students. Students attend full-time in a cohort group and enroll in 16.5 units. A two-week foundation course highlights working and learning styles and how to work effectively with others. Students also enroll in EDU-111, Team Self-Management, EDU-112, Social Justice, Eng-101, Intermediate Composition and Reading, BUS-150, Basic Computer Applications, and a
physical education course. As of spring 2010, 253 students had participated in ACE cohorts. The college offered five cohort groups of 31 students each in fall 2011. (II.A.49, II.A.50)

**Fundamentals Across Career and Transfer Skills (FACTS)** is another learning-community based program. This program was developed by the Basic Skills Initiative Committee for first-year students and focuses on preparing students to be successful in college course work and in the work environment. Students may receive tutoring and funding for textbooks. Students enroll in 12 units including Fundamentals of Composition (ENG-253), Pre-Algebra (MAT-201), Career Interest & Ability Assessment (COU-30), Keyboarding (BUS-110A), and Basic Computer Applications (BUS-150). (II.A.51)

**The Math Academy** is a two-week, 70-hour, summer/winter program providing students with a friendly, “no stress” environment where they learn to study more efficiently, prepare for exams, and acquire skills and confidence to help them succeed in transfer-level math courses. Students qualify for free textbooks, calculators, tutorial support and on-going counseling. Registration is free. As of 2010, 57% of students who completed the summer Math Academy moved up one or more levels in placement testing. (II.A.52)

**The SUMS (Summer Undergraduate Math and Science) Program** is supported by a grant from the National Science Foundation Science Talent Expansion Program. This program is a high school to college bridge experience that allows students who have completed at least two years of high school to explore math and science through exciting inquiry-based activities, field trips, and career exploration. The program runs for five weeks during the summer and provides local high school students with an awareness of some of the many opportunities in science and math supported by Hartnell and our local community.

**STEM Internships** are funded by an Advanced Technical Educational Grant from the National Science Foundation. The grant project collaborates with University of California at Santa Cruz and targets two emerging growth fields (sustainable energy/power engineering and sustainable design engineering). This collaboration will help address the nation’s long-term needs for regenerating and delivering sustainable energy. The project also supports students from local Salinas high schools, creating a 2+2+2 articulated career pathway. Intern and practicum positions are designed for individuals and teams depending on the particular focus and strengths of each student’s academic program or area of interest. Internships and practicums are in alignment with the curriculum of UC Santa Cruz’s Baskin School of Engineering ([http://www.soe.ucsc.edu](http://www.soe.ucsc.edu)). In 2012, six Hartnell students were chosen from within the Engineering Department to participate in eight-week summer internships in sustainable energy. (II.A.52)

**The Summer Bridge Program** is jointly supported by grants from the federal Title V program, the California Endowment, and the National Science Foundation’s Advanced Technological Education program. This is a high school to college bridge program for students who plan to study in the STEM (Science, Technology, Engineering, and Mathematics) disciplines. In 2012, 96 recent graduates from high schools throughout the Hartnell District participated in the five-week program, earning 2.3 Hartnell College credits. Seventy-seven percent of the students registered for fall semester at Hartnell. (II.A.52)
The Math “L-Series” provides math instruction in a series of eight-week tiered hybrid courses. Students spend four hours per week in class supplemented by several hours per week of online computer work. The pace is slower than in a regular lecture class and provides more opportunities for individualized instruction. According to instructors, these lab courses have had significantly higher success rates than the self-paced laboratories used previously. (II.A.53)

The ADJ Fast-Track Degree Program enables students to complete requirements for the Associate of Science degree in Administration of Justice in three semesters and one intersession or summer session. Classes are six weeks long and are offered fully on-line. (IIA.29)

Self Evaluation

The college supports the different learning styles of its students by offering courses in a variety of delivery modes, time-frames, and formats. Faculty have primary responsibility for determining the appropriateness of the delivery modalities and methods used, and for determining the effectiveness of those modalities.

The college meets this standard.

Planning Agenda

None.

II.A.2.e

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The Curriculum Committee review process has already been detailed in previous sections. This section highlights the assessment processes developed by the Program Planning and Assessment (PPA) and Student Learning Outcomes (SLO) committees. These processes assure that courses and programs are relevant, appropriate, and meet the current and future needs of our students. Measures of learning outcomes are integrated as indicators of program quality and vitality.
In 2007, the college adopted an assessment and planning model based upon a cyclic process of assessment, analysis, planning, resource allocation, and implementation. Assessment, the first of these five phases, includes a three tiered approach including:

1) **District wide needs assessment**, represented by such measures as the *Salinas Valley Vision 2020 Project*, identifies educational and workforce needs of the college service area.

2) **College wide review** (conducted annually) includes external data sources such as *Accountability Reporting for the Community Colleges (ARCC)* reports from the California Community College Chancellor’s Office. These reports provide comparisons of Hartnell’s performance with state rates and other colleges of similar demographics. Internal data sources include *Program Review Electronic Screening Model Data*, which reviews five data elements including enrollments, course completions, revenue/cost ratios, efficiency/WSCH, and number of degrees and certificates earned. These factors can be compared annually across time, between disciplines, programs, and divisions.

3) **Comprehensive program review** includes an in-depth review and assessment of quantitative and qualitative data on program characteristics and outcomes. Data include course and program learning outcomes assessments which are collected on an on-going basis and then analyzed in a detailed fifth year comprehensive report. Included in these comprehensive reviews are data reflecting:

   - Program Output: based upon data collected yearly in the Annual Screening Model Report which provides comparisons by college, division, and academic discipline on enrollment, successful course completion rate, revenue to cost ratios, efficiency/WSCH, and degrees and certificates.
   - Resources: include faculty, facilities and equipment, budget allocations, and student preparation data.
   - Process: includes scheduling information, course syllabi, course outlines, student surveys and other qualitative data about the quality of the program and how it meets student and community needs.
   - Results of SLO assessment at the course and program level.

Using computerized software modules (PlaNET) or Word documents, the basic components of the comprehensive fifth year report includes 1) Institutional self-evaluation (program assessment and analysis by faculty); 2) identification of new activities (planning); 3) resource allocation necessary to implement new activities; 4) review by area Deans and SLO/PPA Committee; and 5) recommendations to the appropriate shared governance committees. (II.A.40)

During the 2010-11 school year, half of all academic disciplines with full-time faculty completed their fifth-year comprehensive reviews; the second half of academic disciplines
were completed during the 2011-12 academic year. All disciplines with full-time faculty have now completed comprehensive reports. (II.A.19, II.A.40)

Self Evaluation

Hartnell has developed a systematic plan for the annual and 5-year comprehensive evaluation of programs and courses and has implemented that plan.

_The college meets this standard._

Planning Agenda

The interim Dean of Institutional Planning and Effectiveness will collaborate with the Student Learning Outcomes and Program Planning and Assessment Committees to review the current assessment processes of all courses and programs. This review will identify additional research tools and data that may be integrated into the regular program review of all courses and programs and the college budget and master education/facilities planning process. The process and timeline will be determined during the strategic planning process that will be completed by June 2013.

II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The Program Planning and Assessment (PPA) Committee convened for its first meeting on October 1, 2007. The first task of the group was to research and redefine the process that the college would use to analyze program data and plan for continuous improvement of programs. The group developed a working philosophy and defined the term “program” within the context of program planning to include instructional programs, student services, and administrative units.

A central concept is that planning for all disciplines is an ongoing activity. Each year, faculty identify new activities for the year including curriculum review, SLO and PLO assessments, and other program building activities. Faculty members also review the prior year’s SLO assessment results and discuss them in discipline and division meetings. Course and program
Interventions may then be considered, based upon the results of these assessments and discussions.

As noted in the previous section, the college has honored the commitment it made to the ACCJC on its first follow-up visit in October 7, 2007 and has implemented and completed a full cycle of the Program Planning and Assessment model. The SLO/PPA committees are now mapping out the next five years for planning and assessment activities.

**Self Evaluation**

*The college meets this standard and the Commission’s concern raised in June 2010*, which stated: “The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012.”

**Planning Agenda**

The interim Dean of Institutional Planning and Effectiveness will collaborate with the Student Learning Outcomes and Program Planning and Assessment Committees to review the current assessment processes of all courses and programs. This review will identify additional research tools and data that may be integrated into the regular program review of all courses and programs and the college budget and master education/facilities plans. The process and timeline will be determined during the strategic planning process that will be completed by June 2013.

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**II.A.2.g**

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

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**Descriptive Summary**

Hartnell does not use departmental course or program examinations.

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**II.A.2.h**

The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
Descriptive Summary

Within the classroom, various graded activities support the student learning outcomes that are identified with successful course and program completion. Syllabi clearly describe the grading procedures established by individual faculty for student assessment; syllabi link graded assignments to learning outcomes so that final grades reflect students’ success in achieving course learning outcomes. (II.A.45)

Students are awarded units for courses as defined in Title 5, section 55002.5. A unit of credit requires three hours of student work per week (one hour of lecture plus two hours of homework or three hours of laboratory) for a minimum of sixteen weeks. Short courses are prorated so that they contain the same number of hours as if the course were scheduled for a full semester. To maintain the integrity of the instructional program, care is taken when scheduling short courses so that there is adequate time for students to complete homework assignments.

Hartnell’s attendance policy further supports the appropriate awarding of unit credit. A student is expected to attend all of his or her class sessions. As stated in the college Catalog, “absence from a full-semester class in excess of two weeks (consecutive or non-consecutive) may result in the instructor dropping the student. That is, a student may be dropped after missing one more class meeting than twice the number of class meetings per week.” (II.A.55)

Self Evaluation

Units of credit reflect completion of course objectives and student learning outcomes and are consistent with accepted standards for required hours of work both within and outside of class.

*The college meets this standard.*

Planning Agenda

None.

II.A.2.i

The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
Hartnell awards degrees and certificates based upon the successful completion of a prescribed sequence of courses at a required level of scholarship. Faculty have developed the specific learning outcomes for each course; these are linked to program-level outcomes that faculty have determined reflect successful program completion. Courses for general education are linked to institutional-level outcomes (core competencies). Completion of the prescribed course sequence within a program assures that students completing a certificate or degree have acquired a certain body of knowledge and skills. (II.A.2, II.A.6)

Each associate degree requires the completion of 60 units, which include the requirements for the major or area of emphasis and general education requirements. A grade of “C” or better must be maintained in all degree-applicable courses. (II.A. 56)

Program-level outcomes have been identified for all academic programs and are listed in the college Catalog. Institutional-level outcomes have been identified as Core Competencies, and reflect the skills and abilities expected of all students receiving an associate degree.

**Self Evaluation**

As documented in Data Mart reports, 2867 degrees and certificates were awarded to Hartnell students in the last five academic years as follows. (II.A.57)

- 2011-12: 849 awards
- 2010-11: 616 awards
- 2009-10: 543 awards
- 2008-09: 604 awards
- 2007-08: 537 awards
- 2006-07: 567 awards

*The college meets this standard.*

**Planning Agenda**

None.

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**II.A.3**

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:
II.A.3.a

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

All degrees awarded by Hartnell College include a general education component. (II.A.58) The philosophy upon which this general education requirement is based is stated in the catalog at the beginning of the section describing Instructional Programs: “General Education is that part of education which is concerned with the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a family member, a worker, and a citizen.” (II.A.59) The philosophy is also expressed in the college Catalog as Institutional Student Learning Outcomes or Core Competencies. (II.A.21)

Hartnell requires 21 units of general education coursework. (II.A.60) Humanities, fine arts, the natural sciences and the social sciences are reflected in general education requirements as follows: natural science (3 units), social and behavioral sciences (3 units), humanities—including fine arts (3 units).

The Curriculum Committee and Articulation Officer evaluate courses for inclusion in general education requirements. All courses meeting general education requirements have learning outcomes that align with Title 5, 55063 and ACCJC Accreditation Standard II.A.3. The outlines of courses accepted for general education must also indicate that the learning outcomes of the course address at least one of the college institutional competencies. When courses are developed or updated through CurricUNET, faculty complete an online worksheet to indicate a particular general education category and the Curriculum Committee and Articulation Officer ensure that the course outcomes and objectives meet the criteria for that general education category.

Through CurricUNET, course-level student learning outcomes for general education courses may be mapped to institutional (core) competencies. Learning outcomes for general education courses are addressed through the on-going assessment of course and institutional level outcomes. Assessment of the core competencies has led to some creative interventions aimed at improving student success in general education areas. For example, some faculty in the science and math areas have collaborated to directed learning activities (DLAs) that break down more difficult course concepts into more understandable components. Working with the digital arts department, these concepts have been transformed into manipulative exercises to reinforce learning in the defined areas. These materials were developed through the support of a Title V grant and have been implemented by tutors and supplemental instructors. In the area of communication skills, assessment of student writing contributed to a decision to restructure the sequencing of courses and placement of ESL students.
As a result of the assessment process described in previous sections for measuring institutional competencies, faculty and staff have made a shift in how they think about and document student achievement. This shift resulted from analytical work beginning with initial efforts to assess course-level competencies and generalized to the campus-wide efforts to assess institutional competencies in such areas as written communication. Faculty discovered problems in both how the learning objectives were written and how the samples or data might be gathered. As a result, faculty are frequently questioning the assessment assumptions and processes to ensure that results are valid and meaningful and have come to believe that general education is the responsibility of faculty within all disciplines. Currently, the Student Learning Outcomes and Program Planning and Assessment Committees assume a major role in the on-going process of evaluating learning outcomes, including the core competencies.

The Curriculum Committee is guided by the general education standards of CSU and IGETC. Each year, Hartnell’s Articulation Officer submits courses for CSU and IGETC review. The results of these review processes follow. (II.A.61)

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses newly approved for CSU-GE</th>
<th>Courses newly approved for IGETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>2011</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

**Self Evaluation**

The college offers a full range of courses in the humanities and fine arts, the natural sciences, and the social sciences that meet criteria for general education as described in pages 37-47 of the Hartnell College Catalog. The Curriculum Committee has an effective course review process which includes evaluation of placement in a general education category. Hartnell has been successful in obtaining approval of general education courses for transfer to CSU and UC (CSU-GE and IGETC).

*The college meets this standard.*

**Planning Agenda**

The Curriculum Committee will review procedures and criteria for acceptance of courses into general education by fall 2013

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**II.A.3.b**
A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Hartnell’s general education (GE) requirements include courses in each of the following areas: natural sciences, social and behavioral sciences, humanities, ethnic groups in the United States, and language and rationality. (II.A.60) Skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking skills and the ability to acquire knowledge through a variety of means are reflected in Hartnell’s GE requirements. These skills provide a foundation for success in all college work as well as subsequent employment and personal growth.

To meet requirements in language and rationality, students must successfully complete ENG-1A, College Composition and Reading and MAT-123, Intermediate Algebra (or a higher level math course). Students may meet some of their GE unit requirements by completing courses in Information Competency (such as LIB-5, Information Competency in the Sciences and Applied Technology; LIB-6, Information Competency in the Social Sciences; or LIB-7, Information Competency in Literature and the Fine Arts). Information competency is also demonstrated (and assessed) by the writing of research papers in ENG-1A.

Students acquire skills in scientific and quantitative reasoning by successfully completing a course that meets the natural sciences GE requirement. (II.A.60) Courses in biology, chemistry, geography, mathematics, and physical science provide skills in scientific and quantitative reasoning. Critical analysis/logical thinking skills are met through courses in communication studies, education, English, philosophy, political science, psychology and sociology. While Hartnell GE does not include a separate computer literacy requirement, most courses include computer utilization appropriate to the discipline.

Each course at Hartnell College has established objectives and assignments that demonstrate the need for critical thinking. Course objectives illustrate the use of Bloom’s Taxonomy as part of the approval process. Hartnell’s Core Competencies of communication skills, information skills, critical thinking, and personal growth and responsibility include specific skill sets which further reflect a commitment to provide students with a foundation that will facilitate the acquisition of knowledge through a variety of means and ultimately help students to be productive individuals and life-long learners. (II.A.21)

Self Evaluation

The college meets this standard.
Planning Agenda

None.

II.A.3.c

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles: civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Hartnell students acquire a respect for cultural diversity by meeting a three-unit general education requirement in the area of *Ethnic Groups in the United States*. Courses fulfilling this three-unit requirement:

- Focus on important themes and issues in United States history, society and culture.
- Address the theoretical and analytical issues relevant to understanding race, culture and ethnicity in our society.
- Provide a framework for better understanding of one’s particular cultural/historical identity in our society.
- Focus on one or more of the following cultural/ethnic minority groups:
  - Asian-American
  - Black/African-Americans
  - Chicano/Mexican-Americans
  - Hispanic/Latinos
  - Native Americans
  - Pacific Islanders
- Be regarded as a curriculum establishing a broad knowledge of the institutions, history and sciences of United States culture rather than providing training for a specific area. (II.A.62)

There are currently 30 Hartnell courses that meet this requirement, including courses in Anthropology, Alcohol and Other Drugs, Communication Studies, Counseling, Early Childhood Education, Education, English, Ethnic Studies, Health Education, History, Music, Sociology, and Spanish. (II.A.60)

Hartnell’s Core Competencies of *Global Awareness, Aesthetic Appreciation, and Personal Growth and Responsibility* address the requirements for students to be ethical human beings and effective citizens. General education courses must satisfy Curriculum Committee
requirements that the learning outcomes of each course are mapped to at least one of the Core Competencies. Competency in Global Awareness means that students will demonstrate knowledge of global interdependence, others’ values, cultures and beliefs, and the ability to describe one’s own cultural heritage. Aesthetic Appreciation means that students will be able to critically reflect upon works of visual and performing arts in a diverse cultural context. Competency in Personal Growth and Responsibility means that students will select lifestyle choices that promote physical and mental well-being and will demonstrate the importance of being an informed, ethical, and active citizen in their community and the world. These competencies are assessed yearly by conducting a student survey. (II.A.25, II.A.26)

Hartnell publishes its academic honesty policy in the Catalog and on the college website, including guidelines for acceptable student conduct. Various college courses and student organizations serve to develop recognition of what it means to be an ethical human being, an effective citizen, and an individual who appreciates and promotes diversity. For example, courses in political science, philosophy, and communication studies focus on the students’ ability to clarify values in response to ethical questions and concerns. Student organizations with service, political, academic, social, and cultural objectives offer students the opportunity to participate in areas of special interest including, in some cases, the shared governance process of the college. The associated student body elects student officers to serve on the Student Senate, which serves as the voice of the students for various shared governance committees, college administration, and the Board of Trustees. (II.A.63)

Self Evaluation

*The college meets this standard.*

Planning Agenda

By spring 2013, the Program Planning and Assessment and Student Learning Outcomes Committees will review the core competencies and their associated performance indicators. The PPA and SLO Committees will collaborate with the interim Dean of Institutional Planning and Effectiveness to review the current assessment processes of all core competencies; this review will identify additional research tools and data that may be integrated into the systematic review of all core competencies.

II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
Hartnell currently offers 26 Associate of Arts (AA) and 18 Associate of Science (AS) degree programs. Each degree program requires at least 18 units of coursework in a specific discipline or area of emphasis. The college Catalog clearly outlines the minimum requirements of each of these degree programs. (II.A.2)

As an example of an established interdisciplinary core, the General Studies With an Area of Emphasis degree program is designed to meet the needs of students interested in completing an associate-level degree while pursuing broad interests in such areas as Natural Science, Social and Behavioral Science, Humanities, Ethnic Groups in the US, or Language and Rationality. (II.A.64) The Liberal Arts With an Area of Emphasis degree program provides students with an opportunity to meet CSU-GE breadth or UC/CSU/IGETC transfer requirements while allowing students to pursue interests in a more focused area of study such as Anthropology, Art and Design, Communication, Culture and Society, History, Humanities, Languages and Literature, Performing Arts, Philosophy, Political Science, Psychology, Sociology and Social Science. (II.A.65) These offerings serve to provide students with breadth and depth in an established interdisciplinary core.

The AS-T degree in Mathematics was approved by the Chancellor’s Office in September of 2011. This degree meets the mandates of SB-1440 (The Student Transfer Achievement Reform Act) and enables students to complete the requirements for an associate degree with a minimum of 18 units in an area of emphasis. Students completing AA-T or AS-T degrees are guaranteed admission to the CSU system or they may transfer to a UC or a private college or university. AA-T degrees in Communication Studies, English, and Political Science and an AS-T degree in Early Childhood Education were approved in spring 2012. An AA-T degree in Teacher Education received Curriculum Committee approval in November 2012. Requirements and further information for the AA-T and AS-T degrees are listed in the Hartnell College Catalog. (II.A.66)

Self Evaluation

The college meets this standard.

Planning Agenda

The Curriculum Committee will encourage the further development of AA-T and AS-T degrees.

II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competences that meet employment and other applicable standards, as well as preparing them for external licensure and certification.
Descriptive Summary

Hartnell College offers a broad range of career technical education programs designed to prepare students for the job market. Since 2007-08, there has been an emphasis on preparation for those jobs that are prevalent in the Salinas Valley and which are likely to pay a higher than minimum wage. (II.A.11) Occupational programs at Hartnell include the following:

- Administration of Justice
- Agriculture (Ag-Business, Ag-Production or Food Safety emphasis)
- Agricultural and Industrial Technology
- Welding Technology
- Automotive Technology
- Heavy Duty Diesel
- Construction (Sustainable Construction and Green Building)
- Computer Science and Information Systems
- Business Office Technology
- Early Childhood Education
- Alcohol and Drug Abuse Counseling
- Registered and Vocational Nursing

These programs offer certificates of achievement, associate degrees, eligibility to sit for national or state exams, and preparation for transfer to four-year institutions. (II.A.2)

Career technical education programs at Hartnell College remain current as a result of regularly scheduled advisory committee meetings comprising faculty and local industry leaders. Additionally, selected programs are approved by specific accreditation bodies and/or national societies (e.g., California Board of Registered Nursing (BRN)). (II.A.67)

SAMPLE CAREER TECHNICAL EDUCATION PROGRAMS

This section describes sample career technical education programs that prepare students to take qualifying exams prior to employment, and rely on Advisory Board collaboration to ensure that industry standards are upheld.

The Registered Nursing Program has a competitive admissions program, with 40-50 students accepted annually. The admissions process follows the California Community Colleges Chancellor’s Office recommendations for admission. The retention rate for classes entering in 2009-2011 was been greater than 85% and has been supported by a grant-funded “Success and Retention Program.” This program offers classes to assist all enrolled nursing students (as an elective) in test-taking, time management and study skills, and self-empowerment strategies as well as “weekend camps” for nursing skills practice.
The Hartnell Nursing Program is fortunate to have many sources of financial support. Several grants have been received by the Nursing Department, including a unique Evening/Weekend Year-Round Program. Seven students graduated from this program in December 2011 after completing a 17-month course of study. Another grant supports a new Nurse Residency Program. This program allows newly-graduated RNs to work with a preceptor in a partnering hospital for six months, which is a recent recommendation of the “Institute of Medicine’s Future of Nursing” report. (Robert Wood Johnson Foundation, Oct 2011). Additionally, Salinas Valley Memorial Healthcare System has been financially supportive of the program, donating adjunct faculty and administrative salary support, supplies and equipment, and a full-time faculty salary stipend. Recently, the Monterey County Board of Supervisors approved $175,000 to support Hartnell’s nursing programs for 2012-13. Each of the supervisors commended the college and Natividad Medical Center for demonstrating excellent cooperation and collaboration.

The Nursing Program’s Advisory Committee is composed of representatives from local hospitals, clinics, and health care agencies, and meets one to two times a year with the entire nursing faculty. Additionally, faculty for each course are in frequent communication with agency directors regarding scheduling of clinical placements, appropriate assignments based on student learning outcomes, influences of regulatory agencies in student learning, and troubleshooting issues as they arise. (II.A.68)

In fall 2009, the nursing program moved to Main Campus after having spent several years in an office building adjacent to Natividad Medical Hospital. The new campus building has state-of-the-art skills lab facilities and smart classrooms. Student learning is facilitated with computerized textbooks, online testing, and high-fidelity simulation equipment.

During the past two years, the nursing faculty has been engaged in curriculum redesign, program evaluation, and professional development, in addition to teaching nursing courses. New mission, vision and values statements and major curriculum changes were approved by the BRN and the college Curriculum Committee in 2011. (II.A.69) The RN program has been approved by the California State Board of Nursing through 2014, with a midterm review scheduled in February 2012. Following completion of the RN program, students receive an Associate of Science degree and are eligible to take the NCLEX-RN exam. Evaluation of the program is most readily captured by reviewing NCLEX-RN pass rates and by comparing scores on benchmark exams for each semester. (II.A.70)

**NCLEX-RN Pass Rates for First Time Testers**  
**Spring 2008 to Spring 2011**

<table>
<thead>
<tr>
<th>Semester</th>
<th># Graduated</th>
<th>% Pass Rate</th>
<th>National Average (Pass Rate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 2008</td>
<td>18</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Sp 2009</td>
<td>32</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Sp 2010</td>
<td>37</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Sp 2011</td>
<td>52</td>
<td>95%</td>
<td>88%</td>
</tr>
</tbody>
</table>
The Licensed Vocational Nursing (LVN) Program: Faculty recognize that completing the LVN program is a first step for many students seeking a professional role. For many years, the program has accepted 20-35 students each year into a three-semester program. In fall 2011, the LVN program was revised to become a 12-month year-round program. The first redesigned program commenced in June 2012 with 20 enrollees. This change has been approved by the California Board of Licensed Vocational Nursing and Psychiatric Technicians (BVNPT) and the college’s Curriculum Committee and Board of Trustees. The content is taught in eight-week blocks, with time for case study review, skills application, and content discussion built into the courses. Additionally, a pharmacology course (previously taught as a three-unit prerequisite class) has been integrated into the courses. (II.A.72)

The LVN program has received ongoing approval from the BVNPT for years 2008-2013 and has enjoyed high NCLEX-PN pass rates. (II.A.73) The numbers of students who have recently completed the Vocational Nursing Certificate are listed in the chart below. (Note: LVN students are not required to earn an Associate Degree).

<table>
<thead>
<tr>
<th>Semester</th>
<th># Graduated</th>
<th>% Pass Rate</th>
<th>National Average (Pass Rate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2008</td>
<td>19</td>
<td>90%</td>
<td>85%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>33</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>30</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>22</td>
<td>91%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Allied Health Programs: In response to the community’s need and desire to expand allied health programs, and with grant support from the California Endowment, a new Respiratory Care Practitioner Program began during the 2012-13 academic year. An advisory committee meets frequently to guide the development of the program, and a Letter of Intent has been sent to the Regulating Agency for Respiratory Care, COARC. The curriculum has been approved by the Curriculum Committee, the Board of Trustees and the Chancellor’s Office. (II.A.74) A director/instructor for the program was hired in fall 2012.

The EMT Program offers four to five EMT-1 courses each year. Students must pass the National Certifying Examination for EMT-Basic in order to be employed as EMT-1s. The regulatory agencies have developed new program guidelines, and the EMT-1 curriculum is under revision. Pass rates on the National Certifying exam for EMT-1s exceeds the national average of 71%. (II.A.75)

Additional examples of programs meeting industry standards are found in the Agricultural and Industry Technology areas. Advisory committees guide the programs and assist faculty and staff in planning new programs. In the Construction area, Green Building and Sustainable Design courses lead to a certificate at the end of successful completion.
Advisory committees have enhanced this program by contributing suggestions regarding critical topics and providing opportunities for employment. An associate degree program in **Sustainable Design** was approved by the Curriculum Committee and submitted for approval by the regional consortium and Chancellor’s Office.

**The Administration of Justice Program** has been highly successful in program completion rates and in preparation of students for transfer to four-year colleges. Students may specialize in correctional science, paralegal studies, or criminal justice, and complete an AS degree or certificate. Advisory Board input is consistently sought to assure that industry standards are being upheld. The degree and certificate programs are available 100% online, and the degree is also available in an accelerated (3 semester) format.

**The Early Childhood Education (ECE) Program** offers courses for students to meet workforce industry requirements per Title 22 licensing. ECE offers certification and an AS-T degree. Students can earn child development permits as required for federally and state-funded ECE programs, and lower-division course work transfers to a four-year college offering a BA degree in ECE/Child Development. Recent state and federal regulatory changes have resulted in a need to make changes to the ECE curriculum. As a result, ECE program faculty have revised eight ECE core courses to meet the Curriculum Alignment Project guidelines. (II.A.34)

**The Alcohol and Drug Abuse Counseling Program** has been awarded accreditation from the California Association of Alcohol and Drug Abuse Counselors (CAADAC). Graduates of the AA degree program must complete a 4,000 hour internship prior to taking a state registration exam. Since the program is relatively new (2009) and the internship period requires 4,000 hours, there are no exam results to publish at this time. (II.A.76)

**The Computer Science and Information Systems Programs** offer degrees and certificates in Digital and Web Design, Computer Science and Networking and Security. Due to the expansion of network, computer and storage capabilities, there are new certifications desired for workers in the fields of Cloud Computing, Network Virtualization, and Storage Virtualization. Students are prepared with class, lab work and projects to sit for the following exams:

- Cisco Certified Networking Associate (CCNA)
- COMPTA A+ (PC Maintenance and Repair)
- COMPTIA Security+
- COMPTIA Network+
- EMC Information and Storage Management (ISM)
- VMWare Install Configure and Manage (ICM)
- Microsoft Technology Associate (MTA)

Hartnell College continues to collaborate with industry partners to evaluate current programs and continue to change as technology changes.
Self Evaluation

Program faculty continually revise certificates and degrees in career technical education areas to meet employer and other applicable standards. Evidence of these efforts is documented in Curriculum Committee course revisions and updates to the Hartnell College Catalog.

*The college meets this standard.*

Planning Agenda

None.

II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The college ensures that updated and current transfer information is included in the Catalog, schedule of classes, and handouts given to students indicating transferability of courses. Students can access the Catalog and Schedule of Classes on the college’s website and the Catalog can be accessed through a digital catalog database. The Articulation Officer is responsible for updating and disseminating transfer information in both the Catalog and Schedule of Classes. (II.A.77)
Transfer information is readily available for students at all three Hartnell College sites (Main Campus, King City Educational Center, and Alisal Campus) including lower-division transfer general education information sheets for California State University general education (CSU-GE), and Intersegmental General Education Transfer Curriculum (IGETC). Counselors are also available to answer transfer questions morning, afternoon, and evening at all three Hartnell College sites.

**TRANSFER CREDIT AND CURRICULA**

The college Catalog includes Hartnell’s policies on credit from other colleges, advanced placement examinations, College Level Examination Program, International Baccalaureate, and military service credit. Hartnell policies allow students to be given up to 30 units of credit on the basis of scores on Advanced Placement (AP), College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), or International Baccalaureate (IB) tests. Scores and conditions necessary to grant such credit are presented in the Catalog. Individual disciplines may choose to grant credit by examination(s) designed and approved by subject discipline faculty. (II.A.78)

Hartnell College has transfer agreements with 23 California State University campuses through the Certificate of General Education Breadth Requirements (CSU-GEB) agreement, which identifies courses that are articulated for CSU lower-division general education. In addition, Hartnell College has lower-division transfer agreements with 23 California State University and 10 University of California campuses through the Intersegmental General Education Transfer Curriculum (IGETC). The IGETC and CSU-GEB courses included in these agreements are listed in the college Catalog. (II.A.79) Hartnell College has Transfer Admission Guarantee (TAG) agreements with seven University of California campuses including Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz. In addition, Hartnell College has a Transfer Admission Agreement (TAA) with California State University, Monterey Bay.

It is the college’s policy to grant credit for most courses taken at regionally accredited institutions of higher education. Counselors and Admission & Records evaluators, in consultation with the appropriate division dean or faculty, review courses when there are questions regarding equivalency of courses from other institutions. In addition, the Admissions & Records Office electronically maintains a transfer equivalency record so that counselors and evaluators can immediately access the evaluation decisions.

Transfer course decisions are also made when new courses are developed by faculty. In collaboration with the faculty member, the Curriculum Committee, and area Deans, the Articulation Officer works on proposals for course revisions or new courses to facilitate articulation. The college determines transferability to the California State University (CSU) system using CSU Office of the Chancellor guidelines (Executive Order 167) developed for a Baccalaureate level course. California Community College courses that are transferable to all campuses of the University of California (UC) are identified on the University of California Transferable Course Agreement (TCA). In the University of California System, the Office of the President initiates this agreement by extending an annual invitation for Community
Colleges to submit courses for review and possible inclusion on the Transfer Course Agreement. It is the Articulation Officer’s responsibility to electronically submit, via ASSIST OSCAR (Articulation System Stimulating Inter-institutional Student Transfer, Online Services for Curriculum and Articulation Review), all courses that have been identified by the Curriculum Committee as being appropriate in depth and scope for possible University of California transferability.

Currently, transfer curriculum is focused on the recent legislation, SB-1440 (Padilla, 2010), now known as the Student Transfer Achievement Reform Act (STAR). In response to STAR, the Course Identification Numbering System (C-ID) infrastructure is being used to vet Transfer Model Curriculum (TMC), the proposed community college majors or areas of emphasis that consist of courses appropriate for an associate degree. TMCs provide a foundational understanding of the discipline and prepare the student for transfer to any CSU. C-ID is a supranumbering system being developed to ease the transfer and articulation burdens on California’s higher educational institutions. Each C-ID number identifies a lower-division, transferable course commonly articulated between California Community Colleges and the California State University, as well as with some of California's independent colleges and universities. Using C-ID course descriptors developed intersegmentally, the Articulation Officer submits appropriate course outlines for review. After California State University evaluators approve the course, the college course attains a C-ID number for five years. This is an ongoing process and new course descriptors are still under development. Currently, the Articulation Officer has submitted 83 course outlines; thus far, 27 have been approved and given C-ID designations, 8 have been conditionally approved for one year, and others are in progress.

**Associate Degrees for Transfer:** Following the Transfer Model Curriculum (TMC) agreed to by CSU and statewide community college discipline faculty, Hartnell College now offers five approved Associate Degrees for Transfer: AS-T Mathematics, AA-T Communication Studies, AS-T in Early Childhood Education, AA-T in English, and AA-T in Political Science. Additional degrees for transfer are being developed in Administration of Justice, Computer Science, Elementary Teacher Preparation, Kinesiology and Psychology, among others.

To facilitate student and faculty understanding of articulation agreements and transfer, the Counseling department hosts a College Day/Transfer Night each year for all Hartnell students, local high school students and community members and representatives from CSU, UC, and independent colleges. In addition, regular visits from recruiters and advisors of local feeder university, California State University, Monterey Bay, assist our students preparing to transfer.

**Self Evaluation**

The Curriculum Committee continues to encourage development of transfer courses to meet both general education and major articulation. The Curriculum Committee also encourages faculty to revise and update course outlines within five years to meet transfer standards. The Counseling Department engages in ongoing training and professional development related to
transfer, which includes participation in CSU and UC annual Community College transfer conferences. In addition, the articulation officer is active in the Northern California Intersegmental Articulation Council (NCIAC). The articulation officer is a member of the Curriculum Committee, provides advice on lower-division general education and major transfer courses, and informs committee members of on-going changes in transfer curricula. Through the hard work and innovation of its faculty and staff, the college is dedicated to continuous improvement in its efforts to help students transfer and achieve a Baccalaureate Degree.

*The college meets this standard.*

**Planning Agenda**

The Curriculum Committee and Dean of Curriculum and Instructional Support will work with the Articulation Officer and discipline faculty to develop additional degrees for transfer by spring 2013.

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**II.A.6.b**

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**Descriptive Summary**

The program discontinuance process was developed by community college faculty statewide, recommended by the Academic Senate, and adopted by the Hartnell Board of Trustees in April 2001. The discontinuance process provides an in-depth evaluation of a program’s viability based upon three- to five-year trends. Measures include specific qualitative and quantitative data in such areas as student enrollment (number of students enrolled, student persistence and completion rates, numbers of degrees and certificates, transfer rates to CSU, UC, and private four-year institutions), student satisfaction, recommendations of advisory committees, and industry/market demand. The process also analyzes previous steps taken to strengthen the program and the resources required to make necessary improvements. If the program being considered is within the career technical education area, a labor market analysis is conducted which includes measures of job placement rates and employer satisfaction.

Once an at-risk instructional program has been identified, a Discontinuance Committee is formed with the following membership:

- The vice president of academic affairs and accreditation
• 2 deans (neither may be the dean of the program in question)
• 2 faculty appointed by the Academic Senate (neither may be from the program in question)
• 1 student appointed by the Student Senate

The committee performs an initial review of program data including labor market information, wages and available jobs, employment placement rate, and enrollment and graduation rates. If established criteria are met, the program moves into a full review process. The Discontinuance Committee, once formed, will meet on a regular basis to consider student data, labor market research, results of survey instruments provided from students and/or employers, and other data that may be relevant to the program under review. The Discontinuance Committee recommends to the superintendent/president that the program either be modified or discontinued. If the recommendation is to discontinue, the recommendation is forwarded to the Board of Trustees. (II.A.80)

As advised by the superintendent/president, the Hartnell Admissions & Records Office identifies all students who are currently progressing in the program. These students receive relevant academic counseling and are given appropriate time to complete those courses which may be affected by a discontinuance decision. (II.A.81) Since 2007, four programs have been recommended for discontinuance: Medical Laboratory Technology, Animal Health Technology, Electronics, and Auto Collision. Students who were progressing in each program were identified and given appropriate time to complete courses scheduled for discontinuance. New students were not admitted to the program or courses. The 2011-12 College Catalog reflects that the Auto Collision program was under review and provides additional direction to continuing students. (II.A.82)

**Self Evaluation**

*The college meets this standard.*

**Planning Agenda**

The Academic Senate will collaborate with the interim Dean of Institutional Planning to review the current discontinuance processes by spring 2013.

**II.A.6.c**

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
Descriptive Summary

The institution ensures that prospective and current students, staff, faculty, and community members are provided clear and accurate information through the college website, PAWS for students, the college catalog, schedule, and marketing statements and publications, including those in electronic formats. The college website is reviewed for accuracy and updated by the college webmaster, and the Catalog and course and degree information is reviewed by the Curriculum Committee.

**The college website** (http://www.hartnell.edu) provides current and prospective students with information about the college, including application resources and PDF versions of the Catalog and Schedule of Classes. The website also has links to faculty home pages, the bookstore, employment opportunities, an employee directory, the Board of Trustees, Human Resources information, Open Educational Resources, and PAWS for students.

**PAWS (Personal Access Web Services)** for students is the online interface through which students register and access information on open class sections. Unlike the hardcopy (guaranteed) schedule, PAWS for students continuously updates course offerings, including a list of open courses and seat availability.

**The college Catalog** describes Hartnell College and its programs, and is available in print and online. The Catalog is updated annually to be as accurate as possible at the time of publication. It contains:

- The Hartnell College vision and mission statements and policies regarding academic honesty.
- Academic programs and policies, degree and certificate programs, course listings including transferability and GE areas, and student services and programs.
- Requirements and procedures for admissions, including costs and financial aid, graduation and transfer certification, and major and certificate requirements.
- Off-campus programs, library, and matriculation/STAAR (Success Through Assessment/Orientation Advancement and Registration).
- Names of the Board of Trustees, and the superintendent/president, vice presidents, division deans, managers, administrators, and faculty.
- Degree and certificate programs that are listed by discipline with required and elective courses identified.
- Institutional Learning Outcomes (Core Competencies) and associated skill sets for each.

**The Schedule of Classes** is available in print and online. The schedule lists course offerings, including dates and times offered, course numbers, sections, transferability, and GE area as appropriate. In January 2008, the printed schedule of classes contained the promise that every class listed would be offered, regardless of enrollment size. The planning for this type of guaranteed schedule resulted from the analysis of several years of enrollment data, taking
into consideration community needs and the college mission. The scheduling process also implemented “shadow sections” that provided some flexibility to offer additional sections of certain courses, adding them to the PAWS online schedule after sections guaranteed in the printed schedule had filled. The guaranteed schedule has allowed students to plan their educational programs with more confidence that the courses they need will be available to them.

Self Evaluation

The Vice President of Information and Technology Resources, the college website administrator and other college personnel are currently considering a change to the college website to update site features and ensure its reliability and accuracy.

The college meets this standard.

Planning Agenda

The Vice President of Information and Technology Resources will implement recommended changes to the college website by fall 2013.

II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

Hartnell College reflects its commitment to academic freedom and responsibility in several Board policies. Academic freedom is covered by Board Policy 4030 (revised 10/4/2011), which 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... (II.A.83)

Certain responsibilities go hand-in-hand with academic freedom. Board Policy 4030 states:
Academic freedom requires that all academic employees establish and preserve an open learning environment at the college. No special limitations shall be placed upon students in their 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 academic responsibility. Students shall have the opportunity to study controversial issues and divergent views and to arrive at their own conclusions. Academic employees have an obligation to protect the student’s right to freedom of inquiry even when the student’s conclusions differ from those of the academic employees. (II.A.83)

Board Policy 5500 refers to the subject of student conduct, including “the right to administer suitable and proper corrective measures for misconduct.” Board Policy 5550 “upholds the rights of students to free expression of their opinions.” Board Policy 1000 contains a “statement of philosophy” which includes specific institutional beliefs or worldviews, including the “belief in the dignity and worth of the individual” and “the value of education for its own sake and... the concept of a diverse approach to education...” BP 1000 contains the college mission statement, vision statements, and statement of functions. (II.A.84, II.A.85, II.A.86)

Self Evaluation

Expectations regarding academic freedom and responsibility are made public on the college website and in the college Catalog. (II.A.87) Board policies are in the process of being revised to align with the Community College League’s recommendations. The process of policy revision includes Academic Senate and Student Senate review.

*The college meets this standard.*

Planning Agenda

None.

II.A.7.a

Faculty distinguishes between personal conviction and professionally accepted views in discipline. They present data and information fairly and objectively.

Descriptive Summary

Board Policy 4030 states: “The District further subscribes to the principle that the free expression of ideas should be limited only by the responsibility to express ideas with fairness, and in a manner that respects the differing ideas of others and distinguishes between established fact and theories and one’s own opinion.” It also states that “Academic
employees have an obligation to protect the student’s right to freedom of inquiry even when the student’s conclusions differ from those of the academic employees.” (II.A.83)

Hartnell College Academic Senate’s Statement on Professional Ethics also addresses the requirements of this standard:

1. Faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end faculty devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, faculty encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, faculty have obligations that derive from common membership in the community of scholars. Faculty do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas faculty show due respect for the opinions of others. Faculty acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Faculty accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, faculty seek above all to be effective teachers and scholars. Although faculty observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, faculty have the rights and obligations of other citizens. Faculty measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

(I.I.A.88)

Self Evaluation

Faculty are guided by Board Policy and Academic Senate Statements to present information fairly and objectively and to recognize the importance of distinguishing between professionally accepted views and personal beliefs.

The college meets this standard.

Planning Agenda

None.

II.A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Board Policy 5500 refers to the subject of student conduct, including “the right to administer suitable and proper corrective measures for misconduct.” (II.A.84) Board Policy 5505 specifically discusses the grievance policy for students. (II.A.89) A Student “Code of Conduct” and “Policy on Cheating” are clearly addressed in the college Catalog and in the newly revised “Student Rights and Responsibilities Handbook.” (II.A.90, II.A.91) Disciplinary actions when cheating or plagiarism occurs, as well as student grievance policies, are further detailed. The Schedule of Classes (II.A.92) also references information regarding standards of conduct, adherence to standards, and student grievance procedures. Faculty are encouraged to include policies on cheating and plagiarism in their course syllabi.

The college has recently invested in a program designed to discourage plagiarism while providing feedback on appropriate grammatical structure of written work. Turnitin.com was introduced to faculty and staff with staff development training during fall 2012.
Self Evaluation

Copies of the Student Rights and Responsibilities Handbook are available to students in the Office of Student Affairs and on the Hartnell website. Revision and update of the Student Rights and Responsibilities Handbook occurred in spring 2012.

*The college meets this standard.*

Planning Agenda

None.

II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Hartnell College is a nonsectarian public institution. Aside from those views expressed in Board Policy 1000, the college does not champion specific beliefs or world views. (II.A.86)

II.A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate conformity with standards and applicable Commission policies.

Descriptive Summary

The college does not offer curricula in foreign locations to students other than US nationals.
Standard II A: Evidence

II.A.1 Hartnell College Schedule of Classes, Spring 2012 (pp. 64-65)
II.A.2 Hartnell College Catalog, 2012-2013 (pp. 48-124)
II.A.3 CurricUNET website (http://www.CurricUNET.com/hartnell)
II.A.4 CurricUNET website, ENG-32: Intermediate Creative Writing, completed
distance education worksheet
II.A.5 Curriculum Committee Minutes, 5/3/2012
II.A.6 CurricUNET website, PEIN-20: Intercollegiate Soccer, course and institutional
SLOs
II.A.7 Sample Advisory Committee Minutes
II.A.8 Curriculum Committee minutes, 2011-12
II.A.9 PPA/SLO Committee minutes, 2011-12
II.A.10 PPA/SLO Timelines and forms, 2011-12
II.A.11 Hartnell College Salinas Valley Vision 2020 Project Report
II.A.12 Hartnell College Blueprint for Student Success
(http://www.hartnell.edu/bsi/Blueprint.pdf)
II.A.13 Hartnell College Website (http://www.hartnell.edu/title5)
II.A.14 ARCC Accountability Reports (http://www.CCCCO.edu)
II.A.15 eCollege Website, (http://www.hartnell.org )
II.A.16 Distance Education Committee, membership list
II.A.17 California Community College Chancellor’s Office Data Mart
(http://www.CCCCO.edu)
II.A.18 Sample course-level assessments (R:/student learning outcomes/course level
Assessment reports)
II.A.19 Sample Program Reviews, PlaNET
(http://www.CurricUNET.com/hartnell_program_review)
II.A.20 Flex Day Agenda, January 2006
II.A.21 Core Competencies (ISLOs) in HCC Catalog, 2012-2013 (p. 40)
II.A.22 Flex Day Agenda, January 2009; January 2010
II.A.23 Written Communication Rubric, Critical Thinking Rubric
II.A.24 Results from January 2009 and January 2010 Core Competency Assessments
II.A.25 Graduate survey for 2012 pilot assessment of core competencies
II.A.26 Results of graduate survey: global awareness, aesthetic appreciation, personal
growth and responsibility core competencies, June 2012
II.A.27 HCC Fall 2012 Schedule of Classes, High School Equivalency Program (p.94)
II.A.28 Center for Advanced Technology/Grant-funded programs (links): K/State
Grants/CTE Linking/Summer Program; K/State Grants/Clean Energy Grant 09/Clean Energy Sp10; K/State Grants; WIA Youth CTE 2011/CTE YouthCareers
II.A.29 HCC Fall 2012 Schedule of Classes, Administration of Justice Fast Track (p.13)
II.A.30 HCC 2012-2013 Catalog, South Bay Regional Public Safety Training Consortium
( p.173)
II.A.31 Monterey County Labor Force: Current Trends and Implications for Economic
Development, 2011
II.A.32 Economic Development Committee of the Monterey County Board of Supervisors: *Economic Opportunities in Monterey County: Asset Inventory and Opportunity Identification*, 2011

II.A.33 Curriculum Committee minutes, 2/16/2012 and 3/1/2012

II.A.34 HCC 2012-2013 Catalog, Early Childhood Education AS and AS-T Degree, pp. 87-89

II.A.35 Minutes, Curriculum Committee 3/15/2012

II.A.36 *Program and Course Approval Handbook*

II.A.37 *The Course Outline of Record: A Curriculum Reference Guide*

II.A.38 Shared Governance Committee Handbook, Curriculum Committee

II.A.39 Board Policy 2005

II.A.40 HCC Comprehensive Program Review Examples (Biology and Psychology)

II.A.41 Shared Governance Committee Handbook, Student Learning Outcomes and Assessment

II.A.42 Shared Governance Committee Handbook, Program Planning and Assessment Committee

II.A.43 Activities and Milestones of the Program Planning and Assessment and Student Learning Outcomes Committees (PPA/SLO)

II.A.44 Minutes, RCP Advisory Committee

II.A.45 Course Syllabi Examples

II.A.46 Minimum Qualifications for Faculty in California Community Colleges

II.A.47 HCFA Collective Bargaining Agreement

II.A.48 Student Evaluation Form

II.A.49 HCC Fall 2012 Schedule of Classes (p.31) Academy for College Excellence

II.A.50 Academy for College Excellence website: [http://www.hartnell.edu/ace](http://www.hartnell.edu/ace)

II.A.51 HCC Fall 2012 Schedule of Classes (p.62) FACTS Learning Community

II.A.52 Hartnell Summer (STEM) Internships; Summer Bridge Program [http://www.hartnell.edu/sustainability/program/internships.html](http://www.hartnell.edu/sustainability/program/internships.html)

II.A.53 The Math Academy Website: [http://www.hartnell.edu/hcmathacademy](http://www.hartnell.edu/hcmathacademy)

II.A.54 HCC Fall 2012 Schedule of Classes (p.64) Math “L-Series”

II.A.55 Attendance Policy, HCC 2012-13 Catalog, p. 28

II.A.56 Requirements for Associate Degree, HCC 2012-13 Catalog, p. 36

II.A.57 Data Mart, Chancellor’s Office Website: [http://www.cccco.edu](http://www.cccco.edu)

II.A.58 Board Policy 4100 (rev. 4/10/12)

II.A.59 General Education, HCC 2012-13 Catalog, p. 33

II.A.60 Associate Degree General Education Course List, HCC 2012-13 Catalog, pp. 37-39

II.A.61 Data Provided by Articulation Officer and [http://www.assist.org](http://www.assist.org)

II.A.62 Recommendations of the Educational Policy Committee, approved 12/13/90

II.A.63 Associated Students of Hartnell College, Student Clubs HCC 2012-13 Catalog, p. 24

II.A.64 General Studies With an Area of Emphasis, HCC 2012-13 Catalog, pp. 95-97

II.A.65 Liberal Arts With an Area of Emphasis, HCC 2012-13 Catalog, pp. 100-102

II.A.66 Associate Degree for Transfer, HCC 2012-13 Catalog, p. 41

II.A.67 Accreditation Statement, HCC 2012-13 Catalog, p.1

II.A.68 Advisory Committee Members, RN Program
II.A.69 Curriculum Committee Minutes, 11/17/2011
II.A.70 California Board of Registered Nursing, NCLEX Pass Rates website: http://www.rn.ca.gov/schools/passrates.shtml
II.A.71 Program Outcomes, RN Associate of Science Degree, HCC 2012-13 Catalog, p. 106
II.A.72 Curriculum Committee Minutes, 4/7/11 LVN Program approval
II.A.73 California Board of Licensed Vocational Nursing and Psychiatric Technicians, NCLEX-PN pass rates: http://www.bvnpt.ca.gov/pdf/vn_pass_rates_08_q1_12.pdf
II.A.74 Curriculum Committee Minutes, Respiratory Therapy Program Approval (5/3/2012)
II.A.76 CAADAC Approved schools site: http://www.CAADAC.org/education/approved_schools/?letter=H#letters
II.A.77 CSU-GE for Transfer Students; IGETC-GE for Transfer Students, HCC Schedule of Classes, fall 2012, pp. 7-10
II.A.78 Admissions, Academic Policies, Instructional Programs: HCC 2012-13 Catalog, pp. 9-47
II.A.79 CSU-GE and IGETC-GE, HCC 2012-13 Catalog, pp.42-47
II.A.80 Board Packet, 7/19/11 Including Minutes from 6/7/11 Meeting, Discontinuance Process Auto Collision Program (Presentation to the Board)
II.A.81 Program Discontinuance, HCC 2012-13 Catalog, p.36 and pp. 117-118
II.A.82 Auto Collision Repair, HCC 2011-2012 Catalog, p. 59)
II.A.83 Board Policy 4030 (revised 10/4/2011)
II.A.84 Board Policy 5500 (revised 5/8/20112)
II.A.85 Board Policy 5550 (revised 5/18/12)
II.A.86 Board Policy 1000
II.A.87 Academic Freedom, HCC 2012-13 Catalog, p.3
II.A.89 Board Policy 5505 (revised 5/8/12)
II.A.90 Student Conduct and Due Process, Policy on Cheating, HCC 2012-13 Catalog, pp. 30-31
II.A.92 Standards of Student Conduct, HCC Fall Schedule of Classes, p. 92
II.A.93 Title V English Data for 5 Years of Cooperative Grant
II.A.94 Faculty Development Committee 2011-12 Schedule of Trainings
II.B STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Hartnell College provides instruction and services to students attending the Main Campus in Salinas, the Center for Advanced Technology in the Alisal area of Salinas, the King City Education Center in King City, and via online programs. Each term, the college serves more than 9,000 enrolled students. Hartnell College is committed to providing high quality student support services regardless of location or means of delivery.

The providing of student support services is the responsibility of all College divisions, including Academic Affairs (through tutoring, Math and English Labs, supplemental instruction, basic skills, etc), Business Services (through cashiering, bus passes, maintaining parking structures, supporting teaching stations, etc.), Technology and Library Services (through web and Internet resources, supporting language and computing labs, maintaining smart classrooms, updating the e-College and distance learning backbone, updating our operating/testing/evaluation software and systems, etc.), and Student Affairs. In 2011-12, the Division of Student Affairs is comprised of the following units and services:

- Admissions and Records
- Assessment Center
- Counseling Services (General, Express, and Sports)
- DSPS
- EOPS/CARE/CalWORKs Programs
- Financial Aid/Scholarships
- GEAR UP Program (academic outreach to area middle and high schools)
- International Student Services
• K-16 Bridge Program (academic program linking area K-16 institutions)
• Transfer/Career Center
• TRIO Student Support Services Program
• Veterans Services
• K-12 Outreach

SERVICE ASSESSMENT AND REDESIGN TO SUPPORT STUDENTS

The college and the Division of Student Affairs utilize a variety of surveys, program reviews, assessments, and evaluations (both internal and external) to determine the mix and efficacy of its student support services and to, as needed, revise the array, timing, and delivery of services in support of student learning and achievement.

For example, from 2004 to 2006, the Division undertook a comprehensive program review of each of its services and programs utilizing the Productivity Effectiveness Efficiency Responsiveness (PEER) assessment model. In 2007-08, Student Affairs personnel assisted in seeking information from the community. They designed a student survey that specifically asked questions to help better understand how the community rated the student services offered. This set of questions became part of the comprehensive Salinas Valley Vision 2020 study that surveyed and/or interviewed nearly 1,300 service area residents, family members, leaders, employers, business owners, and students.

In late 2007-08, Division management and staff reviewed processes and outcomes in order to create a comprehensive narrative, plan, goals, and resource requirements as part of the college’s Educational and Facilities Master Plan. In late 2008, the college engaged the services of the Monterey Institute for Social Architecture (MISA) to lead an assessment of our enrollment (http://www.misa.ws/Hartnell/Enrollment/Home.html) services (Admissions, Financial Aid, Counseling, Assessment) in order to determine the strengths and weaknesses that resulted in any barriers to student engagement, retention, and success. Throughout 2009, Division management and staff met over several facilitated workshops and retreats to reorganize the flow, structure, and location of student support services in order to better align student support services both programmatically and physically.

In the summer of 2009, the Admissions & Records Office and the Financial Aid Office were merged into one area in the new location. The Student Affairs redesign team also developed a new Enrollment Services Specialist position that also serves as a “one stop” position. Employees in these positions are able to assist students who have admissions, records, and/or financial aid questions instead of being directed to another department.

In addition, the department restructured its operating hours to better meet the high demand of students seeking financial aid. The area went from being open 53 hours per week to 40 hours per week in 2009-10. Although the reduced financial aid hours continue to today, the customer and employee satisfaction has improved. By closing the office to students, financial aid staff are able to process financial aid files at a much faster pace. Processing time has gone from 12-16 weeks for verified files before the change down to 8-12. The staff developed a
new outreach financial aid program called “Money Mondays.” Every Monday from 2 to 6 p.m., students can come into the open lab and receive one-on-one assistance in completing their online FAFSA application from a financial aid professional. Because it proved so valuable to students, this service is now available all year round. [Reference Student survey results] The department welcomes high school students to avail themselves of these services as well.

During Fall 2011, the following Student Affairs Division student success services and programs undertook a new PEER program review and assessment: Financial Aid, Admissions and Records, EOPS, DSPS, Counseling Services, Veterans Services, and TRIO/Student Support Services. These comprehensive program reviews and assessments identified, by support service, services provided, students served, impact of programs, best practices, goals and objectives for the upcoming period, and resources required.

Further, all of our categorical programs (e.g., EOPS, CARE, CalWORKs, TRIO, GEAR UP) are required to track utilization and impact data and report those data in quarterly and/or annual reports. For example, the TRIO program tracks data relating to academic performance, post secondary awareness and preparation, retention, persistence and graduation, along with the evaluation by students of services provided and various demographic data. In addition to completing state and federal reporting requirements, these programs are also required to complete a PEER program review every three years.

In addition to these comprehensive program review and evaluation measures, programs within the Division and College have implemented a variety of point-of-contact student intake and survey forms to gather more robust data for planning, review, reporting, and revision purposes. Sample surveys and forms include:

- Student Affairs Department Student Feedback Form (II.B.1)
- Hartnell College Counseling Department Student Survey (II.B.2)
- Financial Aid Department Student Survey (II.B.3)
- Financial Aid Money Mondays Survey (II.B.4)
- Registration Rally Experience Survey (II.B.5)
- EOPS Student Intake and Evaluation Forms (II.B.6)
- K-16 Student Intake Form (II.B.7)
- TRIO Program Student Intake and Evaluation Forms (II.B.8)
- GEAR UP Intake and Evaluation Forms (II.B.9)
- EOPS/CARE Social Media (II.B.10)

These programs and service evaluations and assessments were complemented by two additional efforts launched Fall, 2011. The Division conducted the 2011-12 PEER assessment across each of its student support services in order to update the 2006 PEER assessment and the 2008-09 external assessment conducted by MISA (Monterey Institute of Social Architecture). To gather comparable data across Division services, management worked with staff from each service area to finalize and implement a student feedback survey form to gather the same “quality and efficacy of service” information across programs, while
allowing each Division program and service to ask additional “service/program-specific”
questions for use by specific services for continuous process and program improvement. By
the end of Fall 2011, the following services designed and launched student
assessment/efficacy instruments: Financial Aids, Admissions, Records, EOPS, and
Counseling Services. The balance of support service operations was scheduled to launch their
student evaluation instruments throughout Fall 2012.

The combination of these assessments, evaluations, surveys, and reviews has led to
substantive improvements in College and Division services, programs, delivery strategies,
and organizational structure. This is, indeed, a goal of sustainable, continuous process
improvement. Some improvements since the college’s last Institutional self evaluation
include:

- Moving Athletics and Physical Education from the Division of Student Affairs
to the Division of Academic Affairs to better ensure the academic success and
connectivity of these programs to the instructional area.

- Consolidating admissions, records, and financial aid services and staff under
one new Dean position within the Division, allowing for even more
streamlined and continuous services to students, cross-training of front line
staff, and more integration of forms, processes, and services for these units.

- The physical consolidation of core student services within our newest, most
centralized building on the Main Campus (the CALL Building). Students
benefiting from Admissions and Records, Financial Aid, Assessment, DSPS,
EOPS, CARE, CalWORKs, Counseling, Career Center, Transfer Center, the
Office of the Vice President for Student Affairs, and other services can be
served in one building location.

- The redesign of employee job descriptions in A&R and Financial Aid services
in order to support a fluid “one-stop” student service center and experience.

- The creation and funding of “student ambassadors” to assist students in line
for services to better direct them to appropriate service providers or to provide
them with direct assistance at that point of initial contact.

- The merging of CalWORKs with EOPS/CARE has increased the efficiency of
all three programs to prevent duplication of services.

- To ensure adequate and specific services directed towards veterans, the
college funded and created a Veterans Center which was opened Fall 2012.
The Center offers core college services and referral state and federal Veterans
Services.
The college works continuously to ensure that students have access to quality student services irrespective of where and when they attend Hartnell College classes. To this end:

- Critical services such as financial aid, admissions and records, and counseling have been available on the Main Campus from 8 a.m. to 7 p.m. Monday through Thursday, and 8 a.m. to 5 p.m. on Fridays. As of Fall 2012, the college reduced these hours on a trial basis, after noticing that a couple of planned efficiencies were bearing fruit: (1) making admissions and records and financial aid processes available on the website; and (2) training students to work as student ambassadors to show others how to access web services. The new office hours are 8 a.m. to 6 p.m. Monday through Thursday, and 8 a.m.-1 p.m. on Fridays.

- Student services staff at the satellite locations, the Alisal Campus and the King City Education Center, hold positions that combine the duties of the most essential services that students attending classes at those facilities need. Those positions are called student services technician, and they are trained to provide admissions, registration, Board of Governors Fee Waiver (BOGW), general financial aid information, assessment services, and cashiering services to students. Beginning in Fall 2012, these positions have been upgraded to enrollment services specialist positions, which have can give more complete financial aid assistance. Thus, students at all campuses receive the same level of services. This was part of the college’s redesign plan, but only now, with the reduced hours of need, is it affordable.

- Counseling services and advising are available through professional counselors daily and on-site at the Main Campus, Alisal Campus and King City Education Center. Onsite, evening counseling appointments are available at the Alisal Campus at least three evenings per week and are available both via a set schedule and as requested at the King City Education Center. In 2011-12, to ensure that Hartnell College students had immediate access to counseling services (for academic, career, and personal counseling, in addition to education plan development, financial aid appeals, and other services), the Division hired nearly one dozen adjunct/part-time experienced counselors to ensure adequate coverage of this key set of services during morning, afternoon, and evening hours at our various locations.

- Assessment and placement testing on the Main Campus is scheduled during morning, afternoon, weekend, and evening time periods to accommodate students taking classes during these times, as well as daytime students from our two centers and online students who are required to be assessed. The assessment schedule can be found on our website at http://www.hartnell.edu/students/staar/. Assessment and placement testing is also scheduled on a periodic and specific basis onsite at the Alisal Campus and King City Center.
For online students, admissions, counseling and advising services are available via the Web. Distance education students requiring counseling and advising assistance simply request such assistance, ask a question, describe a need, etc., online and a tenured, full-time, experienced counselor will respond with appropriate assistance within 1 working day (sometimes the same day). Each general counselor is provided assigned time in their daily schedules for “follow-up/online” counseling assistance. An Orientation to College session is offered online to assist distance education-only students, as well as students who are also taking face-to-face classes at one of our centers or the Main Campus. The Orientation information can be found on our website at http://www.hartnell.edu/orientation/.

In addition, for online and all students, the college has invested heavily since the last Institutional self evaluation on a more comprehensive set of online services via the college webpage. Students can apply for admission and financial aid, pay their fees, register for classes, drop classes, leave information requests for various campus and student affairs services, access the college Catalog, handbooks, policies, and myriad other services. Our online catalog can be obtained online at http://www.hartnell.edu/academics/catalogs/.

The college and Division recognize that, as a Hispanic Serving Institution, many of its students and their families may prefer assistance in Spanish. To this end, bilingual assistance (in real time) is available for those seeking information and/or assistance from such services as Admissions and Records, Financial Aid, EOPS, DSPS, Counseling, Assessment, GEAR UP, K-16 Bridge Program, and TRIO, among others. The college also provides bilingual services throughout the District, and makes bilingual staff available to community members and potential students at college fairs, career nights, high school outreach assemblies, and parent information nights.

The college Catalog and Semester Schedule of Classes are continually updated to ensure the latest instructional programs and services, contact information, campus policies, and course requirements are provided. Students have broad and instant access through hard copy versions (soon to be phased out) and online on the college website.

The college continues to strive to meet the same successes described in its last Institutional self evaluation. It has:

- Physically reorganized the Division of Student Affairs and created a “one-stop” service experience for students on the Main Campus in the CALL building.
• Invested more resources to ensure that evening, online, Alisal and South County students have access to key student affairs services, information, and referrals.

• Formalized even stronger K-12 outreach and services through the establishment and funding of a K-16 Bridge program that provides academic, career, and college information services to participating K-12 campuses, hundreds of students, and their parents.

• Continued organizing and/or participating in myriad college fairs, campus visits, school assemblies, science and math expositions, transfer and career events, and other events that connect us even better to future students, their parents, employers, fellow educators, and community groups. (II.B.11)

• Supported the continued professional development of Division staff through on-campus trainings, online seminars, and attendance at regional conferences and training workshops. (II.B.12)

• The college has continued to maintain the same level of services to students despite recent statewide budget constrictions. Over the last four years, the District has annually covered the cost difference due to the loss of state categorical funding.

• Due to a number of recent retirements of permanent counselors, the college as hired more adjunct counselors, expanding our base of student ambassadors, seeking external grant funds to support continued and increased outreach (GEAR UP and K-16 Bridge programs) and retention (TRIO) programs, cross-training, and improved day and evening service scheduling.

• Utilized program reviews, evaluation, survey, and assessment instruments and data to better serve students, support student learning, and advance student success, through using these data in order to refine our Division organizational structure, create a one-stop-shop experience, increase online services, and better provide support services to our off-campus education centers.

• Provided a variety of sites for educational opportunities across the Salinas Valley. The federally funded High School Equivalency Program (HEP) has continued to provide student services, education, and training on the Main Campus in Salinas in addition to the King City Education Center (King City), as well as other key areas in the south and north ends of the county, ensuring student access to higher education.
Over the past academic years, the college has paid particular attention to providing services and programming to better meet the needs of evening, weekend, and distance education students. Proactive steps and examples include the following:

- Implementing an accelerated Administration of Justice Fast Track three semester academic program allowing a student to entirely take this major and earn a degree via online classes.
- Providing supplemental instruction for CSS, English, and Math on weekends at the Alisal Center.
- Hosting of our Saturday Success Camps by our Nursing program of Saturday Success Camps to help students having studying and practice time that is faculty supported. (II.B.13)
- Providing Directed Learning Activities (DLA’s) for Math and English online, and technology in computer labs. (II.B.14)
- Created a Basic Skills Initiative – Facts Learning Community.
- Offering the Tutorial Center utilization the electronic “eCollege” system.
- Offering classes at North Monterey County High School (through 2010).
- Offering HEP tutoring in the evening.
- Opening up our weight room and training facilities very early in the morning to allow students to engage in physical fitness before the beginning of their work day.
- Offering the ACE, MESA, and GEAR UP programs the opportunity to offer supplemental instruction onsite.
- Offering admissions, records, financial aid, and counseling services offered several Saturdays each term to accommodate the weekend and distance education student.
- Converting Math and Science events, speakers, and some lectures to podcast programming accessible to distance learners via downloads.
- Providing Math tutoring online through the CCRAA grant-funded program “Smart Thinking.”

Self Evaluation

The college offers comprehensive and responsive services that support and facilitate student learning, advancement, and success. Despite budgetary challenges, the college has invested resources to consolidate Main Campus student services into a one-stop location. We have expanded our hours of operation to ensure student access to such services as admissions and records, financial aid, counseling, assessment and placement. We have expanded the resources and assistance available at our website to ensure that distance education and all students can use our website to seek information, understand policies and procedures, to know whom to contact for assistance and information, to learn of catalog and course requirements, to apply for admission and financial aid, to seek out counseling and academic advisement, and to take online orientation classes. We have invested additional resources to ensure the availability of crucial counseling services during the day and evening hours at the Main Campus as well as at the Alisal Campus and King City Education Center.
The college has used ongoing assessments, program reviews, and student feedback surveys (along with external demographic trend data) to more precisely understand what is working and where to invest additional time and resources. We have used such data to consolidate specific services, redo critical job descriptions and create new jobs (enrollment specialist, for example), physically reorganize into a one-stop setting for key student service resources, better schedule the delivery of our services to better meet the needs of evening/weekend/distance education students, and to cross-train and provide professional development opportunities. (II.B.15) Currently, the Student Affairs PEER assessment is not integrated into the Colleges institutional planning and budget process.

The Division of Student Affairs underwent a comprehensive program evaluation in 2005-06, had its services were also evaluated in the Salinas Valley Vision 2020 study in 2007-08, undertook an interview program review in 2008 as part of the Student Affairs chapter of the 2008 Hartnell College Educational and Facilities Master Plan, underwent an external assessment by MISA in 2008-09, and benefitted from facilitated planning and organizational retreats by MISA in 2009. All of these evaluations have been used to help us reorganize, become more streamlined, offer one-stop services, and to better schedule services. In Fall 2011, the Division conducted an additional comprehensive program evaluation (PEER) to provide even more data upon which to base future decision-making and planning. In Fall 2012, a new Veterans Center was opened as recommended in the Veteran Services PEER Review.

The college has continued an aggressive program of bilingual assistance (both on- and off-campus), college and community outreach, academic services to area K-12 institutions, and presentations to community clubs and organizations.

HEP provides bilingual assistance and academic services at various sites including Hartnell College’s Main Campus, Alisal Campus and the King City Center, as well as adult schools sites in the south and north ends of the county. The HEP assesses student needs on a semester basis and maintains flexible scheduling to provide access when and where it is most needed. (II.B.16)

The college can demonstrate and assure that the quality of student support services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the college. These findings are confirmed through our PEER Program Review process.

*The college meets this standard.*

**Planning Agenda**

The college completed the PEER evaluation of Division of Student Affairs student programs during Fall 2011. Each area within the Division has finalized and staggered the implementation of a consistent student feedback survey form. The college will use the data generated by the evaluation and student feedback forms to improve program performance,
support and reinforce those services deemed by students to be particularly helpful, and search for additional external funding opportunities to ensure continued student learning and success.

During the 2012-13 academic year, Student Affairs personnel will work with other colleagues to look at the feasibility of modifying PlaNET so that the college could transition from the PEER assessment tool to the program review and assessment software system used by the academic services. In addition, the resource needs of Student Affairs will systematically be integrated into the college’s planning and assessment process.

II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary

The college publishes (both in hard copy and online versions) a catalog that provides all of the information prescribed by various state and federal agencies, the Chancellor’s Office of the California Community Colleges, and ACCJC. Well before the publication of each new catalog, every division and program is required to review the content or reference that is featured in the current Catalog and to provide any updated or more current information. The college ensures that the following information is updated, current, and presented:

- **General information**
  - Official name, addresses, telephone numbers, and website
  - Address of the Main Campus and all centers
  - Educational mission of Hartnell College
  - Course, program, certificate, and degree offerings
  - Academic calendar and program length
  - Academic freedom statement
  - Available student financial aid
  - Available learning resources
  - Names and degrees of administrators and faculty
  - Names of governing board members

- **Requirements**
  - Admissions
  - Student Fees and other financial obligations
  - Degree, certificates, graduation and transfer
Major policies affecting students, such as:
• Academic regulations, including academic honesty
• Nondiscrimination
• Acceptance of transfer credits
• Grievance and complaint procedures
• Sexual harassment
• Refund of fees

College personnel review each catalog draft to improve readability, layout, design, location of information, logical flow, preciseness of content and overall graphics and feel. New policies, directives, programs, etc., addenda are associated with the online version and appropriate notes are included in each new schedule of courses. Both the Catalog and Schedule of Classes inform the student/user/reader of online resources and drive them to our website. The website houses student policies, http://www.hartnell.edu/board/board_policies/index_new_policies.html, handbooks, regulations, and procedures, along with the latest contact information. Both the Catalog and the college’s website describe the rights and responsibilities of faculty, staff, and students. For students, particularly, the website provides direct access to a student rights and responsibilities handbook http://www.hartnell.edu/students/standards.html, (II.B.17) that further describes rights and responsibilities and the process by which students can file complaints against other students, staff, and faculty. Student originated or centered complaints are documented and maintained in the Office of the Vice President for Student Affairs. The student rights and responsibilities handbook describes specific rights, responsibilities, grievance procedures, and sequential steps to take in order to file a grievance. All grievances are maintained in hard copy and are secure.

Self Evaluation

The college maintains an up-to-date, detailed, informative, and sufficient catalog that features all of the information required by state and federal agencies, ACCJC, our Board of Trustees, and the Chancellor’s Office of the California Community Colleges. The college has in place a formal process of updating and verifying all narratives for upcoming catalog editions. The college can demonstrate that it meets all of the accreditation standards for catalog production and grievance procedures.

The college meets this standard.

Planning Agenda

None.
II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

For over a decade, the college has continued to use, refine, and expand a series of data management, information retrieval systems, data bases, assessment and placement instruments, academic skills measurements, and counseling resources that allowed the college to research and identify the learning support needs of our students and to provide appropriate services and programs to address those needs. In 2000, the college adopted the Datatel Integrated System to house all admissions, registration, assessment, and academic records. The Datatel system today has further integrated to maintain the college’s fiscal records and human resources information. The college continues to refine its usage of our student information system by keeping up with all of the upgrades for both state and federal requirements.

ASSESSMENT SERVICES SUPPORTING STUDENT LEARNING

Counselors and admissions/curriculum/scheduling staff can instantly obtain course prerequisite information using Datatel, as well as access previously approved equated courses from other colleges/universities. They can further access all equated assessment data to better help them assist students in developing an educational plan. Counselors can retrieve assessment scores, transcripts, and other electronic notes. Access to key staff is provided, as well, at various off-campus locations during outreach and community service events.

Just as the last Institutional self evaluation was underway, the college purchased a digital imaging and scanning system to electronically store, search, and retrieve student records related to admissions, records, counseling, transcripts, test results, and other vital student-specific information. This comprehensive system is used today, in concert with Datatel, by Counseling Services, EOPS, Admission and Records, Financial Aid, and other student services.

The Assessment Center technicians, both on the Main Campus and at our educational centers, use assessment instruments that have been vetted and approved by the Chancellor’s Office, including the several modules and levels of the Math Diagnostic Testing Protocol test, the several modules and levels of the English Proficiency Test, and the several modules and levels of the English and a Second Language Test. In addition, the college offers and conducts a student assessment program called Success Through Assessment/Orientation, Advisement, and Registration (STAAR). This assessment tool (Accuplacer) provides vital information that allows students to select classes based on their reading, writing, and mathematical skills.
Importantly, the college provides modified or alternative assessment and testing services for ethnic and language minority students and students with disabilities. One of the full-time counselors in the adjacent DSPS office is trained and qualified to provide specific assessment and testing services to DSPS students. This training and testing meets the mandates of recent federal regulations.

In addition, students qualified to benefit from any of the college’s categorical programs (EOPS, CARE, CalWORKs, GEAR UP, TRIO, etc.) undergo specific and additional intake and assessment in order to determine their learning support needs. These services employ their own specific intake/assessment instruments and then provide follow up support services tailored to the specific needs of each program student. As an example, EOPS and CARE (Cooperative Agencies Resources for Education) programs tailor student orientation programs each semester that build upon assessment and intake data. EOPS/CARE administrators attend monthly Region VI Consortium meetings to review best practices in the area of intake, assessment, services, and case management. The EOPS/CARE/CalWORKs professional staff maintain counseling contact records and gather student surveys for all counseling appointment sessions. These data enable the programs to determine the best array of services to provide students to ensure effectiveness, responsiveness, and student success.

By ensuring the provision of assessment and placement services via morning, afternoon, weekend, and evening scheduling at the Main Campus and two education centers, all students irrespective of location and distance can access a testing sequence convenient to their schedule. (http://www.hartnell.edu/students/staar/) Bilingual assessment technicians are located at all three sites. These trained technicians allow students at education centers to obtain assessment and placement services without having to travel to the Main Campus. (II.B.18)

COUNSELING SERVICES SUPPORTING STUDENTS AND ASSESSMENT

The HEP Counselor maintains a flexible schedule often working evenings and weekends in order to meet the needs of the full-time working adult or non-traditional student. This bilingual counselor meets with both HEP-eligible and non-HEP eligible students assisting in College wide efforts to provide targeted student support services.

An area of deficiency noted through the Counseling Department PEER review process was an apparent inconsistency in some information provided to students. The Counseling Department then developed a training program that all counselors, full-time or part-time, are provided each fall and spring semesters to stay current on research, transfer requirements, learn practices, review student retention and success data, and related topics. All adjunct counselors are provided comprehensive, multi-hour orientation sessions and advanced training on education plan development, transfer requirements, financial aid appeals, regional community support services, and other topics crucial to their abilities to provide maximum services to students. Adjunct counselors are evaluated following the timelines set forth in the HCFA contract.
Counselors are available daily at the Main Campus and at the two education centers. Counselors have access to all student records and assessment results. They have the option of directing the student to additional assessment and testing and can prescribe an education plan that will best meet the needs of the student. Every student seeing a counselor first completes a Hartnell College Student Counseling Worksheet form that allows the counselor to assess that student’s counseling and information needs, determine basic skills needs, and helps them to identify the range of support services (both on the campuses and in the community) that each student may require. (II.B.19)

The college operates a Transfer/Career Center staffed by a full-time technician and a general counselor provided assigned time to stay abreast of the latest transfer requirements and best practices. Through this Center, students can access career inventory assessments, career aptitude assessments, and skills inventories. The results of these assessments are interpreted by full-time counselors who then provide students with services and counseling specific to their career interests.

All key student affairs services provide students with the opportunity to assess the effectiveness of the student learning services received. The Counseling Services survey instrument allows a student to rate the efficacy and impact of the guidance, educational plan, placement, service referrals, and general counselor assistance received. In addition, the survey allows students to assess the effectiveness of the technical assistance, information, quality, and professionalism of the services received. Thus, the college uses data to not only provide student learning services but to improve the delivery of those services, as well.

Some of these assessments and feedback have created, piloted, and funded new services such as the following:

- EOPS Progress Report workshops (II.B.20)
- TRIO Progress Report (II.B.20)
- Math Academy (II.B.21)
- Reading/Writing/Mathematics Labs (funded by grant support now concluded) (II.B.22)
- Tutorial Services (II.B.22)
- Title V Student Retention-Early Alert program now under development (II.B.23)

**Self Evaluation**

The 2007-08 Salinas Valley Vision 2020 study surveyed a body of students in our service area and the results indicated that there was room for improvement in the area of providing student learning and support services. Since then, the college has reorganized some of its
student services, rewritten key job descriptions, created a one-stop center to better serve students and to better organize student learning resources, implemented adjunct counselor training sessions, provided counselors with support for conference trainings and professional development, strengthened assessment services by providing assessment technicians/STAAR proctors at the two educational centers, and ensured that the assessment center at the Main Campus offered morning, afternoon, weekend, and evening assessment appointments.

The college has adopted and expanded its student information systems, acquired optical scanners to better manage and access student records, and maintained an electronic system that enables counselors, admissions staff, and student services professional to access a full array of data on specific students, in real time, in order to better serve the learning and support needs of each student served.

The college has continued to support training and conference attendance by counseling, admissions and records, and other program staff so that they can learn the latest research and best practices. Key front line staff have been cross-trained in enrollment services at the Main Campus and both educational centers. Bilingual assessment technicians are at each education center so that assessments can be conducted at each location. The college has undergone several student learning services evaluations (PEER in 2005-06, Vision 2020 in 2007-08, MISA evaluation in 2008-09) and completed an additional comprehensive program evaluation of student services in the 2011-12 year again using the PEER assessment model (II.B.25). The District has implemented various student intake, feedback, and satisfaction surveys have been implemented throughout the Division, specifically for student learning and support programs. The results of these surveys indicate that students are more satisfied with the services provided to them. The HEP Program conducts pre and post-intakes on a semester basis as well as yearly evaluations to assess student needs and the program’s success in meeting those needs. Data is collected on 100% of the students served in order to track student and program success and formulate yearly plan of action. The college can demonstrate that it researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

*The college meets this standard.*

**Planning Agenda**

None.

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**II.B.3.a**

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
Descriptive Summary

A variety of strategies, policies, and resources are in place to ensure that Hartnell College meets this standard. We ensure equitable access to students through an aggressive and sustained outreach effort to area K-12 institutions, adult education and ROP programs, and community presentations. Each term the college responds to a multitude of requests by area middle schools, high schools, and community organizations for college representatives to attend school and community functions and assemblies to provide information on Hartnell College and its programs (II.B.26). We operate the region’s K-16 Bridge program and work directly with scores of K-12 educators and hundreds of students to better prepare them for a college experience, to enable them to take our college assessment exams, and to provide them with any assistance to apply to Hartnell College or any area college of their choice (II.B.27). We also operate the region’s GEAR UP program that works with area middle and high schools to directly assist them to acquire the academic skills and information they need to transition to Hartnell College or another college or university. (II.B.28)

We offer and/or participate in annual college nights, career days, registration rallies, science fairs, community information nights, and a host of other similar events designed to provide awareness about the college. Our registration rallies, K-16 Bridge Program, and GEAR UP programs directly assist students (with bilingual assistance as needed) to apply to Hartnell College. We coordinate our efforts with the Monterey County Office of Education’s Migrant Education Program to provide a seamless transition into The college for hundreds of graduating Migrant Education students.

We have created a user-friendly website that allows any eligible resident in our service area to apply online for admissions and financial aid. An applicant, current or future student, can get admission assistance or information at our Main Campus or two educational centers. Our admissions and financial aid offices are open morning, afternoon, and evenings each week until 7 p.m. (except Fridays until 5 p.m.). Even during semester breaks and intersession, we provide face-to-face admissions, records, financial aid, advising, and counseling services to current and future students at our one stop facility.

We moved into our one stop facility in the CALL building in July 2010. The CALL building now houses, Admissions & Records, Financial Aid, Scholarships, Cashering Services, Counseling, Assessment, EOPS/CARE/CalWorks, DSPS, Career and Transfer Center in one location. We have combined the services of A&R and Financial Aid into one office and created a new position called Enrollment Services Technician. Employees in these positions can provide assistance and process forms for students with questions about A&R services as well as Financial Aid services. Thus, we have created a “one stop” position as well as a one stop center.
Further, the college has intensified its efforts to provide supportive services that promote equitable access and better serve the unique needs of diverse constituencies. In addition to those described in previous sections, these services have proven to be particularly beneficial:

- Operating Child Development Centers at the Main Campus and Alisal Center. (II.B.29)
- Providing Adaptive PE programming through our Athletics Department.
- Offering supplemental instruction for Biology on weekends, evening, and online. (II.B.30)

**STRATEGIES IMPLEMENTED TO ENSURE EQUITABLE ACCESS**

To ensure equitable access to services regardless of service location or delivery method, we have implemented four key strategies.

First, we have better scheduled Main Campus student learning services so that they are available mornings, afternoon, and evenings and are therefore more accessible to local students and those residing in other communities in our service area. We also schedule Saturday service sessions on several weekends each term in order to accommodate the weekend learner. To provide current students with key services during evening hours, our Admissions and Records, Financial Aid, and Counseling Services units operate from 8 a.m. – 7 p.m. Monday through Thursday and until 5 p.m. on Fridays (except Financial Aid). Students can access Counseling Services by both confirmed appointments or via express counseling (service without an appointment). All student services are available all five weekdays from 8 a.m. until at least 5 p.m. at the Main Campus and both education centers, and on Saturdays during enrollment periods.

Second, the college has placed key staff at each education center to provide specific student learning services. Staff at the Alisal Campus and King City centers are trained and directed to provide admissions, financial aid, and assessment services. The Main Campus and each education center feature student study lounges and computing facilities to provide access to Library resources, online assistance services, online orientation sessions, class add and drop processing, and other service needs. The college has hired and trained adjunct counselors to complement our team of full-time permanent counselors to provide essential services face-to-face throughout the week at the two education centers, and to ensure that evening students at the Main Campus have full access to counselors and counseling services.

Third, the college has greatly expanded its website and online support services to better serve all College students including distance education students. A student can apply for admissions and financial aids online and check on the status and progress of those applications online. Students can enroll in, add, and drop classes online, they can take online orientation classes offered by our counseling team. Students can ask counselors any question, for any type of counseling and advising assistance and counselors typically will respond online within one working day. Each counselor is provided daily assigned time to follow up on online counseling requests and face-to-face sessions, as well.
Fourth, the college continues to offer our very popular phone registration option, particularly for those students who have limited access to online options or who may have transportation challenges. Through this phone registration system, a student can register anywhere and anytime (during registration periods) through the telephone. The phone system also is available in Spanish.

The HEP Program provides flexible scheduling to students and classes, as well as academic support services, are offered day, evening, and weekend depending on student needs. During recruitment, an intake form is completed and an analysis determines the optimum days, times, and locations for each student. (II.B.16)

The college operates student support and student learning services specifically designed for DSPS, EOPS, CARE, CalWORKs, and TRIO-eligible students. All of these programs offer bilingual support and services, as do Admissions and Records, Financial Aid, Counseling Services, the Assessment Center, GEAR UP, HEP, and the K-16 Bridge Program.

Self Evaluation

To identify the needs of today’s and tomorrow’s student population at Hartnell College, the institution relies on surveys, assessments, intake forms, program reviews, demographic data, and student input. To better prepare the institution to serve future students, the college undertook a comprehensive Salinas Valley Vision 2020 study that provided key data trends and projections to the Year 2020. Those data included current data regarding high school graduation rates, language usage and preferences, educational attainment rates of residents and adults, the penetration and utilization of computing and internet services by families, the persistence and plans of adult learners, income and poverty levels of service area households, and many other demographics. The college has used these data to expand our evening and weekend course offerings, expand our developmental learning resources, and to better deploy our academic and learning support resources at the Main Campus and the two educational centers.

The college secured grant funding, launched, and continues to operate the region’s K-16 Bridge Program and the GEAR UP Program. These two regional initiatives work with K-12 students, teachers, and school administrators to better understand and track student learning needs and to provide academic support to them so that they are better prepared to attend Hartnell College or any other college of their choosing. Through the utilization of the college’s Title V grant funding we can continue to offer The college’s assessment to both middle school and high school students. This helps the college to better understand the needs of those students who are eligible to apply for admissions at Hartnell College. These data are also used by our Title V grant to better chart the persistence and success characteristics of students who attend the college.

Through such outreach and early assessment, we partner with school districts and project staff to provide learning support services to prospective future students and, because we already have the assessment outcomes of those participants, we are able to immediately serve them if they apply to Hartnell College.
To better connect student learning services to individual learner needs, the college maintains a comprehensive inventory of services that promote and sustain student learning and success. The college has implemented a one-stop student learning service center. The college provides vital student learning services on the Main Campus from morning hours until 7 p.m., Monday through Thursday and until 5 p.m. on Fridays. We have ensured that key student access and learning support services are available on-site and daily at our two learning centers. The college has hired and trained staff who are located at the two learning centers to provide admissions, records, and financial aid information and referral assistance. It has hired and trained staff at each center to administer assessment and placement instruments and other testing. It has hired, trained, and placed part-time counselors at each center and the Main Campus to ensure that every student has access to counseling services and academic advice regardless of location or time of instruction.

To better serve distance learners and all students, the college has expanded the information and services available via its website. Distance learners can register, enroll, add, and drop classes online. These learners can access course content and submit course assignments online.

The High School Equivalency Program (HEP) not only offers instruction and services on all Hartnell College campus sites and partnering locations across the Salinas Valley, but also provides instruction in a variety of modalities to accommodate the working adult. Many Hartnell students work in the agricultural industry which often does not follow the academic year. HEP has designed instruction to work around these seasonal, migratory agricultural requirements, such as offering 10-week courses in the fall and spring during “non-peak” seasons.

The college’s Career Center website provides links to online resources for career guidance, employment assistance and labor market information which can be found on our website at [http://www.hartnell.edu/students/careers/](http://www.hartnell.edu/students/careers/). This resource is particularly accessible to distance learners. The college’s Transfer Center site posts a monthly calendar that highlights transfer application filing deadlines, transfer admissions guarantee agreement deadlines and campus representative visits (II.B.31). The majority of student learning services are available on a bilingual basis (including admissions and records, financial aid, assessment, counseling, and each of the following categorical programs). Specific student learning support services have been designed for students eligible for DSPS, EOPS, CARE, CalWORKs, TRIO, GEAR UP, HEP and K-16 Bridge programs.

The college continues to demonstrate and document that it assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

*The college meets this standard.*
Planning Agenda

None.

II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The college provides a comprehensive range of services, programs, and opportunities that encourage the full development of students. College students are served by the Associated Students of Hartnell College (ASHC). Every student is a member of the ASHC and they can contribute a few dollars each year during the registration process to support student activities, clubs, student government, recreational activities, other student functions. The ASHC encourages students to become involved in student government, student clubs, honorary societies, and College events.

THE STUDENT SENATE AND SHARED GOVERNANCE

The ASHC membership is represented by a formal student government entity, the Student Senate. Student Senate information can be found at our website at http://www.hartnell.edu/students/associated_students/. The Senate is comprised of a President, Executive Vice President, various vice presidents responsible for student activities/student involvement/student clubs, and at-large senators, with specific representation from an evening/weekend/distance student, a student attending the CAT Alisal center, and a student attending the King City center. This is designed to ensure that the interests and perspectives of distance education and evening students are served, along with those students enrolled at the two education centers.

The ASHC and Student Senate are advised and supported by a full-time Student Life Coordinator. This campus position reports to the Vice President for Student Affairs. The Office of the Vice President and the ASHC Student Senate equally share in the cost of the Coordinator position, thereby serving as a living example of shared responsibility and fiscal prudence by the ASHC and the college.

Student representatives serve on all College shared governance committees and these students are selected by the ASHC and Student Senate President. Students annually elect a Student Trustee to serve on the college’s Board of Trustees. In addition, students serve on many hiring committees responsible for reviewing applicants and making recommendations to the President or senior management. The opportunities and level of involvement continually present students with extensive access to activities that promote personal, civic,
Students can develop leadership skills, participate in shared governance, learn parliamentary procedures, become familiar with Roberts Rules of Order, and the mandates of the Brown Act. Students get firsthand experience developing and voting on student government policies, programs, and procedures through their weekly ASHC Senate meetings.

STUDENT CLUBS, ACTIVITIES AND PROGRAMS

The college has an extensive and growing list of formal student clubs and organizations. Those clubs are represented by the Inter-Club Council (ICC) and that council has a permanent seat on the Student Senate via the Vice President of the Inter-Club Council. There are a variety of clubs and each club must select a formal club advisor (generally a faculty member) and is provided specific advice and services by the Student Life Coordinator. Student options for club involvement include: journalism club, digital arts club, Hartnell cheer club, physics club, society of physics students, pre-pharmacy science club, celebrating recovery club, MEChA, rockets and robot club, students interested in medicine association, students in free enterprise club, chemistry club, women in science exploration, and others. Combined, these clubs allow students to explore civic, artistic, social, academic, and personal development and service. (II.B.32)

The ICC provides an effective, organized, and set of fair policies and procedures so that all clubs have the opportunity to grow, meet their goals, and have an impact. Through the student activity fees collected and other fundraising efforts, the Student Senate can approve funding requests in support of activities and events by student clubs. Throughout a typical year, student clubs host a variety of fundraising events on campus and in the community. Together, they and the ASHC support or host activities such as Panther Days, Cinco de Mayo, Black History Month, and numerous other events. (II.B.33)

To develop creative, artistic, and aesthetic skills, the Western Stage (The college’s theater arts program and production facility), provides students with artistic development and acting opportunities, as well as student discounts to performances. In addition, the college’s art gallery displays the art work of our students at gallery shows throughout the year. The college offers musical performances in genres of jazz and orchestra.

Beyond these programs, the college provides even more opportunities for students to develop and refine their civic, social, artistic, service, and personal skills. The college is home to the Math, Engineering, and Science Achievement (MESA) program http://www.hartnell.edu/mesa/ and this program provides students in these academic disciplines the opportunity to provide mentoring, advising, tutoring, and other support services to fellow students. As an additional example, EOPS/CARE/CalWorks Peer Advisors-often they are first point of contact so they are trained to help students maneuver through College services.

Other specific campus events, celebrations, programs, and services that help students develop personal and civic responsibility as well as intellectual, aesthetic, and personal attributes are:
The Division of Student Affairs operates a Student Ambassadors Program that trains students to provide initial triage to students in line seeking student support services from Admissions and Records, Registration, Financial Aid, Express Counseling, or the Cashier’s Office. The Business degree and certificate discipline operates a SIFE (Students in Free Enterprise) student development program and SIFE students have annually placed in national competitions. The college operates a very successful MESA program and a RAND-supported two-week Math Academy Program. In total, the college provides extensive opportunities for students to demonstrate personal and civic responsibility, and for students to develop social, intellectual, service, and other skills and traits.

**Self Evaluation**

Since the 2006 Institutional self evaluation, the college has continued to provide extensive opportunities for students to develop personal, civic, intellectual, service and other skills and responsibilities. The college continues to support the ASHC, Student Senate, and student clubs. Students are formally represented on shared governance committees and many hiring committees. Individual Student Senate slots are reserved for evening/distance education students, CAT (Alisal Center), and King City Center students. Vice presidential level student senator positions are dedicated to student programs and services and to the Inter-Club Council.

There is substantial training (along with reference materials and binders) for student government leaders each year. The ASHC, Student Senate, and ICC are guided and supported by a full-time Student Life Coordinator. (II.B.35)
Hartnell College students can join a variety of clubs dedicated to cultural, social, aesthetic, and academic growth and enrichment. Students and student clubs host various fundraising events, cultural events, and all-campus events (e.g., Panther Days) throughout the year. These clubs are facilitated by advisors (generally faculty or staff members) to help guide the development of their leadership and civic responsibility skills. The college provides students with the opportunity to develop and express their artistic, music, theatrical, and aesthetic talents via our performing arts venue. Their student activity fees support a variety of gym and physical conditioning programs, as well, to help them remain fit and healthy.

The college demonstrates that it continues to provide an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development in all of its students.

*The college meets this standard.*

**Planning Agenda**

Hartnell College will continue to partner with the ASHC and Student Senate to support a full-time Student Life Coordinator that will provide advisory and support services to the ASHC, student government, and student clubs. The college and Coordinator will continually work with student government leaders to identify any additional training these leaders may need in order to continue to develop their leadership skills. The ASHC and Coordinator will work with student senators representing the CAT and the King City Education Center students to ensure that students attending those centers feel connected to student government and, too, have access to those programs that promote personal development.

**II.B.3.c**

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

**Descriptive Summary**

The college’s Counseling Services unit has as one of its goals, the provision of instruction, counseling, and access to services that will assist individuals with decisions that affect education, career, and personal/life goals. The college operates a distributive model for counseling services. There are five full-time “general” counselors that provide counseling services to all students, both on an appointment and express (drop-in) basis. In addition, there are two full-time counselors for the EOPS/CARE/CalWORKs programs, and there are two full-time and tenured “program” counselors for the DSPS program. These full-time
counselors are joined by over one dozen part-time counselors assigned to both general counseling and additional categorical program counseling responsibilities (e.g., TRIO program counselors, HEP counselors, First 5 ECE counselors, etc.) both on the Main Campus and at the two educational centers.

General counseling resources have undergone some major changes as a result of budgetary constraints. The retirement of the director of counseling, in concert with declining state support, resulted first in the appointment of a “lead” counselor to help support counselor needs and serve as an advocate for resources. To improve communication and support needs of general counselors, in 2011 a direct reporting relationship with the Vice President for Student Affairs was established.

STANDARDS AND POLICIES GOVERNING COUNSELING SERVICES

All counselors, full- and part-time, are guided by the statewide standards of practice for counselors and counseling programs endorsed in Fall 2008 by the Statewide Academic Senate. These standards describe the types of counseling each professional counselor must be prepared to provide (personal, academic, career, etc.), the standards of confidentiality, sensitivity to cultural and other differences, staying current on counseling research and best practices, participating in training and professional development, assisting with community and school outreach activities, and a host of related practices.

The Board of Trustees of Hartnell College has enacted policies that speak to the importance and the role of counselors, including “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,” and “It is Board Policy 5110 of Hartnell College http://www.hartnell.edu/board/policies/5110.pdf to provide matriculation services for the purpose of furthering the equality of educational opportunity and success for all students.”

PROVISION AND EVALUATION OF COUNSELING SERVICES SUPPORTING STUDENT DEVELOPMENT AND SUCCESS

Counseling and guidance services are available to all students on the Main Campus, at each educational center, and to online and distance education students. Counselors assist students to identify and develop career, personal and educational goals. They formally assist students to develop an educational plan that represents a program of study to fulfill educational and course requirements to meet those goals. Counselors, as well, provide university transfer, career, basic skills, professional and personal enrichment, and other related topics as part of their counseling responsibilities.

Counselors have additional responsibilities related to instruction regarding orientation, career exploration, development of skills for academic success, and other subjects in support of success. Full-time counselors for the EOPS/CARE/CalWORKs and DSPS programs, along with part-time counselors for the HEP, GEAR UP, ECE, and TRIO programs, offer additional services designed in support of those programs and eligible students. Part-time
counselors are assigned to Athletics and Physical Education to serve sports counseling needs of student athletes.

Since the previous Institutional self evaluation, full-time counselors, each semester, provided assigned time to meet either with the then Director, the eventual lead faculty member, or the now Vice President for continued training, professional development, and to attend important conferences. In 2011, formal training programs for all existing and new part-time counselors were established and were required before Counselors assumed full counseling responsibilities (II.B.36) Each part-time counselor has been assigned a full-time counselor to serve as a mentor. This mentor–protégé relationship ensures that part-time counselors benefit from the experience and wisdom of full-time, tenured counselors. In addition, each full- and part-time counselor received a comprehensive reference binder providing the very latest data, information, and procedures relating to courses, majors, transfers, matriculation, appeals, education plan development, and other topics. Further, every full-time counselor was provided with the latest edition of the listing of social and emergency services available in the college’s service area, known as the SAM’s Guide. (samsresources.com/mcguide.html) Each part-time counseling office (at the Main Campus and at both education centers) was also provided with a copy. Referring to the resources in these binders enables counselors to better assist students in need.

TRIO Student Support Services counselors provide a centralized structured student development and retention program for students as they earn a two-year Associate of Arts/Science degree from Hartnell College and transfer to a university. The counseling services provided by Hartnell College TRIO/Student Support Services Program are specifically designed to offer a highly coordinated intrusive model of counseling and tutoring students until the TRIO student’s graduation with an associate degree and transfer to a university. The organizing principle of the TRIO Counseling Program is to foster and develop a supportive academic community and campus climate both within the TRIO Program and throughout the college community at large.

Counseling services are evaluated in several ways. For all full-time counselors, whether “general” counselors or those assigned to categorical programs, counselors are evaluated according to their faculty status. Their classes are observed, their students are surveyed, and other evaluation measures are applied. In 2012, full-time counselors developed a student survey so that students could evaluate the efficacy of specific aspects of their counseling interaction (i.e., guidance, assistance with educational planning, help with personal issues, transcript evaluations, etc.). As part of the PEER evaluation of counseling services in 2005-06 and the PEER evaluation completed during the 2011-12, comprehensive student achievement and success data are being collected, particularly for those students served by counseling services. (II.B.37)

Self Evaluation

Since 2007, Counseling Services at Hartnell College have continued to provide key services to current and future students. Thousands of students are counseled annually via counseling appointments and express counseling sessions. Thousands of educational plans are
developed, as are hundreds of transfer agreements, financial aid appeals, and many forms completed related to course substitutions, independent study, and the like. Counseling Services, in real time, have been extended to the two educational centers and are offered to online and distance education students with a turnaround time of several hours. Counselors continue to teach a combined hundreds of students each term and provide them with orientation, study skills, career exploration, and other educational topics that support student learning and success. Full- and part-time counselors serving DSPS, EOPS, HEP, TRIO, and other categorical and grant-funded programs provide additional support services to the hundreds of students served by these programs.

Due to retirements over the past five years, coupled with declining state general fund resources, the number of full-time general counselors and some “categorical program” counselors has decreased. At times, this has strained the resources of the combined counseling team. When, in 2011, two additional full-time counselors retired effective June, 2011, the President authorized the immediate hiring and training of nearly one dozen additional part-time professional counselors. The combined time contracted with these part-time counselors equals the counseling appointment time available from the current full-time general counselors. This, in effect, has doubled the availability of counselors and counseling appointments. While this does not address the need to find and fill permanent counselor positions, it ensures the availability of professional counselors to serve the needs of Hartnell College students at each campus and center location.

The college meets this standard.

Planning Agenda

None.

II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity

Descriptive Summary

Hartnell College has a long-held, well-established, and widely-known tradition and commitment to diversity. The majority of residents in the Salinas Valley service area of the college are hispanic, and the majority of students attending Hartnell College—at its Main Campus and at each of its two educational centers—are Hispanic. The college is designated as a Hispanic Serving Institution by the U.S. Department of Education. Beyond this predominant ethnic group, the service area and student body at the college is populated with diverse cultural, race, and ethnic constituencies, including Mexican Indian (Mixteco,
Zapotec), Japanese, Filipino, Black, Asian, Armenian, American Indian, and other cultural groups.

INSTITUTIONAL POLICIES AND STATEMENTS SUPPORTING DIVERSITY

It is within this rich environment that the college operates, provides instruction, support services, and services to surrounding communities. The college promotes an appreciation for diversity through programs, activities, and very specific policies such as our Annual Honor Thy Children lecture, Planetarium shows, and other student activities that promote diversity. Several key institutional policies speak directly to the issue of an appreciation of, support for, and insistence on diversity. The hiring practices and policies of the college make our commitment to diversity quite clear. The first page of the college’s Human Resources website http://www.hartnell.edu/hr/ states “Hartnell College encourages a diverse pool of applicants and does not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, physical or mental disability, or sexual orientation in any of the District’s policies or procedures.” (II.B.38) This statement governs the conduct of college faculty, staff, and students. Governing Board Policy 5500 (II.B.39) http://www.hartnell.edu/board/policies/5500.pdf concerning student behavior states that “Student conduct should reflect consideration for the rights of others.” Related to hazing, it states that “Hartnell College prohibits any activities of student clubs or organizations…likely to cause…personal degradation or disgrace…to any student.”

The very mission statement of the college states “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 mission statement further declares “Hartnell College shall implement programs and services that recognize its culturally diverse community, and provide fair and ethical treatment of its entire population. (II.B.40)

In addition, the college includes the following nondiscrimination statement on every form that has an external audience: (II.B.41)

> It is the policy of Hartnell College that there will be no discrimination or harassment on the grounds of race, color, sex, gender, sexual orientation, marital status, religion, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Student Affairs at (831) 755-6822, CALL Building Room 123.

The Associated Students of Hartnell College echo this same sentiment in the preamble to their constitution. In part, ASHC’s constitution reads that students shall “enjoy a campus free from discrimination based on ethnicity, national origin, religion, gender, age, sexual orientation, or disability.” (II.B.42) The Student Handbook states that “The District is committed to creating an educational environment that does not tolerate harassment or discrimination” and describes sanctions associated with student misconduct relating to “derogatory comments, slurs, jokes, and epithets.”
TRAINING, PROGRAMMING AND EVENTS SUPPORTING DIVERSITY

While the college has policies in place to advance, support, and insist on diversity, it has many programs and activities that demonstrate and support diversity. ASHC, the Student Senate, and the Inter-Club Council annually support and fund a variety of activities and events that are supportive of diversity. From Cinco de Mayo, 16th of September, Black History Month to Inter-Tribal Cultural Events, and Asian American Heritage Month, and many other tribute and recognition activities, student government and student clubs join with the college and College staff to host and/or celebrate the rich cultural diversity of our students and region. (II.B.33)

Student leadership and Student Senate members attend an annual workshop for new senators and student government leaders. Topics and trainings include cultural diversity, communication strategies, and consensus building. The Inter-Club Council assists such student clubs as MEChA apply for Student Senate funding to host cultural celebrations at the college. (II.B.35)

The college has a strong history of providing support for special programs such as DSPS, EOPS, TRIO, and GEAR UP. These programs actively recruit and provide special services to underrepresented students and those with unique abilities and backgrounds. All of these services, and virtually all student learning support services offered by the Division of Student Affairs are available from a culturally-diverse, often bilingual staff.

The Monterey County Office of Education has identified more than 4,000 migrant youth age 14-21 that are either in or out of school, of which the High School Equivalency Program (HEP) is attempting to serve. The HEP will have assisted over 400 students earn the General Education Degree (GED) by the end of this Fall 2011 semester. Additionally, it has helped establish the “ALAS Club,” a Hartnell student organization that assists AB540 students in raising funds for scholarships, motivating students to complete their education. Sankofa-the professional African American Faculty & Staff of HCC, hosts Kente Ceremony to recognize and celebrate African American Student Graduates. (II.B.34)

Additional programming and events of import and impact includes the following: (II.B.43)

- Holiday Celebration for CARE students and their families
- Dia de la Familia
- Cinco de Mayo celebrations
- Under Mayan Skies Planetarium shows
- Honor They Children – Japanese lectures
- Hartnell Pride (Lesbian, Gay, Bi-Sexual, and Transgender)
- DSPS Club
- Kwanzaa
- Homestead Review poetry collection
- International dinners
- Cultural programming from the Western Stage
- International film festivals

Through the provision of these events and services, and the presence of bilingual and culturally diverse staff, the college serves as a living example of diversity and its staff often serve as role models, examples, and mentors to students.

Self Evaluation

The college demonstrates that it has continued to promote and insist on a celebration of diversity in its programs, services, activities, and policies. Students are involved in screening committees for new hires; each applicant for each College position must speak to the issue of diversity. Annually, student leaders, student government, and the leadership of student clubs work to support events and activities that celebrate cultural diversity. Key student outreach and student learning support services are available on a bilingual basis, often offered by culturally-diverse staff. The college continues to increase the number and percentage of ethnic minority students. It continues its outreach services to communities, middle schools and high schools that are predominantly ethnic.

In recent years, the college has been particularly successful in attracting new external funding and grants to provide even more services and outreach to culturally diverse populations. The college’s High School Equivalency Program (HEP) directly targets migrant farm workers, and their immediate family, to help them obtain their General Education Degree (GED) and move on to postsecondary education and/or improved employment. In the last two years the HEP has placed 100% of their GED graduates into postsecondary education and/or improved employment. (II.B.16) The college’s K-16 Bridge Program works with predominantly Hispanic high schools, middle schools, and communities to provide academic enrichment and outreach services (II.B.27). The college several years ago began the ACE (Academy for Academic Excellence) Program http://www.hartnell.edu/ace/ formally known as the Digital Bridge Program to attract and serve low-income, underrepresented students to provide them special services to ensure their success (II.B.34). In 2011, the college received a combined $1 million grant from the First 5 Commission of Monterey County to provide special outreach, support assistance, and bilingual counseling services to the County’s predominantly Hispanic workforce of public childcare centers and facilities (II.B.44).

The college continues to demonstrate that it designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

The college meets this standard.

Planning Agenda

None.
II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

THE LATTER PORTION OF THIS PARAGRAPH NEEDS TO BE EDITED FOR CURRENCY. The Hartnell College admissions application is available both in a printed version and online via the Hartnell.edu website (II.B. 45). Virtually anyone in the District and beyond can access the electronic version and apply for both admissions and financial aid online. An increasing number of students use the Internet to complete and submit their application to the college. The admission application is included and fully detailed in the printed version of each term’s Schedule of Classes. Tens of thousands of Schedules are printed and distributed each term. An abundant supply of Schedules is available, for free, at various locations on the Main Campus, the Alisal Campus and the King City Education Center and at local libraries.

Completed applications can be returned electronically online, via the mail, by fax, or in person to the Admissions and Records office at the Main Campus, to the administrative office at the King City Education Center, or to the Alisal Campus central office for processing. Once received, students are notified of the matriculation process and are referred to various departments to receive matriculation services. Since 2004, the college has contracted with XAP Corporation, the vendor that produced the common application for the California Community Colleges. Students submitting an application form online receive an instant email from the college that outlines the matriculation process, known at Hartnell College as “Steps to Enroll.” (II.B.46)

To ensure accessibility, the college’s application for admission form and all instructions are available in Spanish, and a Spanish version is included in each printed Class Schedule. The application also is available in large print size at the Main Campus and two education centers for students who are visually impaired, and staff is available to assist students who may need assistance completing the forms.

Since 2005, the college has ensured that students have access to a bank of computers that feature the PAWS program (Personal Access Web Services). Prior to the 2010 physical move to a one-stop center, Admissions and Records operated a dedicated computer lab known as the PAWS Room. It featured nine computer stations linked to the PAWS program. Students were free to use the room to complete and follow up on their application for admission and their financial aid application, as well as register for classes. Since the physical move to a one-stop center in 2010 located in the CALL Building, 16 dedicated computers are located in the lobby and processing area adjacent to Admissions and Records. (II.B.47) These stations feature PAWS and students can apply for admissions and, once accepted, use these
computers to register for classes, add and drop classes, check their financial aid status, pay semester fees, and other admissions and enrollment activities.

Once admitted, students are provided assessment and placement testing on the Main Campus and both education centers. Because of our K-16 Bridge Program and the GEAR UP Program, many area high school and middle school students have already been assessed on our campuses or at their local high schools using our Accuplacer instruments. All assessment tests used at Hartnell College have been validated and approved for use via the Chancellor’s Office’s “List of Approved Assessment Instruments.” The college years ago acquired the multiple modules of each assessment test so that students are able to benefit from precise assessments of their mathematics, reading, ESL, and English levels. Assessment technicians coordinate with DSPS to provide accommodations for students requiring any special assistance (e.g., those requiring interpreters, accommodations for the visually impaired, etc.). Multiple measures are used to ensure that students are placed in appropriate classes. Such measures include assessment scores, high school grades, similar academic work completed at another college, instructor recommendations, employment hours, and the judgment of counselors during student-counselor sessions. Additional examples include:

- Creation of the ESL handwritten format in 2010.
- Validation of our Accuplacer instruments by Dr. Gordon, our Assessment Consultant.
- Certification of our ATB by the college Board completed in 2010.
- Annual auditor reviews consistently finding that the A&R application meets the needs of the Chancellor’s Office.

Information gathered through assessment is a critical component of the matriculation process and helps the college facilitate individual student success.

Self Evaluation

The college has assembled, developed, implemented, and continually refined the process of admissions, registration, assessment, and successful course placement. It has ensured that all residents and potential applicants have awareness of, and access to, information about Hartnell College and application forms for admissions and financial aid. That information is available in hard copy and online, and students have the option to submit applications electronically, by mail, or in person at our various centers and Main Campus. All applicants are informed about the matriculation process and assessment and placement procedures and locations. All assessment tests have been validated and approved by the Chancellor’s Office of the California Community Colleges. Applications and application assistance is available in Spanish language and in various formats to accommodate those with DSPS assistance needs. The college maintains a bank of computers for any prospective student to use to complete and follow up on admissions applications, register for classes, pay fees, and other activities. Assessment services are available at each campus. Every student is aware of the “Steps to Enroll” and benefit from formalized matriculation procedures. Counselors meet with students to interpret assessment data and help the student enroll in appropriate courses. Student ambassadors are available in the lobby of the one-stop center to assist students with
questions, directing them to appropriate service providers, and to provide them direct assistance via online services as the computer stations located throughout the lobby area.

_The college meets this standard._

**Planning Agenda**

None.

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**II.B.3.f**

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**Descriptive Summary**

Hartnell College uses a variety of file storage, backup, management, and security systems to protect and maintain student records. All student records, including transcripts, applications, grades, forms, educational plans, and related records are accurate and secure.

Student records are maintained in several ways according to their age. Student class records prior to 1983 are kept on digital image and in the original hard copy. All hard copy records are stored in a locked records room located in the Admissions & Records Office. During the early 2000s, the college acquired and began utilizing a digital document imaging system to provide for permanent, secure, and easily accessible stored student records. The servers for this system are located on the network and are routinely backed up as part of the District information network system.

In 2000, the college transitioned to the Datatel information management system. This system houses all admissions, assessment testing, registration, and academic records as well as the college’s fiscal services and human resources components. In 2005, the college purchased the Matrix Onbase Program, a document imaging and retrieval system that interfaces with Datatel. All of these systems and the data stored on them are accessible only to designated and approved individuals through password protection.

Policies regarding staff access and use of student and campus records are well established and disseminated. Policies regarding the release of student records are featured in all current catalogs and online at [http://www.hartnell.edu](http://www.hartnell.edu). In addition, the college community is provided with a FERPA Handout annually from the Admissions & Records Office. The Board of Trustees has adopted Board Policy 5040
http://www.hartnell.edu/board/policies/5040.pdf regarding the safe-keeping and retention of student records. The college’s A&R Department has established and widely distributed records policies regarding these data and how they must be stored and under what conditions may they be accessed. There is a highlighted statement on safeguarding student records in the Faculty Handbook. These data systems are updated daily as new applications, transcripts, education plans, and other data elements are created and compiled. These programs are accessible to designated individuals (counselors, financial aid and admissions personnel, etc.) via their computers and administrative and program computers located at the Main Campus and the two educational centers. Staff members with access to these systems have the ability to retrieve transcripts and other student records. This data-driven information system is on-demand and plays an important role in assisting students through the admissions and enrollment process, and providing students with the learning assistance and support services they require in order to meet their educational goals.

Self Evaluation

The college continues to utilize those information storage, safety, and retrieval systems that allow password protected access to information that aids in student admissions, enrollment, attendance, matriculation, and completion. Hartnell takes sufficient measures to store, backup, safeguard, and limit access to data by authorized users. The college publishes data access and usage policies for faculty and staff, as well as policies for the release of student data. Hartnell continues to demonstrate that it maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established procedures for the release of student records.

*The college meets this standard.*

Planning Agenda

None.

II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student support services continue to be the focus of program reviews, evaluation, and studies to ensure that they meet the needs of today’s and tomorrow’s students. From 2004 to 2006,
the Division undertook a comprehensive review of each of its services and programs utilizing the PEER assessment model. PEER stands for Productivity Effectiveness Efficiency Responsiveness. In 2007-08, Student Affairs personnel assisted in the construction and fielding of instruments that were part of the comprehensive Salinas Valley Vision 2020 study that surveyed and/or interviewed nearly 1,300 service area residents, family members, leaders, employers, business owners, and students. In late 2007-08, Division management and staff reviewed processes and outcomes in order to create a comprehensive narrative, plan, goals, and resource requirements as part of the college’s Educational and Facilities Master Plan. In late 2008, the college engaged the Monterey Institute for Social Architecture (MISA) to lead an external review of our enrollment services (Admissions, Financial Aid, Counseling and Assessment) in order to determine the strengths and weaknesses that resulted in any barriers to student engagement, retention, and success. Throughout 2009, Division management and staff met over several facilitated workshops to reorganize the flow, structure, and location of student support services in order to better align student support services both programatically and physically.

These program and service evaluations and assessments have been complemented by additional efforts. The Division conducted the 2011-12 PEER assessment across each of its student support services in order to update the 2005-06 PEER assessment and the 2008-09 external evaluation conducted by MISA. To gather comparable data across Division services, Division management worked with staff from each service to finalize and implement a student feedback survey form to gather the same “quality and efficacy of service” information across programs, while allowing each Division program and service to ask additional “service/program-specific” questions for use by specific services for continuous process and program improvement.

In addition to these comprehensive program review and evaluation measures, programs within the Division have implemented a variety of point-of-contact student intake and survey forms to gather more robust data for planning, review, reporting, and revision purposes. Sample surveys and forms include:

- Student Affairs Department Student Feedback Form
- Hartnell College Counseling Department Student Survey
- Financial Aid Department Student Survey
- Financial Aid Money Mondays Survey
- 2011 Cash for College Student Exit Survey
- Registration Rally Experience Survey
- EOPS Student Intake and Evaluation Forms
- K-16 Student Intake Form
- TRIO Program Student Intake and Evaluation Forms
- GEAR UP Intake and Evaluation Forms
- Board of Trustee Financial Aid Presentations

The data from these assessments, evaluations, surveys, and reviews have been used by College and Student Affairs managers to identify and implement significant improvements in
Division services, programs, delivery strategies, and organizational structure. Every other week, the managers from each program and unit in the Division of Student Affairs meet with the Vice President as a group referred to as the Student Affairs Leadership Team. Combined, these managers oversee all programs and services that comprise Student Affairs at the college. These managers work together to review program operations, identify additional data needs, construct and implement program and student surveys, review current research on best practices in this professional field, and discuss any issues related to student learning and success. This is the team that led the 2011-12 PEER comprehensive program evaluation of all student affairs services and programs, and the team that reviews data derived from student efficacy of service surveys and feedback forms, and once reviewed, helps to identify new processes and procedures.

Throughout each academic year, campus personnel collect various enrollment, persistence, success, graduation, and other data that must be reported to the Statewide Chancellor’s Office. These impact and outcomes data are reviewed to ensure that student support services are identifying and addressing student needs and that College efforts are contributing to the achievement of student learning outcomes. Both College and Division of Student Affairs managers use these data to better organize and deliver student support services that make a difference. As noted in an earlier section, review of these data resulted in the consolidation of specific student support services under a new dean position, the creation of a one-stop service center, and redeployment of crucial counseling and other support services to the two education centers, the hiring of more bilingual part-time counselors, and a recasting of the schedule of operations of key student support services so that they were available at times and locations more convenient to all students, including distance learners.

In addition, specific “categorical” and “grant funded” student support services utilize program-specific intake, survey, impact, and assessment processes mandated by funding sources or state reporting policies. In this regard, the TRIO, GEAR UP, HEP, EOPS/CARE/CalWORKs, and DSPS programs must collect additional information from College students benefitting from their services and these impact data are reported in annual and progress reports to those agencies and funding sources. To continue to receive funding support, these important student learning support programs must demonstrate that they are meeting student needs and contributing to student success. Further, many of our academic student support services have implemented pre and post tests and program effectiveness assessments. Examples include the Nursing Program and its Saturday Success Campus, the Mathematics Department’s two-week Math Academy, the Math Lab, and the Writing Lab.

Self Evaluation

The college is responsive to student needs and demonstrates through a variety of assessment data that student support services addresses student needs. Student services are evaluated in a consistent manner to ensure program efficacy and effectiveness in achieving student success. The college can demonstrate that it continues to use these and other evaluation and demographic data as the basis for program improvement both at the college and Division of Student Affairs levels. Student services underwent a comprehensive evaluation in 2005-06 (PEER), 2007-08 (Salinas Valley Vision 2020), 2008 (as part of the
development of the Hartnell College Educational and Facilities Master Plan), 2008-09 (the external MISA assessment of student services) and then in 2011-12 completed the new Division of Student Affairs PEER assessment. These comprehensive program evaluations are augmented by various student intake, feedback, and survey forms used by most student affairs programs. In 2011, the Student Affairs Leadership Team worked to develop a common set of student evaluation questions so that comparable efficacy and impact data could be collected across all student support programs.

*The college meets this standard.*

**Planning Agenda**

During the 2012-13 academic year, Student Affairs personnel will work with other colleagues to look at the feasibility of modifying PlaNET so that the college could transition from the PEER assessment tool to the program review and assessment software system used by the academic services. In addition, the resource needs of Student Affairs will systematically be integrated into the college’s planning and assessment process.
Standard II B: Evidence

II.B.1 H
II.C LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

The Library and Learning Support Services provide essential services that support the college’s mission, instructional programs, and activities. The learning support services and programs offer students many programs and services to expand classroom learning and ensure success in achieving their academic goals. Library and Learning Support Services are available to students at Main Campus, students at the King City and Alisal Education Centers, and distance education students. Assessment of services and programs is ongoing, and the assessment results are used to make improvements that benefit student learning and success.

Self Evaluation

The Library and Learning Support Services evaluate services and programs on a regular basis through student and faculty surveys, usage statistics, student learning outcomes, and other measures. Self-evaluation has been ongoing for many years in the Library, but in 2009 a calendar of assessments was developed by the faculty librarians and has been implemented. Each semester at least one service or area is evaluated, and the results of the evaluation are studied, discussed, and used to make changes and improvements. (II.C.1)

The Library and Learning Support Services staff continues to evaluate collections, services and programs regularly in order to provide the best services and resources possible to students, faculty, staff, and the community. A goal for the future is the creation of a Student
Success Center, based upon recommendations from *A Blueprint for Student Success at Hartnell College*. (II.C.2)

*The college meets this standard.*

**Planning Agenda**

Based on the recommendations *A Blueprint for Student Success at Hartnell College*, the Learning Support Services staff will collaborate with college administration, faculty and staff to begin planning for a Student Success Center during the 2012-13 academic year.

**II.C.1.a**

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

**Descriptive Summary**

The college Library offers key services and resources to students, faculty, and staff. The 68,000 square foot facility opened in June 2006 after ten years of planning. Designed to meet the information and research needs of students and the college community, the library facilities and resources include:

- Over 200 computers
- A wireless network
- Video on demand
- Laptops for in library use
- 22 collaborative study rooms with a web-based reservation system (RoomWizard)
- A Distance Learning Lab and Video Conference Center
- A library instruction room with 17 student computers
- A technology-rich Community Room
- A Faculty and Staff Resource Center with 12 computers and other equipment
- Digitizing, imaging and video editing rooms
- Smart card print technology
- 2 RFID self-check stations
- Universal access design and assistive technologies

The building was designed with seating for 763 students and stack space for 80,000 volumes.
Print and Electronic Collections: The library’s print collection consists approximately of 64,000 volumes and students have access to over 25,000 electronic books (ebooks). Currently the library subscribes to approximately 150 print periodicals, more than 35 databases, and 6 daily newspapers. The King City Education Center and Alisal Center offer students full access to the library’s ebook collection, and subscription databases. The King City Center includes a small print collection of reference books and current subscriptions to periodicals including newspapers.

The library encourages faculty and others to suggest additions to the library’s collection. There is a link on the library’s website where suggestions may be submitted, and a list of librarian selectors/liaisons to disciplines is available on request. (II.C.3, II.C.4) The library tracks purchases by discipline. At year end, librarians review the number of purchases for each discipline and plan for the upcoming year. The intent is to achieve a balanced collection and to ensure that disciplines are not overlooked, while purchasing books and media that meet the needs of students and faculty. (II.C.5)

Audio Visual Services: Faculty and staff may request audio visual equipment for classroom or college events by submitting a request to Audio Visual Services (AV Services). AV Services has laptop computers and projectors, sound systems, overhead projectors, DVD/VCR/TVs, digital cameras, camcorders, plasma screens, screens, tripods, easels, and lecterns that can be delivered to campus locations. Request forms are available on the library’s website; faculty and staff can also email requests to the AV Technician. With the increase in smart classrooms, the demand for this service has declined. There has been an increase in requests from faculty for technical assistance. (II.C.6)

AV Services is open from 7:30 am to 4:30 pm, Monday through Friday. Occasionally for special events, service is extended to weekend and evening hours.

Self Evaluation

The Library’s book, ebook, and subscription databases provide a wealth of diverse, high quality academic content to students. The library is very heavily used by students. The many computers, the group study rooms, and the comfortable, quiet study spaces provide an atmosphere conducive to research, study, and learning. During the spring 2013 semester the Tutorial Center and TRIO will move into the library and temporarily occupy group study rooms, offices, and the Silent Study room. Since November 2012, two student group study rooms have been used as offices by the Interim Dean of Institutional Planning and Effectiveness and a research analyst. Student access to computers, group study rooms, and silent study space are impacted by these changes.

The college meets this standard.

Planning Agenda
Library staff will continue to evaluate its collections, deselecting older materials, and purchasing updated items that meet the curricular needs of students. Electronic publications that can be accessed by distance learning students and students at the other campuses will be given a high priority. Support for faculty requesting technical assistance will be provided.

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Information skills are a college core competency, and the library’s credit Library Instruction courses emphasize development of the important research and evaluation skills needed by successful college students. These courses build on students’ research skills, aid in preparing transfer students for academic university research, and facilitate life-long learning. During the fall and spring semesters, the library offers five credit courses that teach students information competency skills. The number of students completing information competency credit courses has increased in recent years. (II.C.7)

The library also offers faculty-requested orientations that emphasize specific discipline resources and/or search techniques. These orientations teach basic information competency skills to students. While the number of presentations has decreased slightly, the number of students attending these presentations has increased. (II.C.8)

The library typically offers drop-in workshops every semester. With the retirement of the Student Services Librarian in spring 2011, the workshop schedule has been reduced.

The faculty librarians have worked for years to institute an information competency graduation requirement for students. In 2003 the Academic Senate adopted a definition and proposal relating to information competency. In 2007 the Academic Senate passed a resolution establishing an information competency graduation requirement. Also in 2007 the Academic Senate passed a resolution approving General Education/Institutional Outcomes, including information skills. In 2010 a subcommittee of the Academic Senate recommended a path to implementing information competency. The recommendation included the best practice that students enroll in information competency classes early in their college careers so as to gain the most value from the classes and so that they might build on the skills learned and developed in their Library Instruction classes, and use them in their other courses. The information competency recommendation has not been implemented, and quite often enrollment in information competency classes has not been at the beginning of a student’s college education. (II.C.9, II.C.10)

Self Evaluation
Credit courses, library orientations, drop-in workshops, reference interactions, reference guides, and online tutorials are some of the many options that are available to students to develop information competency skills.

*The college meets this standard.*

**Planning Agenda**

Librarians will continue to look for new ideas, methods, and opportunities to teach information competency skills. The library faculty and staff will also continue to encourage implementation of an information competency graduation requirement and inclusion of information competency in the freshman/first year college experience. Filling the vacant Student Services Librarian position is a high priority among library classified staff and library faculty.

**II.C.1.c**

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

**Descriptive Summary**

**Access to the Library:** The library has maintained its schedule of open hours and has not made any reductions in recent years. In the local region, the Hartnell College Library is open more hours than any other community college library. (II.C.11)

Many library resources are accessible 24/7 via the library’s website. The library subscribes to approximately 35 databases, many of which include full-text articles. The library also has over 25,000 electronic books (ebooks) accessible through the library website. The library authenticates library patrons via Ezproxy.

Students at the King City Education Center are served by the small library at the center which includes a reference collection, periodical subscriptions, and a reference librarian for four hours on Wednesdays. The librarian also teaches orientations and coordinates a library instruction course for students at the Center.

**LEARNING SUPPORT SERVICES**

**Tutorial Services** support about 1,000 students each semester through an array of academic support services (II.C.12). A full-time coordinator plans and performs a variety of specialized duties related to organizing and coordinating tutorial assistance services for a college; prepares and maintains records, files and reports related to the tutorial assistance program;
interviews, hires, trains, and schedules tutorial personnel assigned to the Center; request, prepares and monitors the program and grant budgets. (II.C.13)

The services provided by the Tutorial Center include drop-in tutoring, Math Academy lifeline tutoring, supplemental instruction, writing workshops, conversation groups, non-English course paper reviews, student development, student tutor training, supplemental instruction training, online resources, learning management system and Gmail support, exam proctoring, and grant development. Drop-in tutorial hours are Monday through Thursday, 9 am to 5 pm and Friday 9 am to 2 pm. Supplemental Instruction sessions are held in the daytime, evenings, and on Saturdays.

The Tutorial Center provides students with trained, qualified student tutors and professional tutors in various academic areas through drop-in tutoring, group tutoring, and appointment tutoring. Tutors support a student's regular instructional program through individual and small group tutoring at the Main Campus and Alisal Campus. Drop-in tutors and group tutors provide basic skills assistance, especially for English as a Second Language, English, and math through diverse activities that appeal to various learning preferences through a variety of methods (one-on-one tutoring, group tutoring, workshops, and study sessions). Tutors also proctor exams, proofread essays, and provide support for computer use. They provide assistance to students who need help with software applications, online services, or online classes. (II.C.14)

Each summer and winter, the two-week Math Academy helps students gain new perspectives and learn new ways to succeed in math courses. During the semester following the Academy, students are required to have eight tutor contacts as part of their Lifeline Contract. Lifeline students work with other students and tutors from their Academy. Their attendance is tracked, absent students are contacted, and regular updates are submitted to the Math Academy Director. (II.C.15; II.C.16)

Supplemental Instruction (SI) is a peer-led academic support program that helps students enrolled in certain historically challenging courses. SI sessions are free, voluntary, and open to the entire student population of each designated course. SI sessions are being offered days, evenings, weekends, and online. SI Leaders support instruction through a series of weekly study sessions that focus on active ways of dealing with course content. Instead of being “lectured to” in SI, SI leaders encourage students to discuss, practice, inquire, apply, interpret, analyze and collaborate on course material in a structured group setting. In addition, the SI leader provides material and learning strategies that will help students master the course content now and in the future. (II.C.17)

Almost 50 workshops each semester focus on grammar, punctuation, and writing topics such as commas, fixing run-on sentences, identifying sentence fragments, paragraph development, essay formatting, and citing sources. Faculty members can arrange workshops and schedules specifically for their classes. (II.C.18)
Students interested in practicing their English are welcome to join conversation groups. Each group meets at least once a week for 50 minutes. Group leaders encourage students to join discussions on a variety of topics.

With faculty approval, students in courses other than English are allowed to drop off papers for our English tutors to review. Papers are proofread for readability, not content. Tutoring appointments guide students through the writing process. (II.C.19)

Tutorial student workers are given the opportunity for personal and professional growth through training, work experience, evaluation, and three job levels with increasing responsibility, challenge and pay, ranging from Drop-in Tutor, Group Tutor, to Supplemental Instruction Leader. (II.C.20, II.C.21)

Community members as well as tutors and SI leaders from programs such as ACCESS, MESA, Gear-Up and HEP are offered three levels of training. The course offers the following modules: Introduction to Tutoring, Group Tutoring, and Supplemental Instruction. The courses include an introduction to the theories and methods of effective tutoring, including interviewing, identification of learning problems, the study and development of effective communication techniques, and the use of learning theories and methods of effective individualized and group instruction. (II.C.22)

The Tutorial Center’s learning management system website offers self-guided PowerPoint presentations as well as discussion boards, practice quizzes, and other resources. Assistance is also available for students having difficulty accessing email or online courses. (II.C.23)

Administration and proctoring of exams is offered through the Tutorial Center for Hartnell online courses, in person courses (early or makeup exams), King City and Alisal Education Centers and for other universities. Testing services are described in the Faculty Handbook and advertised through Hartnell’s website and the National College Testing Association (NCTA). Over 100 exams from other institutions are administered annually. (II.C.24)

The Tutorial Center assists with grant development by compiling outcome data that is used for reporting and to assist in securing various grants such as Title V, CCRAA, NSF, and TRIO, for example. (II.C.25-28)

**Directed Learning Activities (DLAs):** Developed in-house by English instructors and funded by a Title V grant, DLAs supplement English 253 class instruction. English 253 students are required to complete five 50-minute DLAs in the Tutorial Center. A comparison of grade point averages between students completing DLAs and those not completing DLAs has already shown a significantly higher grade point average for those completing DLAs. Faculty teaching English as a Second Language (ESL) also use DLAs in some of their courses.

Students report a high level of satisfaction with the DLAs. In a survey conducted by a Faculty Inquiry Group (FIG) about academic support services at Hartnell College, 26.3% of students responded that they had used the service and found DLAs helpful. Of the students
who had used DLAs, 0% found them unhelpful. (II.C.29) With the success of the DLAs in English 253, similar learning activities are being considered for other English courses and courses in math and science. A pilot program is currently being explored.

**The Mathematics, Engineering, and Science Achievement (MESA) Program** offers support to students majoring in mathematics, engineering, and the sciences so that they may successfully transfer to four year institutions. MESA support includes a Study Center, Academic Excellence Workshops, orientation courses, assistance in the transfer process, career advising (field trips, job fairs, job shadowing, and industry mentors), links with student and professional organizations, professional development workshops, and an Industry Advisory Board.

**Math L-Series:** Although the Math Lab no longer exists, students may take “Math L” courses, which are short courses meeting for eight week sessions. The courses are hybrid classes, with students working individually in a computer lab setting with an instructor. Meeting for four hours a week, these courses feature a slower pace than lecture courses. Extra online computer time working on these courses is also required.

**Self Evaluation**

Many library resources including ebooks and periodical articles are available to students through the library’s website. There are also a number of learning support services that provide tutoring, supplemental instruction, writing workshops, conversation groups and supplemental instruction training.

Faculty and students at the Alisal Center report that they miss access to reserve textbooks at the Center. As more textbooks are quickly becoming available in electronic format, this will become less of an issue. At the King City Education Center, there has been a request for an increase in hours for the adjunct librarian who works there, so that more orientations might be provided.

While many excellent instructional support services are provided through the current Tutorial Center, there is need to augment these services to include enhanced instruction in reading, writing, and mathematics in various formats supportive of classroom instruction.

**The college meets this standard.**

**Planning Agenda**

Library staff and college administration will collaborate to review library staffing including the needs of the education centers for library services by spring 2013.

Learning Support staff will collaborate with college administrators, counselors, faculty and others to secure funding and establish plans for a Student Success Center during the 2012-13 academic year. These plans may include conversion of the current science building (Merrill Hall) upon completion and occupation of a new science building.
II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Campus Safety provides security to the library, to library patrons, and to the library resources and collections. The library uses Checkpoint Systems Radio Frequency Identification (RFID) technology for checking out materials and alerting library staff when items leave the building without proper check out. Library Technical Services staff place RFID tags in all cataloged new books and media.

The library building is alarmed and Campus Safety arms the building in the evening after the library closes, and disarms the building before it opens. Cameras are pointed at library entrances, exits, and remote locations.

Self Evaluation

Overall, the library is quite secure. Meetings and classes pose the biggest challenge when outside doors are left wide open, or exit doors are not firmly closed. In these situations materials and equipment can quickly disappear even if security tags are in place. The library staff works to improve communication with other college departments and personnel to raise awareness of security issues.

The college meets this standard.

Planning Agenda

Library staff will work to raise awareness of library building security issues among other college departments and personnel.

II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.
Descriptive Summary

Hartnell College Library collaborates with other college and public libraries through its memberships in the Pacific Library Partnership (PLP), Monterey Bay Area Cooperative Library System (MOBAC), The Califa Library Group, Community College Library Consortium (CCLC), Council of Chief Librarians for California Community Colleges (CCL), and other consortia. PLP/MOBAC provides delivery service between local libraries, expedites interlibrary loan service, offers networking opportunities to librarians and staff through its committees, lobbies on behalf of libraries in Sacramento, and offers free professional development workshops.

The library also has an agreement with California State University, Monterey Bay Library (CSUMB) to share their integrated library system, Voyager/ExLibris. CSUMB and Hartnell Libraries are currently working together to create a written agreement to document this arrangement (II.C.30).

Self Evaluation

Annually before memberships are renewed, the appropriate librarians and library staff discuss the pros and cons of membership in the various organizations. Past consensus has been that membership costs are low compared with the benefits received.

The CSUMB-Community College Library Voyager/ExLibris consortium is periodically discussed and reviewed. Hartnell has heavily relied on CSUMB for system support with minimal staff time, few down times, and very low costs. The community college library members of this informal consortium—Hartnell, Monterey Peninsula College Library, and Gavilan College Library—met in December 2011, and then in May 2012. The librarians discussed the future of the integrated library system consortium, the development of a memorandum of clarification regarding the consortium, and alternatives to Voyager/ExLibris.

A revised draft memorandum of clarification has been proposed to consortium members, and all consortium members have indicated via email that they approve

*The college meets this standard.*

Planning Agenda

Library staff will continue to work towards finalizing the Voyager agreement between CSUMB-Community College Library Voyager/ExLibris consortium members by fall 2013.
II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The library regularly and systematically evaluates services and collections to ensure that they support the learning needs of students and faculty. In Spring 2009, the librarians established a calendar of assessments. A minimum of one assessment is conducted each semester. (II.C.1) The results of these assessments are used to make decisions about library purchases, services and policies. Student and faculty comments on the surveys provide the librarians and library staff with necessary feedback to continue good service and make improvements and changes where they are needed.

Self Evaluation

The library completed the initial cycle of assessments and now has started a new assessment cycle. Much information is available from these assessments, and, as a result of the Circulation/Reserve Services survey, added copies of textbooks were purchased for the reserve collection in high use disciplines.

The library continues to assess services and collections each semester, and works to improve the study and discussion of the results of these assessments among library staff. Future changes and improvements will continue to be based on information gained from the assessment results.

*The college meets this standard.*

Planning Agenda

None.
Standard II C: Evidence

II.C.1 Calendar of Assessments for Library Services, Programs, & Collections
II.C.2 Blueprint for Student Success at Hartnell College (pp.18-21)
II.C.3 Library Purchase Request Form [http://www.hartnell.edu/library/contact/form.html](http://www.hartnell.edu/library/contact/form.html)
II.C.4 Collection Development Disciplines, Areas & Librarians
II.C.5 Books & Media Ordered and Received by Disciplines, 2010-11
II.C.6 AV Requests, 2008-2010
II.C.7 LIB Course Completion
II.C.8 Orientations, Workshops, Tours
II.C.9 Information Competency Graduation Requirement Background
II.C.10 Information Competency Subcommittee Recommendation
II.C.11 Comparison of Local Community College Library Open Hours
II.C.12 Tutorial Services Summary Reports
II.C.13 Tutorial Services Coordinator Job Description
II.C.14 Tutor Schedule
II.C.15 Math Academy Description
II.C.16 Math Academy Lifeline
II.C.17 Supplemental Instruction Schedule
II.C.18 Writing Workshop Schedule
II.C.19 Psychology 15 Book Report
II.C.20 Student Job Descriptions
II.C.21 Student Assistant Rubric
II.C.22 INS 250
II.C.23 eCollege Supplemental Instruction
II.C.24 Exams Administered
II.C.25 Supplemental Instruction Comparisons
II.C.26 Supplemental Instruction Surveys
II.C.27 Tutor Feedback
II.C.28 Workshop Feedback
II.C.29 Faculty Inquiry Group Survey
II.C.30 Draft Memorandum of Clarification, 3rd revision
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A HUMAN RESOURCES

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

III.A.1

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

III.A.1.a

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

Descriptive Summary

With nearly 70% of its operating budget devoted to the wages and benefits of its employees, Hartnell College is well aware of the critical importance of hiring, training, and retaining the highest quality employees who will be dedicated to the success of its students and the mission of the college. Throughout their employment with the college, every employee is
focused on the role that his or her job plays in relation to the college’s mission, and every employee is appreciated for doing his or her part.

To that end, careful attention is paid to every step of the recruitment and selection processes for every job vacancy, from the creation of a job flyer that lists minimum qualifications and the desired qualifications for every job, through the creation and selection of the questions for the interviews. Each recruitment is conducted knowing that the candidate selected may have an important impact, for many years to come, on the lives of the students who entrust their education to the college.

The Human Resources Office oversees and coordinates the recruitment and hiring of all permanent and temporary employees, including full-time and part-time faculty, classified staff, and administrative staff. A Human Resources Specialist is devoted to this recruitment role, but all HR staff members participate in recruitment activities in one way or another, and recruitment updates and issues are regularly discussed in HR staff meetings. The Recruitment Specialist works with each hiring manager to develop the job announcements, select the appropriate places the job will be advertised, establish a timeline for the recruitment, create a fair and appropriate representative selection committee, and train all members of the committee for the important job of selecting a candidate that meets the needs the college has identified for the position. The committee determines the questions that will be asked of the candidates, including any tests or demonstrations it will require, before it begins its review of the applications. HR staff members assist and guide this process throughout.

Board Policy requires that the college recruit and retain a workforce of the highest quality, with due consideration for its commitment to diversity, and the implementing policies provide clear, step-by-step direction on how to select personnel to achieve that goal. The college follows these policies and procedures in every recruitment.

RECRUITMENT, SCREENING AND SELECTION PROCESS

Each recruitment begins with a job announcement that provides information about Hartnell College, its students, and its mission, as well as clear descriptions of the job duties, the minimum education and experience qualifications for the job, the desired qualifications for the job, the salary, and the working conditions. One of the job qualifications is always a requirement that the candidate demonstrate sensitivity to the needs of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students and the community at large. Faculty and administrative hires must provide a statement to this effect.

To cast a wider net for its faculty and administrator applicant pools, the HR Office consults with the faculty and staff in the hiring discipline or department to ask them to spread the word of this employment opportunity among colleagues from professional organizations and conferences, and peers and mentors from their graduate programs. Additionally, HR staff periodically review the graduation rates of colleges and universities who graduate the highest numbers of minorities with master’s and doctoral degrees in the area of expertise, and add the placement offices of those institutions to its recruitment lists. Additionally, at a minimum, job
openings are advertised on the District website, on an exterior job announcement display case accessible to the public 24 hours per day, on department bulletin boards throughout campus, the state registry, the Higher Education Recruitment Consortium, in publications serving minority populations, in professional publications, and in the Chronicle of Higher Education and similar higher education websites. Job announcements are also mailed to job-specific recruitment sources and posted on the websites of local newspapers. Applicant pools are routinely screened to ensure that a sufficient number of qualified candidates are involved, and that the pool represents a diverse mix of applicants. In the rare event that either is not true, the recruitment is extended, reopened, or canceled.

All Board policies and administrative procedures relating to recruitment, selection, and equal employment opportunity are available on the District website and through the Human Resources Office. (III.A.1)

Job descriptions for classified, management, and supervisory personnel accurately reflect the position description, areas of responsibility and job duties, working conditions, minimum education and experience qualifications for the classification, reporting relationships, salary range, and benefits of the position. The hiring process ensures that the college employs classified staff with the knowledge, skills, and experience required for their jobs.

Although the college does not maintain job descriptions for faculty positions, all faculty recruitments are begun with a job announcement that clearly contains the teaching duties, knowledge and expertise expected, and the minimum qualifications for the discipline, adopted by the Board of Governors and published in Minimum Qualifications for Faculty & Administrators in California Community Colleges. (Job Announcements III.A.10) Applicants who do not meet these minimum qualifications are instructed to request that their application be evaluated for equivalency, a process developed by the Academic Senate, in consultation with the HR staff, and approved by the Hartnell Board of Trustees. (III.A.6) (III.A.7) Hartnell’s Academic Senate recently rewrote its equivalency process and received Board approval in the spring of 2011.

Over the last few years, both the Academic Senate and the Human Resources staff expressed concern that the equivalency process had been unevenly interpreted, depending, it seemed, on how urgent the college’s need for adjunct faculty was. Thus, the new process gives more guidance on how to evaluate equivalency; requires the applicant to identify whether the equivalency is sought for the degree requirement, the education requirement, or the experience requirement; requires that the committee clearly document its reasons for approving or denying equivalency status; requires a faculty subject area expert on the committee; and works with the HR staff as a resource. Part of the new process was an agreement to re-evaluate all current adjunct faculty who were teaching under equivalency. Several adjuncts were denied equivalency under the clearer standards.

For all hires, a screening committee is established early on in the process to ensure members’ participation in all aspects of the hiring process. The make-up of the screening committee differs depending on the type of hire, but normally consists of a department administrator, faculty members, classified staff members, and a student representative. The faculty
committee members are appointed by the Academic Senate and the student member is appointed by ASHC. For classified staff hires, the classified representatives are appointed by the appropriate union. The Associate Vice President of Human Resources may make additional appointments to create a more balanced committee. All members of the employment screening committee must be trained in equal employment principles and laws.

Applications are initially screened by the HR Specialist for minimum qualifications, as written in the job announcements. Applications that are incomplete or that clearly do not meet minimum qualifications are screened out and not forwarded to the committee. Those excluded applications are reviewed by a member of the committee or the head of the HR Office for quality control purposes.

**HIRING OF FULL-TIME FACULTY**

The faculty selection process normally takes about five or six months. It relies heavily on the participation and expertise of Hartnell’s faculty. Screening committees comprise a department administrator, three faculty members, one of whom is outside the department, and a student. The Academic Senate appoints the faculty members after consulting with the discipline faculty. If there is no area expert on faculty, an expert from outside the institution is invited to sit on the committee. A classified staff member may be appointed to the committee.

Prior to participating in the screening, and after being trained in equal employment opportunity requirements, committee members decide on interview questions, what kind of teaching demonstration to request, and benchmark definitions and screening criteria (in accordance with the job announcement). Faculty applicants who do not meet minimum qualifications are instructed to request an equivalency determination, and directed to an additional application form for that purpose. Only those applicants whose qualifications are deemed equivalent are forwarded to the screening committee.

Applicants must list all teaching and occupational experience during the last 15 years, must list four professional references, and must submit transcripts verifying required degrees and educational attainment. In accordance with Board Policy 5005, all U.S. degrees and/or coursework must be from institutions accredited by one of the six regional accrediting associations of the U.S. Department of Education. Foreign degrees and coursework must be evaluated by a member organization of the National Association of Credential Evaluation Services. The degrees earned by faculty and administrators are listed in the college Catalog. (III.A.8)

Each candidate invited for an interview must present a teaching demonstration on a topic designated by the discipline faculty on the screening panel. The candidates selected for interview are informed of the subject and time allowed for the teaching demonstration. The screening panel judges the candidate’s instructional technique, communication skills, and knowledge of the subject matter during the interview. Based on the applications and interviews, the committee selects up to three final candidates to forward to the superintendent/president for final interviews. Faculty are selected based on their subject
matter expertise, abilities to be effective teachers, scholarly activities, and potential to contribute to the college mission. (III.A.3, III.A.4, III.A.5)

HIRING OF PART-TIME FACULTY

When possible, the part-time faculty hiring process mirrors this process exactly. Often, though, the need for hiring part-time faculty is less predictable, and adjustments need to be made to the size of the committees and the recruitment time. The part-time faculty hiring process is currently under review; the Academic Affairs Office, working with the Academic Senate, created a draft that will be reviewed so that a new process can be in place before the end of the year. One goal of this effort is to bring the expertise of the HR Office back into the process that, for years, was fairly autonomously handled by the departments themselves. While the expertise of the discipline faculty and area administrators will remain determinative on questions of subject matter knowledge, teaching ability, and scholarly activities, the safeguards of HR oversight and expertise reintroduced into the process will ensure that the genuineness of degrees, the minimum qualifications, and equal employment opportunity requirements can be guaranteed.

The Human Resources website includes extensive information for part-time faculty applicants regarding current openings and minimum requirements (Human Resources Web Page – Adjunct Faculty).

HIRING OF CLASSIFIED STAFF AND MANAGERS

The selection processes for classified and management hires are similar to the faculty process, though the committee membership is different. A classified representative, appointed by the appropriate classified union, must be on the selection committee for new classified staff. The classified hiring process (Responsibilities of Hiring Committee Chair – Classified Positions) differs in that the interview with the screening committee normally serves as the final selection interview, as classified candidates generally are not referred to the superintendent/president. The management screening committee may include management, faculty and classified members, and it may include student members, depending on the position. The committee forwards up to three final candidates to the superintendent/president for final selection interviews.

For administrative and classified positions the hiring committee develops the job announcement, interview questions, and screening instruments as needed. The committee then selects candidates for interviews, conducts interviews, and decides on a candidate for classified staff, and makes recommendations to the president for managerial staff. The president normally involves an additional person from the committee to participate in second interviews of the top candidates for administrative hires. (III.A.9)

Once a decision has been made to offer a candidate the position, the Human Resource’s staff works with the hiring manager to conduct reference checks, verify employment and education history, and conduct background checks commensurate with the position. These steps enable HR to determine that the institution’s personnel are sufficiently qualified to
guarantee the integrity of the District’s programs and services.

All current faculty and administrators meet or surpass the state minimum qualifications for education, training, and experience as required by the California Education Code and Title 5 of the California Code of Regulations.

**Self Evaluation**

The college follows its policies and procedures in hiring administrators, faculty, and staff. These policies and procedures are aligned with the recommendations and requirements of the California Community Colleges Chancellor’s Office and comply with state and federal laws and regulations. A copy of the District policies and procedures is available on the District website and from the Human Resources Office.

Hartnell College job announcements are clearly written and include stated criteria, qualifications, and procedures for the selection of personnel. All job descriptions and positions relate to the college mission and goals. Classified job descriptions, negotiated with the appropriate unions, are approved by the Hartnell Board of Trustees. Those job descriptions accurately reflect the duties, responsibilities, working conditions, reporting relationships, salary ranges, and benefits of the position. Board Policy and administrative procedures on recruitment and hiring guide the recruitment and hiring process of all district and college positions. All applications and application-related forms are available on the District website and by mail upon request to the Human Resources Office.

The college receives great response to its job announcements, and normally has a broad pool of qualified applicants from which to choose.

Although most recruitments for administrative positions have been successful, the District has had a handful of failed recruitments over the last several years, leaving vacancies in the managerial rank. Performing the important work of the District without people in key administrative positions has been a challenge, overburdening remaining administrators with additional duties. Unwilling to compromise on the quality it seeks in permanent hires, in many instances, the college has needed to resort to interim appointments. While the college has been fortunate to find individuals with the necessary talents and skills, this is not an ideal situation, and one the college has vowed to rectify immediately.

*The college meets this standard.*

**Planning Agenda**

The college has a recruitment calendar to fully staff the organization that it will continue to implement.
III.A.1.b

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

Descriptive Summary

As an institution of higher education, Hartnell College embodies a culture of seeking improvement through assessment and learning. One way that this culture is expressed is through the collective bargaining agreements, working conditions, and administrative procedures that provide for regular, comprehensive evaluation of employees.

All collective bargaining agreements contain a statement of the purposes of evaluations. The following statement of purpose, from the article on the evaluation of regular (tenured) faculty, is representative:

1. Improve the educational programs of the District;
2. Recognize outstanding performance;
3. Improve satisfactory performance and further the growth of employees who are performing satisfactorily;
4. Identify weak performance and assist employees in achieving required improvement;

Every full-time or part-time employee is evaluated according to formal, clearly written processes, outlined in their respective collective bargaining agreements, working conditions, or associated administrative procedures. These procedures set forth the criteria for evaluations, the timelines for completing evaluations, and the instruments to complete the processes, appended to the collective bargaining agreements, and posted to the District’s website.

EVALUATION OF FACULTY

All full-time faculty are evaluated according to the criteria, procedures, and timelines contained in articles 13 (regular) or 14 (probationary) of the collective bargaining agreement between the District and the Hartnell College Faculty Association (HCFA). (III.A.11)

The evaluation criteria include an assessment of the faculty member’s professional competence—demonstrated knowledge and currency in field of expertise, demonstrated effective preparation and planning; knowledge of appropriate educational methods and
techniques; clarity of communication, direction, and advice, creation of an educational environment that respects the dignity and individuality of each student—and professional conduct, including participation in professional activities and college committees, and cooperative behavior and willingness to help students with their academic growth. The evaluation also may assess enumerated professional competence, professional growth, and professional activities. The process includes several classroom or service observations by peers and a supervisor, evaluations by students, and a self evaluation. Both the peer and the supervisor prepare work site observation reports and together prepare a summary evaluation.

Probationary faculty are evaluated at least once during each year of probation. More frequent evaluations are conducted at the discretion of the District. Regular academic faculty are evaluated at least once every six regular semesters. The timelines for evaluation are specific and extensive. At the end of each review process, probationary faculty are provided with a summary of the evaluations, and recommendations for continued improvement.

Hartnell College’s written tenure review process has remained substantially unchanged for at least a decade. The Academic Senate has been interested to change the process to include more faculty participation, particularly in the composition of the Tenure Review Committee. Currently, while each probationary faculty member has an individualized evaluation team containing his or her peer and supervisor, there is one Tenure Review Committee that reviews the evaluations of all probationary faculty each year. The Committee is composed of two administrators (the vice presidents of Academic Affairs and Student Services, or their designees) and two faculty (the Academic Senate president and vice president, or their designees).

For the last several years, a partner in the law firm of Liebert Cassidy and Whitmore has presented a tenure review rules and responsibilities workshop to the Board of Trustees at its March meeting, just before it hears tenure recommendations and makes its determination on the award of continuing contracts or tenure. That attorney has advised the Board that the Hartnell Tenure Review process is a very good one.

Part-time faculty are evaluated for their teaching ability and other areas of professional competence. The District and the faculty union have agreed to negotiate a process for the evaluation of part-time faculty, but this has not yet been accomplished. This process will be sunshined for the successor agreement in the faculty-District CBA negotiations in the spring. Considering that the District, like so many community colleges, relies heavily on the contributions of part-time faculty, this is an area of critical importance.

Hartnell has been further challenged in this respect by the uncertain and changing staffing of the academic areas. For instance, in 2007 and 2008, a transformation committee recommended that the college reorganize in several ways, including the assignment of academic chairs to departments. The scope of responsibilities for these faculty roles was left to be negotiated. In the meantime, no deans were hired, as much of that work was to be accomplished by the new academic chairs, and faculty who accepted release time to perform the administrative duties of a chair role (called “pod leaders”) saw their role as excluding evaluative duties. Despite diligent and congenial negotiations over the next two years, the
parties could not agree on the issue of whether academic chairs could perform faculty evaluations. With no deans, and faculty chairs not performing evaluations, the evaluations of part-time faculty became backlogged. Academic chairs was declared a dead issue.

The Academic Affairs Office was reorganized again in fall 2011, bringing back several dean positions. This, too, met with difficulty, as the college now faced a fine for coming short of its 50% obligation. Although it successfully obtained an exemption, at the end of that school year, in response to budgetary issues and concerns about both the 50% law and its faculty obligation number (since two of the new dean positions were quite ably being filled by faculty in interim roles), the college eliminated three of the new dean positions it had just created.

These changes and the diminishing resources to apply to non-faculty positions have made regular evaluations of part-time faculty a challenge.

**EVALUATION OF CLASSIFIED STAFF**

All classified staff (CSEA, L-39, and confidential staff) are evaluated periodically by their supervisors, according to written criteria that includes the assessment of performance of assigned duties, the quality and quantity of work, working relationship and attitudes, organizational and team relationships, work habits, and attendance. Employees are evaluated on the basis of the specific job duties listed in an employee’s job descriptions, and the evaluations must be based on the personal knowledge and observation of the supervisor. (except that the CSEA evaluation allows a supervisor to use the knowledge of appropriate third parties if substantiated by the supervisor).

Probationary employees are evaluated at least twice before the end of their probationary period. For CSEA, this period is nine months, for confidential and L-39, the period is 12 months. Thereafter, employees are evaluated at least once every two years.

The evaluation procedures for the CSEA (article 7 of the CBA) and L-39 (article 31) are substantially similar. The classified staff evaluation procedures require that the supervisor and employee meet to discuss the evaluation and for the supervisor to give specific recommendation and direction to the employee. If a plan of improvement or assistance is warranted, the supervisor and employee develop the plan together.

Both the employee and supervisor sign the evaluation, and employees are given a copy of the evaluation at the evaluation meeting. A copy is placed in the employee’s personnel file. A process exists for employees to appeal all or part of an evaluation to the next level manager.

The evaluation results in ratings on each of the seven criteria that range from “Unsatisfactory/performance deficient” to “exceeds expected standards.” Two classified groups have are rated on a five-point scale. Through the bargaining process, the CSEA’s tool was recently changed to a three-point scale. For probationary employees, the evaluation will include a recommendation regarding continued employment.
If a supervisor determines that an employee’s upcoming evaluation will be unsatisfactory, the supervisor must issue a 90-day notice of unsatisfactory performance with a work improvement plan, specifying what aspects of the employee’s performance are deficient, and what concrete steps must be taken to bring performance up to a satisfactory level. Such an evaluation requires a follow-up review in no more than 90 days for permanent employees.

An HR Specialist, who notifies managers when their evaluations are due, and the Associate Vice President of Human Resources review all performance evaluations. This allows them to advise and assist supervisors and the employees with their plans and goals for improvement. This also allows HR staff to identify areas where further training of employees or supervisors may be warranted. Many supervisors have received formal training on how to conduct effective performance appraisals, but more training is needed, particularly since many managers are new. A workshop is scheduled for the fall.

**EVALUATION OF ADMINISTRATORS**

A written process for evaluating administrators that called for peer evaluations, professional growth reports, and supervisory observations and reports was employed at Hartnell until 2007. In that summer, a new president came to Hartnell and was challenged with reenergizing the entire college around the task of fixing the college’s accreditation issues, which were many. In keeping with her hands-on, personal style, that president evaluated administrators using a thorough, thoughtful narrative, tying performance assessment and areas for growth to the institutional mission.

During the last several years, the college has experienced a substantial turnover of the administration, especially at the senior levels. Moreover, as the college has dealt with the state’s budget issues by sometimes asking administrators to absorb job duties of another area, or to combine two or more areas into a single, new role, administrators have sometimes served without the benefit of a written job description that includes the temporary assignments. These conditions have made it challenging to perform regular manager performance assessments.

A new management evaluation process is under development, and will be implemented by spring 2013.

**EVALUATION OF THE SUPERINTENDENT/PRESIDENT**

Pursuant to Board Policy 2435, adopted Nov. 11, 2011, the superintendent/president is annually evaluated by the Board of Trustees. The evaluation shall consider the requirements contained in the CEO’s contract of employment, and shall take stock of the CEO’s contributions to the well being of the college, acknowledge good performance, and suggest areas in which performance may be improved.

The current president began his employment on July 1, 2012, and is not yet scheduled to be evaluated. The current Board did evaluate the previous president on a regular, annual basis.
Self Evaluation

The evaluation criteria for faculty and classified staff are clearly stated in the bargaining agreements, working conditions, and evaluation tools. Evaluations are conducted at regular stated intervals, and the follow up activities, including improvement plans and the scheduling of subsequent evaluations, show that the goals of evaluations include the assessment of performance and the encouragement of improvement.

Instability of the organizational structure has challenged the college in achieving its goal of regular assessment of staff, particularly the part-time faculty and the managers themselves.

*The college partially meets this standard.*

Planning Agenda

The college has developed a recruitment plan to stabilize the organizational structure, and replace interim appointments with regular hires. The college also is developing an evaluation process for management employees that will be implemented in the spring, and plans to sunshine an evaluation process for adjunct faculty in the spring negotiations of the successor agreement to the faculty-District CBA.

III.A.1.c

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

Descriptive Summary

Hartnell College faculty are fully engaged in the development of course, program, and institution-level Student Learning Outcomes (SLOs), and in the assessment of the effectiveness of SLOs, from the course to the institution level. The role of faculty in this assessment process is enshrined in the Student Learning Outcomes Philosophy Statement, adopted in February 2008, which also clarifies the role of the Academic Senate having jurisdiction to oversee that SLOs are integrated in resource allocation. Faculty activity—from Flex Day programs to involvement in committees devoted to student learning outcomes, curriculum development, and program planning and assessment—is abundant.

SLO success is not a component of faculty evaluations, but components of evaluations that speak to faculty expectations in student success correspond to these outcomes. We address student performance in our program review process.

The faculty evaluation process includes two major core items: professional competence and professional conduct. In the professional competence area, the instructor has to demonstrate
current knowledge in their field of expertise, which can correlate with the SLO requirements of the course. Additionally, every instructor evaluation, including pre-tenure evaluations, rates the instructor on their ability to relate content to learning objectives. Thus, although SLO success is not an overt component of assessing instruction and instructors, our evaluation process clearly applies direct responsibility of the instructor to meet the SLOs of each course.

The primary assessment tool for SLOs is embedded assessment for measurement of student mastery. The assessment model uses collection of student artifacts, which are collected by the SLO Committee for the purposes of establishing a particular competency. The artifacts are reviewed by a team that consists of two content experts and three interdisciplinary members. The results of artifact examination are forwarded for program review. There is a sustainable cycle of six core competency reviews every two years. This systematic process is ongoing and integrated into program level improvement.

Hartnell College has fully integrated the faculty in refinement of the rubric for assessing the competencies and the guidance provided to faculty participating in the process. Instructors develop their student learning outcomes for each course in their appropriate disciplines. These are linked with the Institutional SLOs of Hartnell College.

The SLO Committee has raised an awareness of the mapping from course and SLOs to program SLOs. The committee worked with the curriculum committee to ensure the recognition and integration of SLOs with the Course Outline of Record. They also led the effort to ensure the alignment of course SLOs to program SLOs and Core Competencies within the curriculum process. During this process, they reevaluated the language of Core Competencies.

The SLO Committee met regularly with the Program Planning and Assessment Committee with the intent of integrating SLOs into the Program Planning and Assessment process. The SLO Committee has developed and distributed templates for mapping course SLOs to program SLOs.

The SLO Committee sponsored a retreat that combined the assets of the Academic Senate with the SLO committee. This consisted of a presentation on how programs are defined, assessed and integrated. This committee developed a philosophy statement and a blueprint for campus-wide assessment at all levels, approved by the Academic Senate.

Existing faculty evaluation procedures require work site evaluations by peers and supervisors who assess, among other things, whether the instructor clearly presented the class learning objectives, whether the instructor gave evidence of planning class activities that relate appropriately to the presented learning objectives, whether the instructor’s questions and responses to students related to the learning objectives, and whether the student’s reactions indicated an understanding of the learning objectives.

The evaluation processes also require that faculty complete a professional growth report, where they report contributions they have made to advancing curriculum and instruction,
including modifications and improvements of their teaching methodologies. Finally, the evaluation team assesses the faculty member’s professional competence and conduct, which specifically includes whether the faculty member measures student performance and presents students with clear course objectives, whether the instructor meets obligations resulting from state mandates or district policies, and whether the instructor teaches the subject matter described in the college catalog and course outlines (which include SLOs).

Through work sponsored by a Title V grant, Hartnell has created tools that can show student success and persistence at section, course, and program levels. These tools are widely discussed and utilized by faculty and departments to improve and adapt teaching methods, to re-sequence courses, and to develop interventions (including directed learning activities and intensive cohort-based summer programs) and supplemental instruction. With these capabilities in hand and faculty enthusiasm for the process, the college is well poised to ensure that the achievement of student learning outcomes is central to the evaluation process.

**Self Evaluation**

Hartnell College has a long history of dialogue and action related to defining student learning outcomes for courses, implementing and documenting student learning outcomes, and publishing them. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have implemented processes to ensure that the College has a well-defined and rigorous process for implementing SLOs and program review. Instructors are now moving to the next level in assessing their SLOs and seeing how students progress toward meeting the stated student outcomes. Hartnell has systematically provisioned Title V grant dollars to create online tools that assess student success pathways and attrition markers for learning pathways. These innovative and effective tools are being requested from and shared with other colleges. (III.A.14) The SLO Committee will continue to train and mentor faculty and staff to focus on outcomes assessment and to improve learning for students.

_The college meets this standard._

**Planning Agenda**

None.

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**III.A.1.d**

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

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**Descriptive Summary**

Hartnell College has a written Code of Professional Ethics created by and applicable to all of
its employees. This code was approved by the Academic Senate on April 29, 2008, the Board of Trustees, and has been embraced by the college. It is accessible on the District’s website and has been published in the Shared Governance Handbook.

The code, in its entirety, states:

The Hartnell College Code of Ethics was developed with input from representatives of each constituent group at Hartnell including faculty, staff and management.

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

We support the following principles:

- Excellence
- Fairness
- Transparency

We are individually accountable for our own actions and as members of the college community are collectively accountable for upholding these standards of behavior and for compliance with all applicable laws and regulations.

This code is bolstered by specific policies and procedures relating to ethical behavior, such as those on conflicts of interest (BP 1300), equal employment opportunity (BP 5100 et seq.), non-harassment (BP 5105), anti-nepotism (BP 5810), drug-free workplace (BP 5045), technology use (BP 2115).

The college has committed to regular ethics training of staff compliant with AB 1234, even though that law does not yet apply to community colleges. Employees have attended those sessions three times since then: In the fall of 2007 and 2009, and in the spring of 2012, when the timing of the sessions was changed to accommodate new trustees. (III.A.15)

Self Evaluation

Hartnell College upholds a written code of professional ethics for its employees. More could be done to encourage widespread discussions about ethics issues, especially as they pertain to public employees and to instructors specifically.

The college meets this standard.

Planning Agenda
III.A.2

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

Descriptive Summary

Hartnell College is continually assessing the appropriate staffing levels for its programs and services, and maintains sufficient staffing levels to accomplish its mission. Several factors make this difficult to accomplish, but through its shared governance processes, employee relations groups, and cabinet-level decision-making, Hartnell monitors and addresses its staffing needs.

At the time of the last accreditation Institutional self evaluation, the college’s reserves were dangerously low, shared governance processes were moribund, and relations between faculty and administrators were quite strained. A new president came on board who led the college through this difficult time, addressing both the financial crisis and the tension between faculty and administrators by unplugging much of the top-level administration, ultimately reducing the administrators’ ranks by 25%.

During the ensuing years, Hartnell’s fiscal prudence and success in obtaining grants has been matched by the state’s worsening finances, creating a situation where the college has been able to almost maintain, but not grow, its workforce. At the same time, the work of the college has not decreased. Below is a chart showing full-time equivalent employees for the last six years.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Management</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty*</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>34</td>
<td>102</td>
<td>215</td>
<td>150</td>
</tr>
<tr>
<td>2008</td>
<td>25</td>
<td>99</td>
<td>237</td>
<td>150</td>
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<tr>
<td>2009</td>
<td>24</td>
<td>92</td>
<td>224</td>
<td>136</td>
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<tr>
<td>2010</td>
<td>26</td>
<td>88</td>
<td>219</td>
<td>126</td>
</tr>
<tr>
<td>2011</td>
<td>27</td>
<td>94</td>
<td>257</td>
<td>135</td>
</tr>
</tbody>
</table>
Hidden in these numbers is the frequency of changing the structures that have been employed to organize the college, particularly in the student services and academic areas. While most of these structures have been the result of College wide planning, some have clearly been reactions to unforeseen or uncontrollable events, including resignations and diminishing state funds.

**SUFFICIENCY OF FACULTY**

Hartnell College has been challenged to maintain a sufficient number of qualified faculty with full-time responsibility to the institution recently, though it has met its faculty obligation number every year except two. Without minimizing the importance of that fact, the college is fortunate to have the services of many long-timers among its part-time faculty ranks, whose commitment to the institution and its students is strong, and whose service is loyal. In fact, 32% of the college’s current part-time faculty have been employed at Hartnell for ten years or more.

Hartnell’s mechanism for ensuring an adequate number of qualified full-time faculty begins with a committee of the Academic Senate, the Full-Time Faculty Hiring Committee. This committee, comprising six faculty members, an instructional administrator, the head of HR, and the HR specialist, meets regularly to assess the college’s hiring needs. The committee examines different kinds of data to make these assessments. First it looks at the last three years of FTES, by discipline, and computes how many faculty would be needed in each discipline if 75% of all instruction were delivered by full-time faculty. This number is compared to how many full-time faculty are in the department, and the result is recorded as one measure of need. The committee then requests information from the discipline faculty, deans, and HR (and invites the deans to submit information and attend a meeting to make their case) to rank several other factors, including: (1) quality and availability of adjuncts, (2) whether the discipline is a growth area (i.e., assessing the value of using a 3-year history of FTES), (3) how important the discipline is to transfer requirements, (4) anticipated retirements, (5) whether there are any full-time faculty in the discipline currently, (6) how important the discipline is to The college’s mission and goals (e.g., the 2020 Report and Educational Master Plan), and (7) other factors which may impact the decision. The committee also keeps track of the college’s Faculty Obligation Number and considers its recommendations in light of legal requirements.

The committee makes recommendations to the Resource Allocation Committee concerning the number of faculty that should be hired and the disciplines with the greatest need. The Resource Allocation Committee considers this request along with the college’s available financial resources to arrive at their recommendation for moving forward with faculty recruitments. This process is designed to be finished in time for the college to begin recruitments in January or February.

*Adjunct faculty headcount, rather than FTE, is provided.*
Each year, the hiring committee reviews its recommendations in the spring and, if warranted, makes an additional recommendation. (May 23, 2012 letter)

The Full-Time Faculty Hiring Committee’s hiring recommendations have been enthusiastically received, since the college respects the enormous amount of work that the committee puts into its data-driven decision-making. But, given budgetary constraints, the recommendations of the committee have only been partially approved.

In each of the last four years, there were more retirements than were expected, and so the full-time faculty number has not improved as much as the committee and college planned. Each year, the committee begins by assessing its performance over the last year to determine whether any adjustments to its processes are warranted. The committee is particularly interested in refining indices of need related to the non-quantifiable factors. Recommendations are made in late fall, in time for the recommendations to be incorporated into the next year’s budget.

Below is a chart of the Full-Time Faculty Obligation Number and Hartnell’s reported FON.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obligation Synopsis</td>
<td></td>
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<td></td>
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<tr>
<td>Projected Obligation</td>
<td>103.90</td>
<td>102.90</td>
<td>99.90</td>
<td>96.90</td>
<td>96.90</td>
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<tr>
<td>Final Obligation</td>
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<td>96.90</td>
<td>96.9</td>
<td>96.90</td>
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<td>96.90</td>
</tr>
<tr>
<td>Reported FullTime FTEF</td>
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<td>100</td>
<td>100</td>
<td>93</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>%</td>
<td>57.50</td>
<td>52.28</td>
<td>57.10</td>
<td>50.42</td>
<td>48.68</td>
<td>58.52</td>
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</table>

**SUFFICIENCY OF CLASSIFIED STAFF**

The classified staff is approximately 93% as large as it was in 2007, sufficient and appropriately prepared and experienced to provide the necessary support to Hartnell and its educational programs.

One indicator of the staff’s experience and qualifications is its longevity. More than 46% of the classified staff members have been employed at the college for ten or more years. This is important, as it provides the college with a wealth of experience and institutional knowledge, providing stability to its functions.

Classified staffing needs are brought forth in several ways. Gone are the days when a resignation or retirement led to an automatic request to fill the vacant position. Instead, when there is a staff vacancy due to attrition or reorganization, the situation is brought to the
weekly meetings of the Executive Cabinet. The discussion may be initiated by area vice
presidents by requesting that a position be modified, left vacant, or filled, or the discussion
may be initiated by the associate vice president of HR, who may have discussed the needs in
regular meetings she holds with the classified staff leadership. The cabinet then considers the
requests in the context of the budget, the college’s mission and goals, and the college’s
resources.

If the position is in a bargaining unit, the District will notify the union soon after a decision is
made to leave a position vacant or to fill it. The District follows all requirements of labor law
with regard to negotiating the effects of staffing decisions. In fact, these decisions are rarely a
surprise to the union, as the conversations about staffing with the bargaining units are
ongoing.

For custodial and maintenance staff, the college has applied a standard square footage
formula to determine work load ration and staffing needs. Over the period of study, the
college opened a significant new technology center with three joined buildings on its Alisal
Campus. The college added a utility custodian position to accommodate this additional work.
The work load was mitigated by the closure of the technology building on Main Campus.

**SUFFICIENCY OF ADMINISTRATORS**

The management staff took the largest cut to its numbers in 2008, and with slight fluctuations
to its numbers since then, remains at 79% of its former size. During that time, the college has
increased, rather than decreased, the work that it does, and this has been accomplished
mainly by administrators taking on additional responsibilities. These reductions have forced
the college to carefully attend to priorities and the need for more efficient systems and
processes.

The administrators are an extremely competent, experienced group. Although there has been
quite a bit of turnover among the senior administrators, the group as a whole has been stable
and represents many years of experience at the college. More than a quarter of administrators
have extremely long longevity at the college with more than 20 years each. Among the
administration, though, only two have been at the college for more than six years (one
of those for 29 years) and only one has held a vice president position for longer than four.
Nevertheless, that group represents excellent broad-based experience and high-level technical
expertise.

When the new superintendent/president began his job in July 2012, he was immediately
faced with carrying out a few key staffing decisions that were not popular, but were
necessitated by budget concerns, the 50% law, and the faculty obligation number. He
committed to stabilize the administrative structure within his first year, and within his first
four months had developed a plan for doing so.

The current process to fill a management position follows that described above for classified
staff, except at the point where the cabinet determines to fill a position, that decision is then
taken to the Resource Allocation Committee as a recommendation to approve the position.
Because this process is too new to be codified, and the college has not yet faced a situation in which the request was not endorsed, it may yet be fine-tuned.

**Self Evaluation**

Despite the considerable challenges that all community colleges have faced with constant cutbacks to its apportionment and categorical funding, and the challenges that Hartnell has faced with the constant changes to its administrative structure and senior staff, the college has remained stable, vibrant, productive, and high-functioning. This is testament to the high quality and experience of its faculty, classified, and administrative staff, and their willingness to work together and flexibly respond to challenges as they arise.

*The college meets this standard.*

**Planning Agenda**

None.

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**III.A.3**

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

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**III.A.3.a**

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

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**Descriptive Summary**

Hartnell College’s personnel policies are largely governed by Board policies, collective bargaining agreements, working conditions, California Education Code and implementing regulations, and other state and federal law.

Personnel policies are available on the District website and in the HR Office. These include policies for staff, faculty, and administrators. New employees receive an orientation to Hartnell and their employment, including these policies, upon hire. (III.A.16)

The Human Resources Office is responsible for initiating and recommending the development and revision of district personnel policies.
The District is in the process of reviewing and updating all of its Board Policies and administrative procedures. The policies relating to Human Resources will undergo review during this academic year. The District also will update its model EEO Plan this year. Both reviews will involve processes that include input from all employee groups, working in a collaborative process with HR personnel. While there is an HR subcommittee of a shared governance committee, that group has focused on benefits issues, so it is not clear whether that or a different group will be tasked with this project.

Hartnell administers its personnel policies and procedures consistently and equitably, as is required by law and Board Policy. (See BP 5100—Equal Employment Opportunity Policy, et seq.) (III.A.17)

On a practical level, the District also ensures fairness by maintaining a policy of valuing open communication with its employees. The Associate Vice President of HR meets regularly with members of the CSEA leadership in a meeting format called the Employee-Employer Relations Committee. The purpose of these meetings is to share information, identify areas of potential concern, and seek solutions to situations before they become problems. She meets on a more casual basis with the leadership of the L-39 group and the faculty union.

Finally, the District is fortunate to have an experienced HR staff that has abundant experience with the consistent and fair application of personnel rules. All staff members have worked in the provision of human resources or equal opportunity law for more than 15 years.

**Self Evaluation**

Policies and procedures are systematically developed and are accessible to employees and the public on the District’s website and in the HR Office. The shared governance system appropriately participates in input of these policies, and these policies are consistently administered, ensuring fairness, throughout the college community.

*The college meets this standard.*

**Planning Agenda**

None.

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**III.A.3.b**

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

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**Descriptive Summary**
Hartnell secures personnel records and maintains the confidentiality of personnel records.

The HR Office is currently housed in a trailer on the west side of the Main Campus, away from the main activity of the college. The trailer is locked and alarmed when nobody is working. Only HR staff members and the security force have security codes to activate and deactivate the security alarm, and only HR and custodial staff members have keys to the trailer. Thus, only HR staff can go in and out of the HR Office alone.

Inside the trailer, personnel files are contained in a locked room. There is only one key to this room, and it is kept inside a combination-protected lock box.

Because this room is not large enough to contain all files, the files of temporary employees are kept in a locked cabinet behind the HR staff member who exclusively handles them. Benefits files are kept in locked files in the office of the HR Benefits Specialist, whose office door also locks.

The HR office is scheduled to be moved in 2013 into a building in a central location of Main campus soon. College employees are currently working with an architect to ensure that the security and confidentiality of files will be maintained in the new location.

HR staff members work with the IT staff to ensure that electronic access to confidential information is appropriately limited. All electronic materials are fire walled and password controlled.

All employees have access to their personnel files after an appropriate notice (24 hours), in accordance with law and the collective bargaining agreements.

Self Evaluation

The college meets this standard.

Planning Agenda

None.

III.A.4

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

III.A.4.a
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Hartnell College has written policies and practices that support diversity and equity in its programs and in its personnel. This begins with its mission statement that promises:

*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.*

Respect for diversity, fairness, and ethical treatment also are among the values embraced in the college’s vision statements. And, Board policies and the administrative procedures implementing them are specific and clear on the paramount importance of equal employment opportunity. (III.A.18)

Hartnell College enthusiastically complies with state and federal law regarding equal employment opportunity. Its non-discrimination statements are clearly displayed on recruitment documents, published in the college catalogs and schedules, and posted on the District website. That statement proclaims that the college does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, age, marital status, status as a Vietnam-era veteran, or disability in any of the District’s policies or procedures. (See BP 5100 et seq.)

The college’s commitment to and understanding of diversity and equity are demonstrated in its recruitment practices, in its personnel policies and practices, in the trainings that it offers its staff, in its curricular offerings including core competencies (global awareness) expected of students, in its student clubs, and in its celebrations.

With regard to recruitment, this awareness is first apparent in the composition of selection committees. The Associate Vice President is given the authority to add committee members to achieve gender or ethnic representation on these committees. Then recruitments are specifically targeted to publications, institutions, and associations that are likely to attract qualified divers candidates. All members of selection committees are trained by staff on diversity and equity issues, and finally, all candidates for faculty and administrative positions must provide a diversity statement as part of their application.

The Human Resources Office provides training on equity and diversity issues. In addition to the HR Recruitment Specialist who usually trains the selection committees, another HR Specialist currently serves as an appointed member of the Monterey County Equal Opportunity Advisory Commission and on the Commission on the Status of Women. The associate vice president is a trained mediator who was a long-time commissioner on the Durham Human Relations Commission in Durham, North Carolina who provided equal
employment opportunity trainings in that role. She is an attorney who practiced in the area of employment law, writing legal treatises on discrimination law, before working at Hartnell.

The Faculty Development Committee also offers training opportunities that count toward flex credit. Many of these trainings, given by Hartnell faculty or others, concern diversity and equity issues, including differences in learning styles, teaching English language learners, and understanding the home cultures of Hartnell students.

In addition to its own trainings, Hartnell is a member of the Central California Community College District Employment Relations Consortium, which provides professional development trainings for its management staff. These trainings are typically three-hour webinars with audio interactivity. Provided by attorneys from the law firm of Liebert Cassidy Whitmore, Hartnell hosts ten trainings each year, nearly a quarter of which are about respect in the workplace, generational diversity, cultural competence, understanding disabilities, equal employment hiring, legally compliant strategies for diversity enhancement, and similar topics.

The college honors diversity in the celebrations it holds. Although the particular celebrations may vary each year, depending on the energy of sponsoring student or staff organizations, the college has hosted a series of heritage month celebrations that include Jewish Heritage, Black History, Women’s History, Latino Heritage, and LGBT. (III.A.19)

**Self Evaluation**

Hartnell College through its policies and practices provides an appropriate understanding of and concern for issues of equity and diversity. These values and activities are part of the culture of the institution.

The college’s policies and practices speak to its commitment to the understanding of and concern for equity and diversity. Board policies and administrative procedures address such important issues as mutual respect, harassment and discrimination, and cultural diversity and equal opportunity.

*The college meets this standard.*

**Planning Agenda**

None.

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**III.A.4.b**

The institution regularly assesses its record in employment equity and diversity consistent with its mission.
Descriptive Summary

The Human Resources staff assesses the results of its recruitment efforts on at least an annual basis, but it has not done a good job at publishing the results of these efforts. This function used to belong to the Office of Institutional Research, which was disbanded in early 2008. Recently, the college has taken two steps to make these data more accessible: First, it has created a dean-level position for Institutional Planning and Effectiveness. Because of the importance of this role, it was immediately staffed with an accomplished researcher on an interim basis. It will go into regular recruitment in January for an anticipated July 1, 2013 start date. Second, the college is in the process of receiving bids for an applicant tracking software system that collects and reports recruitment results. Currently, those data are tracked manually.

Below is a chart of the college’s ethnicity data for 2011, followed by a chart containing the data for fall 2007.

### Fall 2011 Employee Ethnicity by Category (in percents)

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Educational Administrator</th>
<th>Classified Administrator</th>
<th>Tenure/d Faculty</th>
<th>Temporary Faculty</th>
<th>Classified Professional</th>
<th>Classified Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td>4.49</td>
<td>2.29</td>
<td>9.09</td>
<td>4.65</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td>8.99</td>
<td>7.63</td>
<td></td>
<td>7.75</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td>1.12</td>
<td>2.67</td>
<td></td>
<td>4.65</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td>16.67</td>
<td>33.33</td>
<td>24.72</td>
<td>23.28</td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td>2.25</td>
<td>0.38</td>
<td></td>
<td>1.55</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td>5.56</td>
<td></td>
<td>0.76</td>
<td>0.78</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td>61.11</td>
<td>66.67</td>
<td>57.30</td>
<td>61.45</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td>5.56</td>
<td>1.12</td>
<td>1.53</td>
<td></td>
</tr>
</tbody>
</table>

(III.A.4.b xx)

### Fall 2007 Employee Ethnicity by Category (in percents)

<table>
<thead>
<tr>
<th>Fall 2007</th>
<th>Educational Administrator</th>
<th>Classified Administrator</th>
<th>Tenure/d Faculty</th>
<th>Temporary Faculty</th>
<th>Classified Professional</th>
<th>Classified Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td>10.53</td>
<td>2.06</td>
<td>3.4</td>
<td></td>
<td>5.44</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>7.69</td>
<td>5.15</td>
<td>6.81</td>
<td></td>
<td>6.12</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td>1.03</td>
<td>1.28</td>
<td></td>
<td></td>
<td>6.12</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>15.38</td>
<td>31.58</td>
<td>17.53</td>
<td>22.55</td>
<td>58.33</td>
</tr>
</tbody>
</table>
Self Evaluation

Hartnell regularly assesses its record in employment equity and diversity consistent with its mission. The college has made modest gains toward its diversity goals, and will continue its outreach to institutions that graduate high numbers of diverse, qualified candidates, and will continue to advertise recruitments in journals with high minority readership. It could do a better job at reporting these results to the community. The deployment of a report-capable applicant tracking system will make this easier to do.

*The college meets this standard.*

Planning Agenda

None.

III.A.4.c

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

Descriptive Summary

Hartnell College values its employees, its students, and its community. Its programs, services, policies, and procedures reveal the high regard that the institution has for its human resources, and the fairness and compassion with which it administers these programs and delivers these services demonstrate this.

All employees and students work and learn under well defined and publicized “rules” of conduct that are fairly and evenly applied, whether those rules are found in collective bargaining agreements, working conditions for unrepresented employee groups, or the Student Handbook. These rules provide formal mechanisms for registering complaints and for challenging decisions. The college assiduously follows these rules and respects these mechanisms.

More often, though, any concerns or conflicts are handled on an informal basis, or are dealt
with before they become big problems. The head of HR, for instance, meets with the head of the employee groups on a regular basis, as does the president of the college. In these meetings, concerns are discussed and collaborative solutions are explored, with a goal of empowering the employee or groups of employees to participate in creating the solution that they need.

The student government and student groups were actively involved in the redesign of the college center, completed in 2010. This redesign created new office, meeting, and recreation space for students, a coffee bar, new lounge areas, and a home for the student government. A student life coordinator is jointly funded by the student government and the District, and acts as a direct link between the students and the administration of the college. Students are represented on all shared government committees, and their contributions are valued on hiring committees.

The District’s integrity is also demonstrated in the way that it handled negotiations over a budget crisis in 2009, and the ensuing negotiations over health and welfare benefits.

In the summer of 2009, when the state’s financial situation created a budget shortfall for Hartnell of about $3.3 million, the college president called a meeting of the Resource Allocation Committee and the Cabinet, and outlined the situation the college was in. The group took on the task of finding solutions, such as identifying areas where efficiencies could be created, or ways to reduce expenditures. The group and related shared governance committees met throughout the summer to come up with solutions. Nothing was off-limits. At the end of that work, the group had found $1.6 million in savings. That left $1.7 million that they handed over to the employee groups to negotiate. The groups met continuously with the District, and each group was allowed to come up with its own way to meet its share of concessions. That process, which could have caused anger and strife, actually unified the employees, who were allowed to participate in the decision-making about concessions.

One of the factors that all groups realized during that summer was that the cost of health insurance had gotten too steep. Prior to 2009, each employee group was treated as a separate entity for purposes of health insurance. Each group negotiated a “cap,” which represented the monthly amount that the District would pay toward each employee’s medical benefits. Within each group, each employee had the same monthly cost of insurance. This composite rate was arrived at by combining the costs of the whole group and dividing that cost evenly among employees. Although this method was contained in each bargaining agreement and embraced by the District and the employees, it produced three results that were considered unfair. One, each group’s cap might differ due to the group’s negotiation success. Two, each group’s composite rate would differ depending on the distribution of employees in different insurance tiers: single, employee plus one, or family coverage. Groups with higher numbers of families had higher costs. And three, all single employees, regardless of their group, subsidized the families in a composite scheme. As a matter of policy, the unions did not mind this fact, but the District heard many complaints from employees about the unfairness of this situation.

The year after the employee concessions, the District proposed to each union to move away from the composite rate and instead use a scheme whereby the District would pay the entire
cost of insuring each employee, regardless of bargaining unit, and would pay a percentage of the cost of insuring dependents, with the employee paying the remaining percent of the cost of insuring his or her own dependents. That percentage was proposed to be 95%, and has since remained at that level. All unions were presented with the same proposal, and were told that the District intended to treat all of its employees the same.

Finally, when the faculty group changed insurance providers, and after a rate increase from the new provider, the District determined that the faculty insurance was more expensive to the District than the insurance for all other groups, and the District went to the other groups to offer a benefit of equal value—two additional paid days off—to compensate. (On January 1, 2013, the faculty group is returning to the provider that every other group is one.)

The college demonstrates, in big ways and small, that it is committed to fair treatment for all of its employees.

**Self Evaluation**

The college has demonstrated that it acts with integrity in the way that it treats all of its employees and its students, by being accessible and open to discussion all concerns and issues, by respecting shared governance processes and engaging in collaborative decision-making, and by fair, open, and consistent application of the rules that the groups have agreed to live by.

*The college meets this standard.*

**Planning Agenda**

None.

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**III.A.5**

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

**III.A.5.a**

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

---

**Descriptive Summary**

The Hartnell College Board adopted six strategic priorities in October 2012. Among them were “employee diversity and development.” Over the next year, the college will develop a
strategic plan based on those priorities. This plan will likely build on the work already being done, and provide greater resources to make development more firmly a part of the fabric of the college.

Hartnell College provides many opportunities for continued professional development for faculty, staff, and administrators. These opportunities include (1) individual and group instruction and support on current and emerging instructional technologies and office programs offered by an instructional technologist (position currently in recruitment); (2) on-site workshops organized by the Faculty Professional Development Committee for flex credit and offered by and for Hartnell College faculty and others; (3) employee relations workshops (10 each year) given by attorneys from Liebert Cassidy Whitmore to the supervisors and managers at Hartnell and each of the 14 colleges in the Central California Community College District Employment Relations Consortium; (4) safety and compliance workshops for maintenance and custodial staff provided by Keenan & Companies Safe Colleges program; and (5) presentations made in town halls, state of the college meetings, and special presentations for the entire community.

The academic calendar includes five faculty flex days. Three of those days are service days, “designed to improve the college’s staff, student, counseling, library and instructional programs.” One of those days includes classified and administrative staff as well. The other two of the year’s flex days are developed by individual faculty members for their professional growth.

The Faculty Development Committee, a standing committee of the Academic Senate, meets regularly to develop a robust calendar of activities that qualify for flex credit. These include online trainings (e.g., onefortraining, Sloan Consortium) trainings offered by Hartnell faculty and staff, and trainings offered by invited guests to speak on topics of interest to community college faculty. The development committee, whose purpose is to encourage and improve the professional development of faculty, also assists with the planning of the flex service days. Some of last year’s flex activities include sessions on using google apps, syllabus design, student orientation design, first aid/CPR, using skype in the classroom, helping students in crisis, helping students start strong, the transfer model curriculum, accreditation basics, using clickers in the classroom, social networking for instruction, student involvement, and student success.

Several grants provide opportunities for specialized training of faculty and staff, including the Lumina Grant and the Title V grants. Hartnell’s Basic Skills Initiative Committee undertook an ambitious plan of professional development activities, beginning in 2007.

The college has hosted several distinguished guest speakers for all-college presentations. These talks and workshops have been excellent opportunities for the whole college to have a shared experience of an issue of importance to community college educators. Among them are: shared governance workshops by Dr. Leon Baradet in September 2007; a K-16 Bridge Program presentation by Chris Piercy in February 2009; presentations by Michelle Marquez of the California Centers of Excellence and Nathalie Gossett, from the Alfred Mann Institute at USC in January 2011; a talk by Diego Navarro, the creator of the Academy for College
Excellence (formerly the Digital Bridge Academy), in March 2012 (after being here in September 2008 to assist with the rollout of the program at Hartnell); and a workshop for the entire college on October 13, 2011, on Systems Thinking and Race by professor john powell (his name has no upper case letters).

The college also has sponsored several events and learning opportunities designed to do double duty as professional development and community building. For instance, since 2008, the college has sponsored more than 90 faculty and staff to take the eight-day Faculty Experiential Learning Institute, which serves as the foundation course for the Academy for College Excellence. In April 2008, flex day consisted of an Agriculture Tour for all faculty and some staff members. This day-long bus tour gave faculty and staff a better sense of the economic engine that drives the Salinas Valley, and the employment opportunities that exist for their students in the high technology world of agriculture. In September 2008, the college held an all college two-and-a-half day retreat, conducted by the Monterey Institute of Social Architecture at the Naval Post-Graduate School. The college also sponsored a semester-long Spanish for Professionals class, taught by a Salinas Adult School teacher. In addition to paying for the classes that ran three hours per week, employees were given 90 minutes of release time to take the classes.

Both classified unions’ collective bargaining agreements provide for professional growth, and increased pay after completing certain milestones of growth. Additionally, the CSEA agreement contains a tuition waiver program, allowing its members to take classes at Hartnell at no cost. All employees who earn degrees during the school year are recognized in the college’s graduation program and at a separate employee educational recognition celebration.

The college recognizes that, for an activity such as professional development to become a part of the culture, it must have a home, both organizationally and physically. It started that planning when the “new” library was conceived. Included in the Library and Learning Center, which opened in 2006, is a Faculty Resource Center, open to all faculty and staff. It is a walk in, staffed, training area designed to be a space where employees can learn basic and advanced technological skills. This center was built for the specific purpose of providing professional development, training, and support of faculty and staff. Also, during the redesign of the college center, a seldom-used classroom space was repurposed to be a faculty and staff lounge. This is sometimes the site of committee meetings, brown bag sessions, and impromptu workshops. Finally, in the redesign of the first floor of the CAB north building, the HR space will include a work area with computer stations for employees to come and take online courses, training tests, and to work on particular work-place skills, either individually or in small groups.

Hartnell re-established a Staff Development Committee in the fall of 2012 as part of the shared governance process. This function unintentionally disappeared from the committee structure when the new shared governance model was created in 2008. The purpose of this committee is to plan professional development activities for all staff. The committee submitted a grant proposal to the President’s Task Force for funding in fall 2012.
The college provides and supports a broad range of professional development opportunities for faculty, classified staff, and administrators, including workshops, classes, seminars, town halls, and other related activities. Laudably, much of this activity is generated by the employees themselves, through shared governance committees and through sharing news of free and low-cost opportunities. At the same time, the college has attempted to provide opportunities that have the greatest impact for the college as a whole.

Without dedicated funding, though, the college has not been able to provide the level of activity that it would like, especially the kind of professional development that requires travel. Several offices and departments have felt the effects of not being able to attend conferences, losing out on networking opportunities, and having to work harder to stay current on technological, legal, and pedagogical trends without the benefit of conference attendance.

The strategic plan may well provide a path that strengthens the college’s professional development program.

**The college meets this standard.**

**Planning Agenda**

The college’s strategic plan will address the development of its employees. The college will continue to seek funding for such a program, and will continue to use the wonderful resources it already has put in place for this activity.

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**III.A.5.b**

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

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**Descriptive Summary**

All of the development activities have embedded feedback mechanisms.

The Faculty Development committee meets twice monthly to assess professional development programs. Each program has a vehicle for feedback from individual participants. Each year, the committee begins its work by sending out a survey to all faculty soliciting their requests for development ideas and needs.

The training workshops for the managers and workshops conclude with surveys, and those survey results are shared with the HR office after each session and collectively during the
annual meeting of the consortium.

Self Evaluation

The college solicits input in the selection of professional development activities and in the value of those activities after they have been held. When the college is able to expand these offerings and create more of a program of development, a feedback tool will be a part of that process.

*The college meets this standard.*

Planning Agenda

None.

III.A.6

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

**Descriptive Summary**

Hartnell’s human resource planning is integrated with institutional planning in many ways. When the college budget is being created as a draft, HR staff meet with the controller and vice president of support operations to review every existing position, discuss how closely the current staffing structure meets the needs of particular programs of the college, and what new positions are needed to support new programs necessary to implement its strategic plan. Each subsequent year’s budget contains, in essence, an evaluation of the previous year’s work.

These conversations ultimately start elsewhere. For Human Resources, the planning occurs in several areas:

1. The HR Subcommittee (of the Technology, Human Resources and Facilities Planning Committee), which has been very active in researching benefits issues, including products, vendors, costs, trends, needs, and policies.

2. The Full-Time Faculty Hiring Committee, which takes a data-driven and practical approach to determining how many faculty to hire and in which disciplines.
3. The two staff development committees, which identify needs and interests in training and develop or find programs to meet those needs.

4. The Executive Cabinet, where staffing issues and needs are addressed, whether those issues and needs first surface in conversations with the unions, other employee groups, or among HR staff.

When the result of that planning requires resources, a proposal is developed and brought to the Resource Allocation Committee, which assesses annual college-wide goals and provides recommendations on the annual college budget.

The last HR plan focused on making improvements in technology: to make HR processes and forms available online, to improve the HR web presence, to purchase and implement a web-based applicant tracking system, and to implement online timecards. The overarching goals for these improvements were to eliminate redundant work for staff, and to make it easy for all applicants and employees to access basic HR information at any time and from any place. Most of this plan has been or is being implemented.

Following the extensive work of the academic and student services areas, the administrative services area of the college began its first systematic program review in the fall 2012. The results of this review will guide the HR staff in its future planning, including determining whether it can make better use of its shared governance committee structure or other mechanisms to ensure that human resources planning continues to be integrated into the institution’s planning mechanisms.

**Self Evaluation**

The college does integrate its human resources planning into the planning of the institution.

There have been several challenges to that planning, though. Sometimes, the state has reduced funding late in a year, leaving the college with inadequate funds to implement its plans and few options to cut spending. To prepare for these possibilities, the college has sometimes imposed a virtual hiring freeze. With a goal to preserve employment for as many people as possible despite the dwindling resources, Hartnell has had to be creative in providing the type and amount of staffing that the institution needs. Sometimes, existing staff have had to assume roles that they could not have anticipated, and for which they are not entirely prepared. It is difficult, in these situations, to assess how well the planning went, as some decisions were not the result of planning. The fact that Hartnell employees have been so successful in creating, maintaining, and enriching so many programs speaks to how well the original plans have been integrated, and how well even the ad lib decisions were guided by the college’s strong sense of its mission-based work.

A review of the entire shared governance committee structure is anticipated during the 2012-13 academic year. This may result in a change in the human resources area, as the THRFP Committee has proven to be a bit unwieldy, covering as much ground as it does.
The college meets this standard.

Planning Agenda

None.
Standard III A: Evidence

III.A.1
Academic Senate Minutes Sept 22, 2011

III.A.1.a
http://www.hartnell.edu/hr/jobs/adjunct%20assignments_2_hr.pdf
California Community College Minimum Qualifications manual published January 2012
CCCRegistry.org/jobs
87359(b) Ed Code  http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=87001-88000&file=87355-87359.5

Hartnell Committee Handbook

http://www.hartnell.edu/hr/fachirpro.html

http://www.hartnell.edu/academic_senate/minutes/03-08-11.pdf

III.A.1.b

HCFA Contract
L39 Contract
Chapter 470 CSEA 2009-2012

III.A.1.c

Academic Senate Highlights Feb 26, 2007
http://www.hartnell.edu/slo/philosophy.html

III.A.1.d

http://www.hartnell.edu/about/ethics.html
http://www.hartnell.edu/academic_senate/Ethics/Professional_ethics_code.pdf
http://www.hartnell.edu/academic_senate/governance/Shared_Governance_Handboo_08-Final_Updated09.pdf

III.A.2

http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/FiscalStandards/FullTimeFacultyObligation.aspx#Fall_2011_and_Fall_2012

http://www.hartnell.edu/shared_governance/committees/resources/minutes_view.html?id=89
III.A.3.a
Board Policy 5100

III.A.3.b
HR-16 form

III.A.4.a
Board Policy 5140
Minutes from Technology, Human Resources and Facilities Planning Meetings
Board Minutes Oct 20, 2009

III.A.4.c
Board Policy 3105
fpdc.virtualclass.us
BSI Committee Minutes
Blueprint for Student Success
http://www.hartnell.edu/academic_senate/governance/Shared_Governance_Handboo_08-Final_Updated09.pdf

III.A.6
http://www.hartnell.edu/academic_senate/documents/Committee_Handbook.htm
III.B PHYSICAL RESOURCES

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

III.B.1

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

Descriptive Summary

Hartnell College operates at three sites: Main Campus, Alisal Campus, and King City Education Center, as well as satellite sites in South County.

Through planning and coordinated development activities, the Hartnell Community College District plans, builds, maintains, and upgrades or replaces its physical resources to support its programs and services. The 2008-2011 Educational and Facilities Master Plan (III.B.1) ensures the link between physical resource planning and institutional planning. Each of the goals within the Five-Year Construction Plan (III.B.2) has physical resource implications that are connected to meet the expectations and needs of students, faculty, staff and community. Hartnell is committed to enhancing its visibility, attractiveness, and reputation for quality by making physical resource development a key priority. The intention is to fully implement the District’s Five-Year Construction Plan, which is currently on track, according to its anticipated timeline (III.B.2). Several Construction Plan projects have been completed, including the resurfacing of our track. The Technical Training Building project broke ground on November 15, 2012. Currently, the planned PE Field House is under construction.

The Construction Plan integrates physical planning by a) determining the programs, courses, and co-curricular activities needed to provide students with a full college experience; and b) to identify the needed physical facilities.

Hartnell used institutional goals to create the list of improvements now funded as a result of Measure H. The Capital Construction Plan (III.B.2) was prioritized and subcommittees were formed to provide leadership for these building projects. All committees include representatives from administration, faculty, staff, students and the community to assure all needs are voiced and reviewed.
The management, maintenance and operation of physical resources are organized under the Facilities Director of Maintenance and Operations. The Facilities Department is responsible for all aspects of maintenance and operations of the college’s physical environment. The management team meets to review institutional and facilities issues. In addition, a Facilities Coordination Committee (III.B.3) meets bi-monthly to ensure integration of physical resources and instructional programs. The Safety/Risk Management Committee (III.B.7) meets monthly, making ongoing assessments and recommends actions to ensure safe and secure campus environments. The college faculty and staff also participate on online safety training for staff. Keenan Safe Schools (III.B.4) is an online safety training and tracking system designed specifically for school employees. All courses are written by expert authors and are set in a school environment.

A State Wide Association of Community Colleges (SWACC) Property and Liability (III.B.5) Inspection is conducted annually by our insurance administrator, Keenan & Associates. The service reviews past incident reports to insure that necessary changes and safety compliance occurs. It also promotes safety awareness and assists in the identification of conditions which may pose a risk of bodily injury.

Astra scheduling software (III.B.6) was adopted for use in the summer of 2008. This facilities utilization management software connects live to Datatel, which maintains our enrollment information. Astra schedules classes based on data parameters input by the administrative scheduling staff. Astra scheduling is used on all three campuses to maximize classroom utilization.

**Self Evaluation**

Hartnell College Facilities construction and renovation plans have been developed to support future growth. In 2002, the Hartnell Community College District was successful in passing a general obligation bond (III.B.18) to support renovations and capital projects. The bond will provide renovation of existing facilities, additional classrooms, energy efficiency improvements, and information technology and equipment. The bond is under independent review from the local oversight committee (III.B.19). Regular reports are reviewed by the Board of Trustees.

Along with the bond, scheduled maintenance and annual campus funding, the college has been able to complete minor campus repairs and renovations. Requests for these funds are made to the Facilities Committee and then approved through the Vice President of Support Operations. Requests for scheduled /deferred maintenance requiring larger amounts of capital outlay are submitted for review and potential funding (III.B.15).

*The college meets this standard.*

**Planning Agenda**

None.
III.B.1.a

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

Descriptive Summary

Hartnell utilized its 2008-11 Educational and Facilities Master Plan (III.B.1) to outline the strategic utilization of the college as a community and educational resource. For the 2008-2011 initiatives, the primary focus was facilities development, renovation and utilization. Because of the unique and growing needs in the community, the King City Educational and Facilities Master Plan (III.B.8) was published as a separate document.

The initial planning process began in August of 2007 with a comprehensive survey process that generated the Salinas Valley Vision 2020 (III.B.9) report. The town hall meetings held in conjunction with this plan were used to develop the Educational and Facilities Master Plan (III.B.1). An outcome of the planning process was centralized student services, which was officially opened in the CALL (Center for Assessment and Lifelong Learning) Building, opened in May 2011.

The Facilities Planning Committee reviews and makes recommendations to the Technology and Human Resources and Facilities Planning Committee (III.B.10) for the usage of campus space including but not limited to classrooms, offices, laboratories and any projects that take land or use space. Recommendations are consistent with the college’s mission and vision statements and based on the educational needs and requirements of the institution as identified in its Educational and Facilities Master Plan (III.B.1).

The Center for Applied Technology (CAT): CAT is a 35,000 assignable square footage facility designed to meet the local educational/training needs, and provide vocational and technology programs for all of the Hartnell community. A comprehensive curriculum informs the facilities needs from general education/basic skills to sophisticated information systems, health technology and bio-medical technical training programs. Special emphasis is placed on providing entry level and career advancement educational opportunities for the high proportion of minority students residing in the sub-region of the District. The State Chancellors Office’s operating policy to not overbuild with State Capital Funds and to help ensure these funds are but to their best use. With the completion of the Center for Applied Technology building and as part of the approval and matching funds from the State Chancellors Office the District had agreed on the demolition of the Old Vo-Tech building.

Parking Structure and Capacity: Hartnell’s parking structure opened to the public in January 2006. In addition to the ample regular parking, it includes spaces designated for compact cars, carpooling, and motorcycles. The parking structure is located on the northwest
section of the Hartnell College Main Campus, is over 338,000 square feet and accommodates 1107 parking spaces, which meets the needs of the expanded Main Campus.

**Classroom Administration Building (CAB) and Student Center:** In 2010, CAB classrooms were refreshed, new flooring, ceiling tiles, and paint and converted to smart classrooms. This improvement gave existing structures greater efficiency, improving effective utilization. The college Student Center was remodeled in 2011. The remodel included commons area, dining hall, security, student senate areas, along with meeting areas.

**Campus Grounds:** Grounds are continuously maintained and upgraded from fencing to new irrigation. A priority is to keep the walkways safe for all pedestrians. Beautification projects such as new flower beds, trees and benches are ongoing to enhance our learning and working environment.

**Technical Training Building:** This building is slated to begin construction soon. This 12,418-square foot project will provide a much-needed technical training building to support the educational programs to include Diesel Technology, Automotive Technology, and Construction Crafts Technology. This building will be located adjacent to the new Center for Applied Technology Building at our Alisal Center for Applied Technology. The PE Field House a 4,886-sqaur-foot building will house changing rooms, restrooms, snack bar, training room, and labs. The building will be located in the new athletic complex near the baseball, softball, soccer and track fields.

**Science Building:** This project will construct a new Science Building with expanded space to accommodate growth in the physical and biological sciences. The current science building was constructed in 1964 and does not meet current building codes or the Americans with Disabilities Act (ADA). Because of the major changes in building codes, the most cost effective strategy is to abandon the 43,337 gross square foot building and construct a new 21st century, technologically smart science building.

**Self Evaluation**

The Facilities Planning Committee systematically reviews the effective utilization of space usage, which has driven building refresh projects and improved campus areas. There is a link between usage, condition and a continuous improvement in quality.

*The college meets this standard.*

**Planning Agenda**

None.
III.B.1.b

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

Descriptive Summary

Hartnell College provides access to its campuses and facilities for all students, faculty, administrators and visitors. Hartnell College measures the safety of its facilities and the accessibility of its campuses through its compliance with applicable state and federal laws. For example, all campuses adequate ramps, elevators, curb cuts and handicapped parking to support the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safely and handicapped accessibility (III.B.16). Older buildings have been remodeled, and new construction will comply with state building codes. Some accessibility barriers have been identified for short and long term planning which will be resolved as funding becomes available. Finally, the Disabled Students Program and Services program evaluates and identifies individual student needs for accessibility on all campuses.

Health and safety needs are addressed college-wide through the work of the Safety/Risk Management Committee. (III.B.7) The Safety/Risk Management Committee (III.B.7) continuously updates the Injury and Illness Prevention Plan (III.B.12) and the Emergency Preparedness & Evacuation Plan (III.B.13). Safety training (III.B.4) is an ongoing objective that helps ensure smooth and effective working environment.

Access to the campuses includes ample parking in close proximity to classrooms as well as handicap parking to ensure quick, safe access to campus buildings. In addition, campuses maintain well lit and maintained walkways to provide safe and secure access. The college worked with Monterey/Salinas Transit and the City of Salinas to construct two new bus pullouts on our Main and Alisal Campuses, new traffic lights, sidewalks, and the replacement of root damaged sidewalks, additional bicycle racks, and new carpool parking spaces. These projects were reviewed as part of the 2005 Environmental Impact Report. (III.B.14)

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

The Safety/Risk Management Committee (III.B.7) is also active in improving the safety of the campus via meetings, inspections, and allocating special capital project funds. During semester breaks, the Maintenance Department inspects every classroom and completes the
necessary repairs before the next semester. Sample tasks include painting classrooms, installing new flooring, and replacing older furniture.

The primary focus for maintenance work orders is to address safety issues first. To this end, the Safety/Risk Management Committee and Maintenance promote overall campus safety. Despite shrinking funds, the college continues to address and correct safety and maintenance concerns.

Our Maintenance Staff receives ongoing safety training through a contracted JPA source. Staff members can access online training through [http://www.safecolleges.com](http://www.safecolleges.com) for their training.

**Self Evaluation**

*The college meets this standard.*

**Planning Agenda**

None.

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**III.B.2**

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

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**Descriptive Summary**

The subcommittee of the Technology, Human Resources and Facilities Planning Committee (III.B.10) meets twice a month to insure that construction and projects are operating efficiently. This subcommittee assesses new construction and remodeling to meet current needs. There is a periodic maintenance schedule for inspections and routine maintenance.

Facility evaluation is ongoing, including the active role of maintenance staff who perform Preventative Maintenance (III.B.11) and custodial staff who clean the facilities. They are trained and required to generate work orders. At the time the preventative maintenance work order is performed, an evaluation is conducted concerning the extent of the work needed, and a determination is made at that time if assets need to be repaired or replaced.

Hartnell uses a software package called Mpulse Maintenance, which catalogs maintenance records and generates reports based on work orders and Preventative Maintenance. (III.B.11)
Hartnell College adopted the use of Astra Scheduling software (III.B.6), first implemented in summer 2008. It connects student data and automatically schedules classrooms based on criterion programmed by our staff.

Hartnell College is also integrated into the Facility Utilization Space Inventory Options Net project (FUSION), a web-based project planning and management tool maintained by the Foundation of Community Colleges. FUSION is used for space inventory management, facilities assessment, enrollment forecasting, facilities planning, and project fiscal management.

FUSION data input aids calculation of WSCH (Weekly Student Contact Hours) Projection for classroom utilization in the Facilities Master Plan (Facilities Master Plan 2008).

Self Evaluation

_The college meets this standard._

Planning Agenda

None.

III.B.2.a

_Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment._

Descriptive Summary

Through the development and updating of its Educational and Facilities Master Plan and Measure H Initiative, Hartnell College works hard to develop the college’s long range capital plans to support institutional goals.

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

The Center for Applied Technology was completed in 2011, replacing the old Vocational Technology Building on Main Campus. The renovation of the Student Center was also completed in 2011, and the Technical Training Building and PE Field House are recently under way.

The planned Measure H projects and other projects currently under construction will substantially change the Main Campus and support the college’s growth into a comprehensive institution with capacity to serve nearly 12,000 students.
Our inventory of facilities is an important tool in planning and managing College campuses. This information is essential for: developing the annual five-year capital construction plan (III.B.2); projecting future required facilities; developing deferred maintenance budgets; and analyzing space utilization. Space inventory (III.B.17) enables an institution to identify the types of space it needs and/or the amount of surplus space it has available. The analysis of space forms the core for facilities planning.

**Self Evaluation**

*The college meets this standard.*

**Planning Agenda**

None.

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**III.B.2.b**

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

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**Descriptive Summary**

The college continuously evaluates plans, goals, objectives and student needs with the assistance of shared governance for short and long term planning and decision making which will lead to an efficient, comprehensive and enduring institution.

Hartnell College has incorporated the Mission and Vision Statements, shared governance committees and campus priorities to facilitate the organizational goals of the institution.

**Self Evaluation**

*The college meets this standard.*

**Planning Agenda**

None.
# Standard III B: Evidence

| III.B.1      | 2008-2011 Educational and Facilities Master Plan |
| III.B.2      | Five Year Capital Construction Plan             |
| III.B.3      | Facilities Coordination Meeting Minutes, Samples |
| III.B.4      | Keenan SafetySchools Online Training, Samples   |
| III.B.5      | SWACC Report                                    |
| III.B.6      | Astra Scheduling, Samples                       |
| III.B.7      | Safety/Risk Management Committee Minutes Samples |
| III.B.8      | King City Educational and Facilities Master Plan |
| III.B.9      | Salinas Valley Vision 2020                      |
| III.B.10     | Technology, Human Resources and Facilities Minutes Samples |
| III.B.11     | Preventative Maintenance (PM), Samples          |
| III.B.12     | Injury and Preventive Plan                      |
| III.B.13     | Emergency Preparedness & Evacuation plan         |
| III.B.14     | 2005 Environmental Impact Report                |
| III.B.15     | Scheduled Maintenance 5-year plan               |
| III.B.16     | Americans with Disabilities Act Building Requirements |
| III.B.17     | Hartnell College Space Inventory                |
| III.B.18     | Full Text of Bond Measure H                     |
| III.B.19     | Citizen’s Oversight Committee, Measure H Minutes, Samples |
III.C TECHNOLOGY RESOURCES

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

III.C.1

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

Descriptive Summary

Hartnell College provides its students, faculty, staff and administrators with a comprehensive array of technology to support learning, teaching, college communication and overall efficient operations of the college. To ensure that the technology deployed is supported and meets the needs of the college community, there are multiple measures in place to provide strong leadership and decision making around technology purchases, implementations and infrastructure investments. The college has several methods of assessment and evaluation to ensure that the technology it deploys meets the needs of students, faculty and staff and that the expectations of these groups are met or exceeded. The college is strengthening its program review process so that it is tied to its budget allocation model, which channels technology needs from the program and department level to the college wide governance and decision-making groups.

Through assessment of program review and Student Learning Outcome (SLO) data, and through shared governance technology leadership groups like the Financial Information Subcommittee (FIS), Distance Education Committee (DEC), Resource Allocation Committee (RAC) and the Technology, Human Resources, and Facilities Committee (THRFC), the college can identify needs related to technology and also assess the progress and success of ongoing technology services and current implementations. Additionally, the college plans to establish quarterly surveys of faculty, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions. In creating a dynamic learning environment for students and an efficient and dynamic working environment for the college community, intelligent and strategic use of technology is critical to success at Hartnell College. Student learning and improving the instructional experience is the focus and purpose of college technology implementations, from equipping classrooms with multimedia and high-speed Internet, to facilitating an interactive lecture and classroom experience, to creating the highest quality virtual classroom experience through distance education software. Hartnell College uses multiple means of assuring that the technology it
deployed meets the needs of its college community. These include a technology support organization and a center for faculty and staff, supervision and input by shared governance technology groups, training and educational support for the technology it deploys and assessment of program reviews which ensures the technology provided is performing the intended services and tools.

To support distance education, the college has dedicated staff supporting online students and faculty as well as Etudes, the college’s current course management system. These same resources provide training, support and leadership around online education. These resources are supervised by the VP of Information and Technology Resources, and directly participate with the Distance Education Committee, to provide College wide direction and leadership for distance education. Through the THRFC technology governance group, the college sets innovation priorities and oversees and authors the college’s Technology Master Plan. (III.C.1, THRFC Minutes) The committee is co-chaired by the VP of Information and Technology Resources and the Associate Vice President of Human Resources. Other participating administrators, faculty and staff include the Dean of Instruction and Curriculum, Director of Facilities, and representatives of the Academic and Classified Senates.

Self Evaluation

The college meets this standard.

Planning Agenda

The Technology Task Force needs to establish quarterly surveys of faculty, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions.

III.C.1.a

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

Descriptive Summary

Hartnell College uses technology to provide access to outstanding educational opportunities, to facilitate access to services and resources, and to support and improve student learning and success. In March 2012, the college completed a comprehensive five year Technology Master Plan as a continuance of the 2007-2009 Technology Master Plan (III.C.2, 2007-09 Hartnell College Technology Master Plan, 2011-2016) defining how it uses technology to support its goals as defined by the college mission. The plan provides a framework for college wide decision making around technology, and details how it supports its technology infrastructure, integrates technology planning with institutional planning, provides support and leadership
around distance education, trains staff in the technology it provides, and anticipates the needs of the future and provides leadership to meet the technology needs of students, faculty and staff.

In addition, the college has shared governance decision-making bodies that coordinate technology purchases and implementation: the Technology, Human Resources, and Facilities Committee (THRFC), under the direction of the Vice President of Technology and Information Resources, the Associate Vice President of Human Resources and Public Information Officer, and the Director of Facilities coordinate technology, human, and physical plant resources to channel and assess requests that emanate from program reviews, SLOs, division, department, and program-level needs, for college wide review, prioritization, funding and ultimate approval. To accomplish this effort, the THRFC also involves the voices of the dean of curriculum, distance education, and representatives from the academic and classified senates.

At Hartnell, the THRFC operates within the planning and budget process and ultimately reports and makes recommendations to the college’s top administration and informs the more comprehensive Resource Allocation Committee (RAC). RAC acts as a clearinghouse of information regarding resource use and allocation to ensure we are leveraging every dollar wisely. As RAC and THRFC orchestrate their efforts, the college gains an understanding of the full scope of needs and issues, and how technology can be used as a vehicle to address them. With the recent hire of a new Vice President of Information and Technology Resources, the THRFC has mapped out an active Technology Task Force (TTF) to routinely conduct surveys, elicit input from program reviews, and develop analyses of system performance to understand deeper technology needs of the college.

Additionally, the Hartnell College Technology Master Plan 2011-2016 (III.C.3, Hartnell College Technology Master Plan 2011-16) provides overall direction, goals and definition of college processes for decision making around technology. The THRFC in concert with other shared governance committees, address the following issues and tasks on an ongoing basis:

- College priorities related to technology projects and implementations.
- Classroom technology needs, including instructor computing hardware standards, priorities and planning;
- Individual faculty and staff computers, including replacement, priorities and hardware/software standards;
- College website and web technology needs
- Hartnell College Foundation and grant technology needs
- Requests for new technology implementations and purchases beyond regular technology projects and implementations.

The TTF discovered needs are brought forward to the THRFC, which has the primary responsibility for watching over the college strategic plan for technology and monitoring the ongoing implementation effort aimed at achieving the goals of this plan. THRFC is a participatory governance committee designed to be as inclusive as possible of all
constituency groups (administration, faculty, staff and students). The THRFC:

- Makes specific recommendations to the Resource Allocation Committee and the superintendent/president on the use of technology throughout the college district with regard to ongoing activities and future direction.
- Keeps informed about the current activities and future plans in each of the technology areas: infrastructure, information systems and client services through the appropriate managers and its own subcommittees.
- Monitors the operations, special projects, and overall budget of the IT staff in an ongoing effort to have a comprehensive overview of the entire technological effort at the college.
- Assesses policy on matters such as intellectual property rights, appropriate use of technology and standards.

Self Evaluation

Technology services, professional support, facilities, hardware, and software enhance the operation and effectiveness of Hartnell College via a shared governance process that provides all stakeholders with opportunities to provide decision-making input and evaluative feedback. The college has thin, but sufficient resources for personnel and equipment to support the technology it deploys and has rigorous processes for determining what hardware and software to use, and what technologies are implemented to serve the college community. Faculty and administrators serve on four shared governance committees that address technology issues: THRFC, RAC, FIS and DEC. In addition, a Technology Task Force is proposed to more closely monitor the execution of the Hartnell College Technology Master Plan 2011-2016. With new leadership, new technology investments and active shared governance committees that address technology issues and oversee the Technology Master Plan, Hartnell has made significant progress in meeting this standard in the past two years.

*The college meets this standard.*

Planning Agenda

The Technology Task Force will conduct semi-annual surveys to further integrate resource and technology prioritization with goals and objectives and program review. Additionally, plans for future leveraging of technology to optimize and automate specific business processes and operations of the college need to be integrated with the larger college planning process.

III.C.1.b

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

Through Measure H bond, BTOP and STEM federal grants and some Foundation funds, Hartnell has been able to build a beautiful Learning Resource Center (LRC), a Faculty Resource Center (FRC), upgrade a world class language learning lab, build a new one-stop center for counseling and student services, modernize 15 classrooms, and provide for professional development in critical areas for our students, staff and faculty. While these resources are helpful in providing the technology and facilities to provide training, there still remains a gap between the need and the college’s ability to develop its constituents at a satisfying level, which gap the college intends to bridge.

The professional development program is a robust series of workshops and events, and numerous online training opportunities that are all designed to support the continuous development of knowledge and skills in Cognos (data intelligence/reporting), Astra (facilities management), Datatel, SARS (appointment scheduling), eCollege/Etudes (LMS), Google Apps, Drupal Content Management, Microsoft Office, and others for The college community. The FRC programs have been and will be open to all Hartnell employees, and include many technology-related and many software applications related to teaching and learning.

Hartnell College has and is planning several methods of assessment to ensure that technology training needs are identified and that students, faculty and staff expectations are met or exceeded. The college plans to use surveys of faculty, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions. In addition, the college has a program review process that is tied to its budget allocation model. Through assessment of program review and SLO data, the college can identify needs related to technology and assess the progress and success of ongoing technology services and current implementations to identify areas where training is deficient or technologies are underutilized.

As funding for California community colleges has been reduced through several years of budget cuts, providing sufficient human resources for training faculty, staff and students has become challenging. Staffing reductions in the Hartnell IT budget has reduced the availability of resources to provide training support to the levels Hartnell would prefer, but focus and dedicated resources are being provided to enable and support training and professional development. Because the college Measure H bond has provided resources for equipment purchases and the new Faculty/Learning Resource Center, the college has been in the difficult position of adding new technologies with limited resources.

To ensure that technology assets are appropriately utilized by all members of the college community, Hartnell College provides training for its employees in the use of technology. The programs are open to all Hartnell College employees, and include technology related training, such as in the use of Datatel, Microsoft Office, Adobe, student and faculty portals, and software applications related to teaching and learning. The FRC offers a program of classes, technology training workshops and related activities. (III.C.4; FRC Schedule of Training Classes)
For technology functions such as e-mail, phone systems, meeting software and the Datatel database system, which includes finance, human resources, student registration and records systems and related portal system, the District has a centralized training and support organization to support these systems. Since these systems support the entire college, the IT organization maintains a help desk to channel faculty and staff support for technology issues and to coordinate individualized trainings. To meet demand for training around the new technology systems on campus, the IT organization (ITS) continues to provide the college with an instructional technology/training specialist to assess needs, develop a training plan and deliver technology training to employees and student employees. The training specialist focuses on providing training employees on the new and existing administrative information systems.

Faculty can turn to the FRC and the instruction technology specialist to be taught how to utilize various learning management tools (LMS) tools such as the discussion board, e-mail system, chat rooms and the assignments tool to design online courses that foster interaction between faculty and students. Additional faculty development opportunities provided by the FRC include skill-building in the use of open educational resources and open textbooks; multimedia for teaching; anti-plagiarism software, etc.

**Self Evaluation**

The budget cuts and staffing variability, coupled with the introduction of additional fiscal challenges such as the 50% law have stretched the capabilities of technology training services for faculty, staff and students. Yet, the college has been fortunate in receiving well needed funds to continue training and technology acquisition efforts helping multiple district locations accomplish much in the past two years related to these critical technology implementations. The college has accomplished much in the past few years related to critical technology implementations and enhancements of learning facilities without disruption of college services to students, faculty or staff. Nevertheless, feedback from the college community reflects the need to increase training for technology in several areas, including Datatel, and other resources such as desktop applications and new course management, email, and webpage content editing. Lastly, training needs to continue for faculty in how to use multimedia and smart classroom equipment.

To ensure that technology assets are appropriately utilized by all members of the college community, Hartnell College needs to continue to invest in its FRC staff and technology so it may continue to develop diverse plans for training employees in the use of campus technology. Included in this plan are College-level training services, coordinated with an institutional professional development program.

**Planning Agenda**

The IT organization will conduct a needs assessment in the next quarter via a survey in order to determine specific educational technology training needs. Upon completion of the needs assessment and, in coordination with the LRC and FRC, training plans will be adjusted and
augmented to prioritize and address the various areas of need. The college will create a Professional Development Program to support training and to hold monthly meetings to assess training needs and to plan, develop and deliver new technology trainings to faculty, staff and administrators.

III.C.1.c

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

Descriptive Summary

Hartnell College systematically provides the staffing, organization, funding and participative governance structures necessary to ensure the effective management, maintenance and operation of its technological infrastructure and equipment.

The following sections explain efforts and initiatives being pursued and supported to plan, maintain, upgrade or replace technology infrastructure to meet institutional needs.

IT STAFFING TO SUPPORT INSTITUTIONAL NEEDS

IT: The management, maintenance and operation of the college’s technological infrastructure and equipment is primarily handled through the District’s central technology organization, Information Technology Services (ITS). ITS is organized to support the development, improvement and support of IT systems, including software applications, networks, instructional computer labs, smart classrooms, personal computing and telephony for the District’s Main Campus, Alisal Campus, and King City Education Center. In addition to providing direct technical support through staff, ITS manages some of its systems through outsourcing contracts. The college has invested in scheduling software to improve the efficiency of counseling sessions by increasing the number of sessions in which a counselor can engage.

College Staffing: In addition to the staffing in ITS which handles all network, account management, software, telephony, and help desk related tasks, the college provides a limited number of IT staff to directly assist with instruction in computer and faculty centered professional development labs (FRC). The college also has a web coordinator who coordinates and maintains the college’s website. The college has established a senior leadership position for oversight and coordination of technology and is currently held by Vice President of Information and Technology Resources, Matthew Coombs.

External Staffing: The college outsources some of its IT support needs to vendors. The college’s learning management system (LMS) was until recently maintained by eCollege – now by the Etudes consortium. Hartnell is following an increasing trend to use a Learning
Management System (LMS) in not only distance education offerings, but also in hybrid and traditional class environments. College/district payroll tasks are managed by the Monterey County Office of Education. Hartnell’s website servers are presently hosted off-campus. The systems operations team monitors the network and servers on a 5/20 schedule, and reports are sent to ITS managers at the end of each eight-hour shift describing any operational issues and system statistics.

**Monitoring and Redundancy:** ITS managers and technicians are supported by automated system monitoring which is configured to alert technicians and management if any network component or critical system becomes non-responsive or the data center temperature exceeds a threshold value. The college-maintained systems, including the new website and critical administrative applications and databases, are housed on servers located within the District’s data center. Most have been virtualized and are deployed redundantly across multiple servers and on multiple redundant VLANs. The college is looking into co-location at other campus centers and even a hosting relationship 250 miles away at another community college’s data center for added safety, failover and high availability options. The servers are supported by the automated monitoring system.

**TECHNOLOGY SUPPORT FOR STUDENTS / FACULTY / ADMINISTRATORS**

**Student Technology Support:** Technology plays a vital role for students in higher education, and the Information Services department is committed to developing and supporting solutions to enhance teaching and learning and improve operational efficiency. Given the current budgetary climate in the California Community Colleges, the Information Services department is dedicated to preserving and improving technologies and services while making the best possible use of college resources. During the IT strategic planning process, several objectives were identified, ranging from administrative system enhancements, optimizing and virtualizing data center resources, migration of network platforms more conducive to newer technologies, and the development of “cloud based desktops” for users.

Desktop virtualization or Virtual Desktop Infrastructure, commonly referred to as VDI, is the practice of hosting a desktop operating system within a virtual machine (VM) running on a hosted, centralized or remote server rather than the individual computer’s hard drive. These individual virtual instances can be customized for the learner or classroom, or the VM can be generalized with the necessary software for a college computer lab. VDI will create opportunities for students to have 24/7 access to needed educational software and resources rather than only when on campus and when computer labs and open access computers are available. This will dramatically increase opportunities for time on task for students without increasing licensing costs for these resources. VDI will allow Hartnell computer techs and admins to administer 2000 computers from one source decreasing the need to “touch” each computer for critical upgrades. VDI will help protect our computers from harmful viruses and malware as well as increase the speed of recovery when intrusions occur. VDI will allow us to leverage existing computer investments longer and reduce the cost of technology replacement for as new computers are needed, they can be replaced with less expensive “thin clients” or small drives that pull software and personal information from a main server rather
than from a local hard drive. Thin clients are 50-75% less expensive to replace than traditional desktop or laptops.

Hartnell College has set policies that require students to achieve a certain level of technological success and be provided the means to achieve that success. This is consistent with a recent mission statement of the college that each student must be provided with access to basic technology and training in basic technology skills. This equates to providing access to tools relevant to life skills and job market needs. Hartnell College minimally requires competency in business writing and technology access. Measure H brought students a 68,000 square foot learning resource center designed to meet the modern information and research needs of students. The LRC is the hub of the Main Campus, providing students with over 250 computers with high speed internet access and LCD monitors. There is also wireless access throughout the building. The Center houses a information competency center, distance learning and video conference center, cutting edge faculty resource center stuffed with modern digital tools and resources, sophisticated digitizing, imaging and video editing rooms, and 22 collaborative study rooms that can be reserved using web-based tools.

**Faculty Technology Support:** Hartnell College maintains a coordinated, ongoing plan for updating faculty and classroom computers, on a five-year refresh cycle. ITS maintains a coordinated database for the updating of all classrooms with multimedia equipment for instructional use (III.C.5, ASTRA List; III.C.6, IT/AVAsset List). The Director of Facilities technology and the vice president of support operations work with ITS and shared governance committees to develop timelines for classroom renovations and multimedia upgrades, to schedule the updating of existing multimedia equipment on a five-year refresh cycle and to handle immediate issues that come up such as equipment failure. Computer labs are coordinated in the same manner, and deans and faculty are consulted so that appropriate computer equipment is ordered and installed to meet the needs of the students and faculty from specific division and program areas.

**Administrator Technology Support:** Hartnell College systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet the needs of the college. Classroom technology and faculty, staff and administrative computing Hartnell College maintains a coordinated, ongoing plan for updating faculty, staff and administrator computers, on a five-year refresh cycle. The college maintains a database of all computers (III.C.6, Asset List), and coordinates with RAC and the VP of Information and Technology Resources in ordering new computers and arranging for install timelines. In addition, the college maintains a coordinated plan for the updating of all classrooms with multimedia equipment for instructional use to schedule the updating of existing multimedia equipment on a five-year refresh cycle and to handle immediate issues that come up such as equipment failure. (III.C.7, Asset List/Computer Refresh Schedule)

Computer labs are coordinated in the same manner, and deans and faculty are consulted so that appropriate computer equipment is ordered and installed to meet the needs of the students and faculty from specific division and program areas. For scheduling computer and smart classroom refurbishment/installation, the college coordinates with RAC, FIS, Academic Senate and the THRFC.
Technology Accessibility: Because of the growing trend of students, faculty and staff to Bring Your Own Device (BYOD) onto campus and utilize campus resources—namely, wireless access to the internet, network, and campus services—Hartnell has enhanced its wireless network across all areas of campus and center locations. This enhanced access will bring with it increased security and monitoring needs to ensure that resources are properly used and data is kept secure. Wireless signal needs to be consistent and powerful from one corner of campus to the other. It needs to reach to the outside areas as well as inside buildings. The increased access points needed for this greater reach must be installed with management software to avoid over-burdening ITS staff and provide them with the tools to remotely monitor performance, review load history, repel offenders, and restart wireless equipment to restore service.

Grants Management: Hartnell funds one-third of its programs through grants. One of the most critical aspects of continued support from grants is proven accountability and traceability of the funds dispersed, the performance against objectives outlined, and the timely reporting required by the grant. Due to the significant success of acquiring grants and the reliance that Hartnell has to their subsequent funds, Hartnell is preparing to implement a Grants Management system that interacts with the core financial system of the institution, the business intelligence tools and the business process automation analysis tool of Hartnell College. There are options in both traditional and open source software arenas. Hartnell should investigate, choose and deploy one of the proven and trusted offerings.

Self Evaluation

Since the passing of the Measure H bond in 2002, Hartnell has made huge strides in providing consistent and reliable computing equipment to faculty, staff and students, in upgrading 60% of its larger classrooms with a standard configuration of multimedia technology and in strengthening its network and overall technology infrastructure. The Measure H bond has also funded many another critical infrastructure and technology improvements enabling the college to better meet its mission of providing a, the college continues to make strides in this area by publishing an inventory of all computer and multimedia equipment to The college community that includes refresh or update schedules, and through the completion of a new wireless network implementation.

In order to meet the varied needs of both traditional and non-traditional learners as well as the growing requests of instructors to provide video support for instruction and visiting lecturers, Hartnell needs to enhance existing distance education facilities and other classrooms to provide high-quality video capture and delivery of course materials to learners. While pieces of this solution are in place, the system and ancillary support services need to be augmented and completed.

The college meets this standard.

Planning Agenda
III.C.1.d

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

Descriptive Summary

Decision-making about the use and distribution of the college’s technology investments is focused on institutional need as identified from shared governance and strategic groups, including the THRFC, the RAC, DEC and the FIS, that include faculty and staff. The acquisition of equipment and support of information technology is carried out by the ITS.

All full-time faculty, classified staff, and administration have access to desktop computers. Part-time faculty have access to computers and support technology in centralized areas on each campus. The college has centralized the acquisition of 600 faculty and staff desktop computers, and administers a desktop lease refresh program that plans for the five-year refresh of desktop computers. This ensures a level of desktop standardization for operating systems and capacity to run college supported software. All full-time faculty, classified staff, and administrators are given access to district software including the Microsoft Windows operating system, Microsoft Office suite, Adobe Suite, and an @hartnell e-mail account. There are 27 smart classrooms throughout the college, equating to 90% coverage of all classrooms.

The Distance Education program is supported college wide through the budget process and through the efforts of both the instructional and student services areas. The program is staffed by a dean, a Faculty Distance Education Committee, and an instructional technology specialist available to assist faculty in the development of teaching materials utilizing multimedia hardware and software and in the use of eCollege/Etudes functions. In addition, there are two dedicated computer technology coordinators in the both the library and two other in ITS who are available to assist as needed. All courses at Hartnell College, whether designated as face-to-face or online, have access to eCollege/Etudes course shells.

Hartnell College makes technology accessible to students in multiple areas. Open computer labs with both general and program-specific computer resources are available to students at all campus sites. The centers provide facilitated student access to technology that allows multiple student services functions. Computers in the learning resource centers are available to students working with tutors on specific coursework. The college supports about 12 computer labs throughout the college.

Desktop virtualization (VDI) activities will create opportunities for students to have 24/7
access to needed educational software and resources rather than only when on campus and when computer labs and open access computers are available. VDI will allow Hartnell computer techs and admins to administer 2000 computers from one source decreasing the need to “touch” each computer for critical upgrades. VDI will help protect computers from harmful viruses and malware as well as increase the speed of recovery when intrusions occur. VDI will allow us to leverage existing computer investments longer and reduce the cost of technology replacement for as new computers are needed, they can be replaced with less expensive “thin clients” (small drives that pull software and personal information from a main server rather than from a local hard drive) or “zero clients”. Thin and Zero clients are 50-85% less expensive to replace than traditional desktop or laptops.

The Learning Resource Center is the hub of the Main Campus, providing students with over 250 computers with high-speed internet access and LCD monitors. There is also wireless access throughout the building. The Center houses a Information Competency Center, distance learning and video conference center, cutting edge faculty resource center stuffed with modern digital tools and resources, sophisticated digitizing, imaging and video editing rooms, and 22 collaborative study rooms that can be reserved using web-based tools.

Secure and reliable storage space is given to full-time faculty and classified staff. All instructional and operational departments and all Shared Governance committees are allocated a website development site. The college has upgraded the core infrastructure so that cabling and connectivity is robust, secure, and meets the college needs for computer performance.

**Self Evaluation**

The distribution and use of technology resources support the development, maintenance and enhancement of its programs and services.

*The college meets this standard.*

**Planning Agenda**

None.

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**III.C.2**

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

Technology planning is integrated with institutional planning and evaluation processes at Hartnell College. The 2007-2009 Technology Master Plan was developed to directly support the educational priorities, goals, and objectives of the college, as articulated in the Educational Master Plan, Facilities Master Plan, and 2020 Strategic Plan. Through the Technology Master Plan, the institutionprioritizes technology initiatives serving as the catalyst to integrate college and department technology needs and goals. As a follow-up to the 2007-2009 Technology Master Plan, Hartnell College reached out to nearby institution CIOs to have them perform an evaluation of Hartnell’s technology environment and prioritize next steps. The result was a 2011 report called Hartnell College High Level Strategic Direction (III.C.7, Hartnell College High Level Strategic Direction). The report recommended structural changes to the organization of IT including personnel, technology investments, and system migrations. In the nearly 2 years since the delivery of that report and assessment, the college has hired a new vice president of technology, planned for structural change in the IT organization to provide for continuity planning, increased skill sets, and increased oversight. The Hartnell College Technology Master Plan 2011-2016 has been created, approved and vetted through the shared governance process, as explained below.

Parallel to these efforts, in the 2008–09 academic year, Hartnell College implemented a new integrated planning and budgeting model to improve College wide participation in the planning process and to align program review, student learning outcomes and assessment with decision making and budgeting groups. The new structure included the Resource and Allocation Committee (RAC) and recognized it as cohesive center of institutional confluence as many of the college’s constituents are designated members of the group for college planning and decision-making, providing final recommendations to The college president. RAC is made up of representatives from college governance groups, including the Academic Senate, Classified Senate, Student Senate, employee unions and representatives from instructional and student services working groups, such as the Basic Skills Workgroup, Transfer Advisory Workgroup and Work Force Workgroup. Hartnell has improved significantly its ability to derive technology decisions from institutional needs and plans for improvement.

The THRFC is a shared governance group that works within the RAC and includes membership from the academic senate, classified senate, district ITS organization, administration, distance education representatives, faculty and staff technology practitioners and specialists. Under the authority of THRFC and with the guidance of the District technology organization, ITS, Hartnell College has three subcommittees, two of which have been active for years (Facilities Committee, Human Resources and Benefits) and the THRFC has been recently resurrected and is just now beginning to meet regularly. Along with the RAC and FIS, the THRFC and its subcommittees provide a rich opportunity and forum for informing overall district technology planning, decision making and goals, and creates a platform for college decision making, planning and vetting issues and requests for technology.
Due to a resurgence of critical technology projects that need strong oversight and management, the college is considering implementing a Technology Task Force (TTF). The TTF would be a tactical group that would regularly check the technology initiatives against institutional needs and address the following:

- Individual faculty and staff computers, including replacement, priorities and hardware/software standards;
- Classroom technology needs, including instructor computing and audiovisual hardware standards, priorities and planning;
- College website and Web technology needs requests for new technology implementations and purchases beyond regular classroom and individual computing needs; and
- College priorities related to district wide technology projects and implementations.

In the college’s governance structure, TTF would serve as the primary channel to both groups for recommendations on new technology implementations, major purchases of new technology and for policy recommendations and approvals. For instance, technology needs that are identified through individual program review documents, or technology needs that are identified through divisional program reviews, through College wide needs discussions involving technology that occur, would first be aired in TTF for review, feedback, investigation and recommendation to both THRFC and the RAC organizations. Examples include the need for a new e-mail system for employees, or the need for a new custom software application to automate business processes. These types of requests would channel through TTF for evaluation and recommendation to THRFC and Financial Information Subcommittee (FIS), the budget arm of RAC.

TTF would also prepare the Technology Master Plan, which is presented to THRFC annually. This plan serves as a tool to inform decision-making and resource allocation. TTF works with FIS to consult on budget issues related to technology and to review any technology related resource requests that come from program reviews.

**Self Evaluation**

Through the formation of the college’s planning and budget process, Hartnell College has an effective and transparent mechanism for merging technology planning with institutional planning. The college is evolving a structure for college wide planning and decision making for technology that includes the TTF, FIS and ultimately THRFC and RAC. In addition, the college is establishing better paths for input and decision making for college wide technology planning, through the shared governance groups. In the past few years, the college has learned much from the shared governance process and has used forward facing resources such as the Hartnell College Master Plan 2011-2016 and the Technology Master Plan 2007–2009, and strives to include much of the information in these planning documents to guide processes for decision making and integration of planning for technology with institutional goal, objectives, and needs. The college needs to continue to improve transparency of the processes for decision making, prioritizing technology purchases and implementations, and reviewing new requests, addressing the needs of the programs, students, staff and faculty.
The college meets this standard.

Planning Agenda

None.
Standard III C: Evidence

III.C.1  THRFC Minutes
III.C.3  Hartnell College Technology Master Plan 2011-16
III.C.4  FRC Schedule of Training Classes
III.C.5  ASTRA List
III.C.6  IT/AVAsset List
III.C.7  Asset List/Computer Refresh Schedule
III.C.8  Hartnell College High Level Strategic Direction
III.D  FINANCIAL RESOURCES

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

Descriptive Summary

All financial planning at Hartnell College flows from the college mission. (III.D.1 Hartnell College Mission) As such, the mission, along with the college’s annual goals and core missions of transfer, basic skills, work force and stewardship of resources are incorporated into the annual fiscal planning process.

FISCAL PLANNING TO SUPPORT PROGRAMS AND SERVICES

This fiscal planning process involves such factors as the allocation of FTES, the allocation of one-time and ongoing funds to the discretionary funds, as well as the allocation of resources such as technology and infrastructure. Additionally, the mission and goals are reviewed annually by the FIS and RAC Committees. In recent years, a stronger and deeper focus on integrated planning has been evident throughout the governance structure at the college. By continually reflecting on the foundational budget planning process, existing and developing tools, and the dialogue taking place in program reviews and budgeting committees, the college maintains its reliance on its mission and goals as the shepherd for financial planning. Furthermore, program plans are established at all levels (institutional, program and divisional) in terms of funding requests, based on academic resource needs and institutional strategic planning.

The District’s total budget for all funds for Fiscal Year (FY) 2012-13 is $78.1 million. This is comprised of $45 million or 58% in General Funds; $18.7 million or 24% in Capital Projects Funds; $13 million or 17% of Trust and Agency Funds, including student financial aid; and $1.4 million or 1% other funds which include Child Development Fund, Cafeteria, Bookstore and Internal Service funds. (III.D.1 Tentative budget)

General Unrestricted Fund revenue of $32.9 million consists of property taxes (60%), State Apportionment (29%), student fees (7%), and others (4%). These funds are used for academic salaries (38%), classified salaries (22%), benefits (22%), operating costs (18%) which include facility maintenance, supplies, contracted services, and equipment. (III.D.1 Tentative budget)
Approximately $9.7 million or 21% of the District’s General Fund budget includes resources from grants and categorical funding that provide program services and other student support services. (III.D.1 Tentative budget) Despite cuts in categorical funding in the amount of 1.2 million (4b – Categorical Funding Analysis) between FY 2007-08 and FY 2011-12, overall grant and categorical funding has held steady, with expenses of approximately $10 million per year funneling through the business office (4c – 2009-2013 Tentative Budget funds 74,33,12). This figure does not include student financial aid actual expense, that has increased from 16 million in FY 2008-09 to over 23 million in FY 2011-12. A comparison of community colleges in the region (4d – Local Community College Comparison) shows that Hartnell administered more grant funding than all four other regional community colleges, despite the fact that several of the colleges have a restricted general fund budget that is significantly higher than Hartnell College.

The success around receiving grant funding and the programs subsequently funded is due largely to the collaboration between the college and the Office of Advancement, which oversees the Hartnell Foundation. The Office of Advancement has expanded significantly since FY 2006-07 when the total of operating funds, unendowed funds, and endowed funds was approximately 4.4 million. Comparatively, FY 2010-11 (4e based on P and L report, not audit statements) showed net assets of approximately $9.75 million. The Office of Advancement has developed a five-year plan, in collaboration with industry, K12 administrators and other community member; that, coupled with a pool of expert grantwriters has rendered much success in the pursuit of grant funding. For example, at the time of this writing, the college manages four active Title V grants, each of them five year funding streams. (Please refer to the most current list of grants (4F – Public Grant List) to see the full range of funding that flows through the Grants Management office.)

The Business Office continues to provide leadership and works closely with College constituents evidenced by the consistent involvement of the chief business officer (CBO) in shared governance committees under the Resource Allocation Committee (RAC). Financial information is disseminated throughout the institution via shared governance committees, including: RAC; Technology, Human Resources, Facilities Planning Committee; Enrollment Management, Matriculation, Student Policy Review Committee; Financial Information Subcommittee (FIS); and the Program Planning and Assessment Committee. Grant funding is leveraged with input from College wide administration, faculty, and Grant Project Directors. Collaboration between grant-funded programs with similar deliverables and outcomes is encouraged.

**BUDGET PREPARATION AND DECISION MAKING**

The budget preparation process is conducted in a manner that coordinates efforts to achieve an overall budget that supports the mission and goals established as a result of institutional planning and assessment (described in Standard I.B). The District budget planning process includes but is not limited to the following:

- Assess previous budget history and anticipated needs for the coming year from each program and department.
• Determine the FTES needed to generate the anticipated revenue based on the most current information from the state.
• Determine the amount of faculty effort (full- and part-time) required to generate the FTES goal and budget accordingly.
• Add the contractual release time and required special project obligations.
• Add the contractual goods, services, and personnel that are non-discretionary.
• Identify discretionary funds. The Resources and Allocation Committee sets priorities for these funds based on the outcomes of PPA and shared governance processes.
• Assess the effect of leveraged resources from grants and partnerships.

The transparency of the decision-making process continues to improve and the trust levels among college groups has been strengthened through concerted efforts to educate not only the Board through quarterly presentations (III.D.6 FTES Presentation), but also all constituents about the college’s finances, particularly annual budget presentations, impacts of reduced state budget allocations, and budget correlation between revenue generation and FTES. (III.D.7 FTES Presentation) Similarly, weekly grant-meetings with grant directors and other stakeholders provide opportunity to identify and leverage resources that contribute to the outcomes of multiple programming efforts.

The Finance/Audit committee of the Board of Trustees regularly meets with the Controller and Chief Business Officer to review monthly/quarterly financial reports, bills and invoices for submission to the Board. This committee also meets with the external auditors twice a year, to review audit and state financial reports. (III.D.8 Audit Report)

In light of the uncertainty of the State economy and its budget crisis, the District has revised its 2016 Financial Plan (III.D.9 Revised 2016 Financial Plan) to be more reflective of the current state of the Community College funding. It is committed to maintaining its General Fund Reserve at a minimum of 5% to provide stability during times of fiscal uncertainty. The District maintains a $1.7 million or the 5% or reserve required by the California Community College Chancellor’s Office. This is equal to at least two weeks of expenditures. The District has a total of about $7.7 million in fund balance that represents approximately 22% in reserve fund. (III.D.3 Tentative Budget)

The Business Office in collaboration with other departments of the college continue to assess its processes and implement changes for improvements and stronger internal controls that ensures efficient operation and that District funds are used wisely to benefit the students it serves. (III.D.10.a-d Process and Procedures)

Self Evaluation

Emphasis on integrated budgeting and planning continues at the college and is evidenced further in the following standards. The college continues to ensure that all financial decisions relate to the core missions and stated goals.
The college meets this standard.

Planning Agenda

None.

III.D.1

The institution’s mission and goals are the foundation for financial planning.

Descriptive Summary

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

The Hartnell mission informs all of these decisions:

*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 allocation of District resources is driven by the foregoing mission statement. Faculty and staff analysis of the District wide needs assessment (Salinas Valley 2020 Vision and the financial analysis (III.D.11)) resulted in two important planning documents: The Educational and Facilities Master Plans (III.D.12) for the Main Campus and King City and the 2016 Financial Plan (III.D.9). Faculty and staff analysis of these findings can be broadly summarized in three primary areas for improvement:

1. Student access (time, place, and modality)
2. Student success (basic skills, ESL, and retention and completion rates)
3. Student Services

The areas above provide the overarching priorities for program development and allocation of resources - including capital, bond, and operational funds - as well as facility utilization and staffing. The staffing plan for maintenance and technology must be consistent with these overarching priorities and responsive to the changes in the college, the community, and the facilities. For example, the expansion of online and evening and weekend courses has implications for both maintenance and technology. (III.D. Educational and Facilities Master
Self Evaluation

Hartnell College has refined its financial planning and development process to demonstrate the linkage between resource allocation and institutional planning. Data-driven Program Review for all areas of the institution has been progressively integrated with institutional planning and resource allocation processes as demonstrated through the RAC and FIS Planning Agendas. The resource allocation process is not a new element in the colleges planning model, but enterprise integration has not been as comprehensive as it could be.

Transparency has been a key priority in ensuring the successful implementation of the college’s resource allocation process. The college is fully aware of the need to continue to focus more on informing the faculty, classified staff and students of the resource allocation process. However, Hartnell College has improved in the area of disseminating information to The college community about the current fiscal situation of the state budget and its impact on the college. The college continues to focus its efforts in the area of access to presentation data, via the college website and research reports. Additionally, the college continues to engage all areas of the institution to participate meaningfully in shared governance.

*The college meets this standard.*

Planning Agenda

None.

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### III.D.1.a

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

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**Descriptive Summary**

The budget development process is designed to achieve a budget that reflects the mission and supports the priorities established as a result of the institutional planning and assessment processes described earlier (section I.B) and using the planning documents developed from the needs assessment.

**Role of Shared Governance:** The Resource Allocation Committee (RAC) serves as the conduit for financial information provided throughout the institution. Through its sub-committee, the Financial Information Subcommittee (FIS), RAC gathered necessary financial data and led the collaborative process to analyze the college’s budget gap and identify cost-saving solutions. Through careful course planning, the college continues to maintain class size average of 31. Other operating efficiencies and cost savings were targeted by streamlining functions. The goal is to establish a sustainable budget target with allocation
levels that support the college’s core mission. (III.D.2 Meeting Minutes from the committees, III.D.6.a-c Budget presentations)

INSTITUTIONAL PLANNING RESULTING IN SIGNIFICANT RESERVES

Despite the economic downturn that began in 2008, the District has acquired new facilities, furniture and equipment and experienced virtually no reductions in force (RIF). Through the shared governance and collaborative effort, the District managed to absorb a 3% increase in expenses each year and increase the reserves from $1.3 to $8.1 million. This was achieved by taking advantage of one-time opportunities, such as:

1. In 2008-09, restored borrowed and lost FTES from prior years. Failure to have done so would have reduced Base Operating Revenues by $1.7 million that year and each year thereafter.
2. In 2008-09, moved the “mortgage” for King City Center into the bond, reducing general fund expenditures by approximately $250,000.
3. In 2009-10, moved nursing from Natividad Hospital to the CALL building, again reducing general fund expenditures by $250,000 per year.
4. In 2010, summer classes were not offered, which reduced costs by approximately $1 million.

These one time opportunities account for the reserves as follows:

$1.7 million x 3 years = $5.1 million
$250,000 x 3 years = $750,000
$250,000 x 3 years = $750,000
Summer 2010 = $1.0 million
Total = $7.6 million + the initial balance of $1.3 = $8.9 million
(III.D.13 Financial statements to show reserve)

Guaranteed Class Schedule: Through thoughtful planning, course review, and scheduling design, the college now offers a guaranteed class schedule. This pledge allows students the flexibility to meet their own scheduling needs and more quickly reach their educational goals. This, in combination with the college’s responsiveness to the findings in the District wide needs assessment, is the primary reason that Hartnell was able to complete its FTES restoration.

The Chief Business Officer has presented and conducted budget update sessions with the Board of Trustees at its regular Board meeting, administrators meeting and the FIS meeting which resulted to a greater understanding of the methodology used to derive the State Apportionment funding. A continuous update is provided to all interest groups as budget development occurs during the fiscal year. This process allows for a timely communication all stakeholders of the impact of the current state funding in the achievement of the mission and goals of the District. (III.D.6.a-c Budget presentations)

INSTITUTIONAL PLANNING RESULTING IN MAJOR GRANT FUNDING
The District relies on the use of grant funding to supplement general fund dollars to commence or continue new initiatives as identified by Program Planning. The Academic Vice President and the Executive Director of the Hartnell Foundation hold weekly meetings to bring together grant directors to align priorities of the college with pursuit of grant funding. For instance, for FY 2011-12, grants provided approximately $9.7 million or 21% of the General Fund resources, with private funding contributing approximately $2 million. (III.D.14 11-12 Grant Actuals, III.D.14 11-12 Foundation Actuals)

Grant opportunities are evaluated by teams of faculty, Foundation, and College administrators to determine if they support the priorities of the funding plan (III.D.16 Office of Advancement Funding Plan) and academic programs. Grant opportunities are outlined on an “Intent to Apply” (see exhibits) form and assessed based on overarching goals of creating strong pathways and partnership and student success. The grant Project Director and component administrator associated with potential funding ensure that the grant is in line with their discipline’s goals. Foundation personnel weigh the goals and objectives against the overall funding plan and strategic vision of the Foundation/College. Financial feasibility – budget, cost sharing, institutionalization – are assessed by the Grants Manager. (III.D.10.d Grants Meeting Minutes)

**Self Evaluation**

The college has over the last five years refined its budget planning process to include the participation of all college stakeholders and has strengthened its shared governance structure. This resulted to a better linkage of the budget development to the overall institutional assessment and planning to ensure financial stability.

The District has adopted, as its ongoing process for program review and planning, a continuous improvement process consisting of five phases: assessment, analysis, planning, resource allocation, and implementation. The shared governance process has four committees (Technology, Human Resources, and Facilities Planning; Enrollment Management; Finance; and, Program Planning and Assessment) that take responsibility for the continuous improvement process. The work of these four committees flows through the Resource Allocation Committee (RAC) to the President and the Board. Decisions, including those involving budgeting and hiring priorities, made in these arenas are communicated to the college community through web postings, blogs, e-mails, and town hall meetings. The above described structure provides the timely communication of the budget status and the fiscal impact to the District, thus, resulting in greater transparency.

*The college meets this standard.*

**Planning Agenda**

None.
III.D.1.b

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

Descriptive Summary

Budget and Finance Board Policy 2200, requires the superintendent/president to prepare a proposed budget that is balanced. Approval of the Tentative Budget is necessary to provide a mechanism for operating until the Final Budget is adopted in September.

A tentative budget is developed with the various departments, applying all relevant assumptions derived from the budget information provided by the state and using results of the assessment of local needs. The Chief Business Officers provide educational sessions about the factors that affect the budget through, administrators meetings, public hearings and town hall meetings. This tentative budget is presented for Board of Trustees approval in June as required by the State.

As General Fund resources have declined, the college has become more dependent on alternative funding from private and public sources. Government sponsored grants and private contributions have been increasingly instrumental in providing fiscal stability during these difficult time. The Hartnell College Foundation, in support of the college, continues to support and enhance instructional programs and increase student and community access. State, local and federal grant funds have continued to make up about 20% of the total general fund resources. The Grants Manager developed a proposal for a renewal of the indirect cost rate; the current negotiated indirect cost rate with the Department of Health and Human Resources is 35% through 2014. The average annual indirect cost offset of $365,000/year supports additional coordination, management, and central office resources necessary for administration of grant funding.

Given current state funding levels, the District continues to evaluate course offerings and class size. Periodic, collaborative reviews of courses have assisted the District to strategically consolidate offerings to meet the needs of students and the community, and to improve cost efficiency.

The District continues to pursue and maintain partnerships with industry and other educational institutions to support vocational training. Other partnerships include JPA – Public Safety. The Nursing Program benefits from an annual $400,000 infusion of funding from Salinas Valley Memorial Hospital, which provides, in part, for faculty stipends that allow Hartnell to recruit and maintain excellent/adept/expert/skilled faculty for our Nursing Programs. First Five supports the Early Childhood Education Program California Endowment.

Self Evaluation
In light of the fiscal crisis and the budget uncertainties in the state of California, the college has been proactively keeping abreast of all developments related to the current and future budgets. The Chief Business Officer continually reviews and analyzes these factors and communicates the results to all the constituents of the college. Reductions have been made in a strategic manner allowing each unit to identify the areas they can decrease with the less impact on student services. The CBO and the President continues to hold informational sessions and budget presentations to the Board of Trustees, administrators, students and other stakeholders for the status of both the current and future budget.

The college works closely with the Hartnell Foundation to identify funding resources to help supplement the declining revenues from the state. The past several years, the foundation has contracted with a grant writer with an excellent track record of developing successful grant applications. Federal, State, and Local grants and contracts (non-Foundation) revenue has grown from $13 million in FY 2007-08 to $22.5 million in FY 2010-11.

*The college meets this standard.*

Planning Agenda

None.

III.D.1.c

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

Descriptive Summary

The Office of the Vice President of Support Operations (CBO) is responsible for protecting the financial integrity of the District. Information regarding short and long term financial obligations is discussed at the President’s Cabinet and with the Budget committee. Long-range financial stability is central to college planning and budget allocation. The Administration and the Board of Trustees take all necessary steps to maintain a balanced budget. Board Policy No. 2215, Periodic Financial Reports, requires that financial statements and necessary supplemental information will be prepared and reported at least quarterly to the Governing Board.

In addition to the quarterly financial reports, the chief Business Officer prepares and presents monthly interim financial reports to the Board of Trustees, which are discussed and reviewed with the Finance/Audit committee prior to submission to the Board. The reports show the status of budget to actual and provide a monitoring tool for both management and the Board to ensure that the plan is on target and adjustments are made when appropriate.
Assumptions are reviewed during the year against relevant budget development to ensure that the funds remain available as originally planned. Significant changes are discussed with the college communities and adjustments are made accordingly. The assessments of the long term impact of any such changes are considered and are part of the standard operating procedures. (III.D.8.b Monthly Reports)

The college continues to contribute to a retiree health-benefit reserve fund as recommended by GASB 43 and 45. An actuarial study of future benefit liabilities was prepared and presented October 1, 2010. The study calculates the future unfunded liability associated with these benefits and the annual required contribution to fully fund this liability over time. This information is included in the District’s annual Report on Audit of Financial Statements. The District’s annual audit, which includes audits of the Foundation and capital bond (Measure H) funds, was completed November 14, 2012 and presented to the Board of Trustees on December 11. The audit opinion affirmed that financial statements were presented fairly in all material respects and in conformity with generally accepted accounting principles. There were no adjusting journal entries to the financial statements. In the auditor’s opinion, the District also complied, in all material respects, with requirements that are applicable to each of its major state and federal programs. There were a few instances of noncompliance in some federal programs, which are required to be reported in accordance with OMB Circular A-133. The auditors addressed these findings and the District has implemented necessary changes and is establishing internal audit procedures to review federal and state grants throughout the year. (III.D.8.a CAFR, III.D.18 Board Minutes December 11, 2012)

Self Evaluation

The college maintains sufficient fund reserves to cover budgetary short falls in this time of economic uncertainties and to ensure fiscal stability of the institution. The District has also provided funding for its long-term liabilities for future benefits as recommended by GASB 43 and 45.

*The college meets this standard.*

Planning Agenda

None.

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III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.
The college budget development process integrates program review, institutional effectiveness, and educational planning with resource allocation. The procedure is designed to solicit input from faculty, classified staff, students, and administrators. The ultimate outcome of the procedure is a budget that is fiscally prudent and supports the mission and goals of the college. The budget development procedure aligns with district policies, procedures, and timelines. The information and decisions from this process are disseminated to the constituents through the various councils in a transparent process.

The college faculty, staff and students established the Shared Governance Task Force in spring of 2007 for the purpose of assessing the college’s established shared governance process, committee structure and effectiveness. The combined efforts of faculty, staff and students integrate program review, institutional planning, budgeting, and hiring. As a result, realistic instructional, student services, and administrative support plans which comprise the college’s Educational Master Plan rely on assessment data and continuous improvement processes to set priorities and allocate resources College wide. (http://www.hartnell.edu/shared_governance/committees/, http://www.hartnell.edu/academic_senate/governance/Shared_Governance_Handboo_08-Final_Updated09.pdf)

Since 2007, the business services department has worked very closely with shared governance committees, particularly the Resource Allocation Committee (RAC) and its finance subcommittee. The budget setting process is designed to achieve a budget that reflects the mission and supports the priorities established as a result of the institutional planning and assessment processes described earlier. (http://www.hartnell.edu/shared_governance/committees/resources/minutes_view.html?id=106, http://www.hartnell.edu/shared_governance/committees/financial/minutes_view.html?id=105, http://www.hartnell.edu/academic_senate/SharedGovernanceCommitteeReviews/matrix.pdf)

A concerted effort has been made to develop clearer college wide understanding of the institution’s finances and budget processes, with significant attention given to understanding the correlation between revenue generation and FTES. Regular updates of information impacting the budget are provided by the chief Business officer. This information became necessary both for monitoring the current year budget and for the preparation of the budget for the fiscal year to follow.

The budget development process for FY 2012-13 began in early spring 2012 at the same time that adjustments to the current year’s budget were made to reflect all the cuts required by the state.

Self Evaluation

Over the last five years, the District has implemented a budget process open to participation by members of the college community. The budget setting process is designed to achieve a budget that reflects the mission and supports the priorities established as a result of the institutional planning and assessment processes described earlier.
The institutional planning and assessment processes are better understood and embraced as the college strives for continuous improvement. Business Office staff, under the leadership of the Chief Business Officer (CBO) is committed to an ongoing monitoring of the budget status and budget to actual. Continuous communication of the financial status is accomplished through the dissemination of relevant information at the RAC regular meetings, emails, staff and town hall meetings. (III.D.2 RAC Minutes, III.D.6.a-c Budget presentations)

*The college meets this standard.*

Planning Agenda

None.

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**III.D.2**

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

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**III.D.2.a**

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

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**Descriptive Summary**

Hartnell relies upon its mission and goals as the foundation for financial planning and allocation to ensure appropriate use of resources and to fully support student learning programs and services. The college uses an integrated planning and budget process to ensure that budgeting decisions are aligned with strategic planning goals. The process was used effectively in FY 2009–10 to implement budget cuts, and to implement a strategy to make strategic cuts based on college priorities, state established priorities and to protect our core student populations as much as possible. The college budget is formulated to appropriately support student learning programs and services, and budget decisions are guided by data collected in program reviews, SLOs and college and district research efforts. All groups prioritizing requests are asked to submit a rationale and to link their priorities to the strategic plan and the improvement of student learning. Our financial documents, including the tentative and adopted budget, quarter-end reports, 311 reports, 320 attendance reports,
GANN limit calculation, 5% law compliance, FON compliance and financial and operating audit all indicate that the institution’s goals are aligned with students’ success. (III.D.8.a 2012 Audit Report)

The college allocates resources based on priorities established by integrating institutional planning using standard guidelines outlined in the Educational Master Plan, Program Review, and Facilities Master Plan. The college’s stated goals and resource allocation are reviewed in a timely manner by presentation to the Resource Allocation Committee and Board of Trustees. (III.D.19 Ed Master Plan, III.D.20 Facilities Master Plan, III.D.6.a-c Presentations, III.D.2 RAC Minutes)

Self Evaluation

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. (III.D.8.d November 14, 2012 Auditor Letter)

As outlined in the most recent audit, Hartnell Community College is meeting all of the required budgeting and accounting standards and practices with no significant exceptions.

In addition to the standard monthly review and approval of bills, invoices and budget transfers, the Board of Trustees has formed an ad-hoc audit committee that meets with auditors twice each year and reviews state quarterly finance reports. This has broadened the understanding of the governing body.

*The college meets this standard.*

Planning Agenda

Update the health benefits actuarial report every two years as required by GASB. The District has contributed approximately 85% of the funding requirements as of June 30, 2011.

Develop strong modeling tools for the monthly calculation of the college’s performance on the 50% law. This will provide timely data to management to respond quickly to any negative trend in the 50% requirement.

III.D.2.b

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
The audit report includes a management discussion and analysis section that is a requirement of Governmental Accounting Standards Board [GASB Nos. 34 and 35]. Also included in the audit are findings and recommendations for internal weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. (III.D.8.a Audit Report, III.D.8.c Management Letter)

The President, as delegated by Board of Trustees policy, is ultimately responsible for compliance and implementation of corrective action. At the completion of the audit, the auditor meets with the District audit committee to discuss various aspects of the audit. Any audit findings are presented to the audit committee with comments and recommendations made by auditors. The audit committee will instruct president to work with administrative staff in correcting audit findings. Administrative staff will correct findings and, if necessary, establish procedures that will assure future compliance.

In addition, the auditors issue a letter to the Audit Committee and Board of Trustees that discusses significant matters related to the conduct of the annual audit. The letter pertaining to the FY 2012 audit indicates that the District maintained financial documents with a high degree of credibility and accuracy as noted on every area reported on the final communication issued by the auditor. (III.D.8.d November 14, 2012 Auditor’s Letter)

**Self Evaluation**

The District responds to all annual audit findings and recommendations in a timely fashion to the best of its ability within existing financial restraints. The audit is published on the website and made available to District faculty, staff, the Board of Trustees, and the public.

Over the past five years the District had substantially reduced the number of audit findings. This is the direct outcome in reorganization of the Business Office and improved communication between the Business Office and other departments. Transparency and a real focus on open and continued communication with various departments have begun to create an atmosphere of trust between departments.

*The college meets this standard.*

**Planning Agenda**

None.

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**III.D.2.c**

**Appropriate financial information is provided throughout the institution in a timely manner.**
Descriptive Summary

Increased transparency throughout the District has been an institutional goal for the past several years. As such, many financial documents are distributed throughout the institution on a minimum quarterly basis. Monthly financial statements, annual audit reports, quarterly 311 reports, financial PowerPoint presentation to the Board are available on District's website for staff and public review. Due to current state financial crisis, the Interim VP of Support Services has presented financial PowerPoint information though the use of town hall meetings for staff and students. The presentations are designed to inform staff and students of the state of Hartnell College financial condition in relation to state budget actions. Current financial condition, as well as future years’ projections, is presented. Questions and answers follow presentation. (III.D.5 FTES Presentation, III.D.6.a-c Board Presentations, III.8.a-b Audit Report, III.D.21 311 2011 Quarterly Report)

At the beginning of FY 2009-10, the college was facing a $4.9 million budget shortfall. This challenge became a serious test for the shared governance process. The Resource Allocation Committee (RAC) serves as the conduit for financial information provided throughout the institution. Through its sub-committee, the Financial Information Subcommittee (FIS), the RAC gather necessary financial data and led the collaborative process to analyze the college’s budget gap and identify cost-saving solutions.

Through careful course planning, the college improved class size efficiency from 23 to 31 over a three-year period. Other operating efficiencies and cost savings were targeted by streamlining functions. In all, $1.6 million in permanent reductions were identified. Another $1.7 million in reductions was drafted with the help of the RAC, and bargained with employee groups as temporary compensation concessions. The remaining $1.6 million deficit gap was filled by appropriating one-time reserves. The goal is to establish a sustainable budget target with allocation levels that support the college’s core mission.

All administrators and support staff, when needed, have access to the college’s Financial Information System (FIS), Datatel, to run up to date financial reports at any given moment. These reports include actual as well as encumbered expenses. The college has been providing group trainings for this resource twice per year and individual training is available upon request. Additionally, the Controller and Grants Manager have an open door policy wherein any administrator or support staff person can conveniently meet with either of them to discuss the status of the budget in respective areas of responsibility.

Self Evaluation

The Financial Information Subcommittee (FIS) has been posting monthly committee meeting minutes on the District’s website. The “State of Hartnell” presentations continue at a minimum of two presentations per year. The District believes this is the most effective form of communication for the college community. Participation of the college community in the
financial decision making process is encouraged through attendance at RAC and FIS subcommittee meetings.

*The college meets this standard.*

Planning Agenda

None.

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### III.D.2.d

All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

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### Descriptive Summary

The Business Services Business Office Procedures Manual delineates the process used to select areas requiring monitoring and identifies other agencies who routinely review activities in various programs. Staff is assigned to account for the various programs that have been placed in trust with the District. These special accounts are part of the audit process the District engages in each year. The auditors hired by the District provide a summary at the beginning of the audit as well as an executive summary that states their findings and speaks to the overall fiscal integrity of the District. The business office has a program review completed for the previous five fiscal years. There have been no negative findings over the past five years. The vice president of operations is charged with maintaining and monitoring district and college finances, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization and foundations, institutional investments, and assets.

The college president reviews and executes all college level requests for equipment, services, and contracts. The vice president of academic affairs, deans, program directors, and budget managers are responsible for oversight of individual instructional and student services area budgets, including categorical and grant funded programs.

The regular financial audit, the compliance audit for the restricted funds and the performance audit for the Measure H General Obligation Bond funds show that all funds are used with integrity in a manner consistent with the intended purpose of the funding source. (III.D.8.a 2012 Audit Report, III.D.8.c Management Letter, III.D.8.d November 14, 2012 Auditor’s Letter)

### Self Evaluation

Hartnell practices effective oversight of finances and makes improvements in management of
financial aid, grants, and externally funded programs when deemed necessary.

The Hartnell Foundation has approximately expenses of approximately 10 million per year funneling through the business office to be used for college wide projects on all campuses, including student scholarships. The foundation complies with accounting principles for a governmental nonprofit entity as generally accepted in the United States. The Foundation Board of Directors oversees the reported amounts of assets, liabilities, revenues, expenditures, and contingencies during the reporting period. The foundation’s revenue and expenditure records are evaluated annually by an independent audit firm and filed with the Internal Revenue Service. (III.D.25 9990 IRS Audited Report)

The college meets this standard.

Planning Agenda

None.

III.D.2.e

The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of the assessment are used for improvement.

Descriptive Summary

The District’s evaluation and assessment of internal control are comprised of but are not limited to the following activities: in conjunction with the Program Review; in implementing new processes and procedures; in the ongoing review and approval of day to day transactions; and in implementing corrective actions for the internal control findings of the external auditors. (III.D.10.a Petty Cash, III.D.10.b Third Party Sponsorship Policies and Procedures, III.D.8.c Management Letter)

The college meets this standard.

Planning Agenda

None.

III.D.3

The institution has policies and procedures to ensure sound financial practices and financial stability.
III.D.3.a

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

Descriptive Summary

Hartnell Community College maintains sufficient cash flow and reserves to maintain financial stability. The District has used Tax and Revenue Anticipation Notes (TRAN) as needed to ensure stability in cash flow and to prevent program disruption during the year. The District has had sufficient reserves over the past two years and has not found it necessary to use TRAN funding. The District has established sufficient reserves in other funds that should it be necessary, can temporarily borrow these funds.

The 5% reserve level has been established by the California Community College Chancellor's Office as a "prudent" reserve level. The Board of Trustees has met the prudent reserve threshold, and during the last three years of economic downturn, has funded reserves in excess of the 5% level. Reserve levels were as follows:

- 2008-09 Ending Balance: $2,948,967 Reserve; 5% required $1,910,897
- 2009-10 Ending Balance: $4,588,291 Reserve; 5% required $1,804,850
- 2010-11 Ending Balance: $8,246,608 Reserve; 5% required $1,692,366
- 2011-12 Ending Balance: $7,846,608 Reserve; 5% required $1,705,000

The District participates in several joint powers agencies (JPAs). The District is self-insured for loss by liability, property, electronic data processing equipment, crime, equipment breakdown, and excess liability through the Statewide Association of Community Colleges (SWACC), currently comprised of 26 individual colleges and two multi-districts JPA. (III.D.22, Current JPA Agreement)

The SWACC also covers workers’ compensation insurance. The SWACC coverage for liability ranges from $5,000 to $15,000. The SWACC coverage for property ranges from $10,000 to $150,000. Excess private carriers insure property losses that may exceed the SWACC coverage up to $1 million per occurrence.

Self Evaluation

As evidenced above, the District has sufficient cash flow through the use of TRANS and other District Funds. Due to its high level of reserves, the college is able to use the funds to achieve fiscal viability and stability. In addition, the institution has several strategies for appropriate risk management and plans to meet financial emergencies and any unforeseen
occurrences through its membership in the SWACC and JPA self insurance pools.

_The college meets this standard._

Planning Agenda

None.

III.D.3.b

_The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets._

Descriptive Summary

The Accounting/Business Office audit processes include allocation of resources to evaluate, improve, and change the various financial systems to meet the needs of the subsidiary organizations and to identify and solve problems before major audit exceptions occur. Process evaluation and improvement are continual. Evaluation and improvement are vital, as resources are limited; thus, efficiency and effectiveness are top priorities. The staff actively participates in hands-on training and maintenance of support documentation as changes are implemented. The financial management systems utilized for the subsidiary organization are modern and efficient. All expenditure are in compliance with State and Federal Guidelines including Code of Federal Regulations, EDGAR, Chancellor’s Office Budget and Accounting Manual, and other restrictions applicable to respective fund sources. The Grants Manager attends trainings on federal and state guidelines for grants and contracts.

The Hartnell College Foundation is guided by its mission and the strategic funding plan. The Foundation reports to the Foundation Board of Directors or the Executive Board at least ten times a year regarding progress toward meeting goals. The Foundation financial procedures and information are regularly reviewed by the Finance, Investment and Audit Committees prior to submission to the Board. These committees include members representing private sector finance, accounting, and investment as well as college financial management staff. _III.D.23, 2012 Foundation Board Minutes_

Financial integrity is maintained through audit review and improvement and modeling contracts after college standards. There were no findings in the audits for 2008, 2009, 2010 and 2011. The audit for 2008 and 2009 indicated that certain errors resulting in the net classification of beginning net assets as well as other income were discovered and the 2008 and 2009 financial statement was restated to correct the error.

The Foundation utilized Sage MIP Fund Accounting software, an integrated financial management tool, to report on budget, grants, campaigns and donors; operating, endowed
and restricted funds; and to demonstrate accountability and stewardship expected by auditors and Foundation Board members.

The Foundation took steps to ensure that staff and financial resources were available to effectively implement grants. A number of new staff came on board, and in 2007 and 2011 an indirect cost rate was developed for the college. New staff included the Executive Director of Advancement and Development (2006), Grants Manager (2008) and Development Director (2009).

Self Evaluation

In FY 2008-09, a design was set forth for staffing the Business Office to improve efficiency and provide improved services to the college community. The design was established to improve internal controls, develop a career ladder for existing positions and centralize grants management responsibility. Several lower level administrative positions were collapsed to allow for a higher-level Accountant position to support the Controller. A Grants Manager – reporting to the Controller – was hired July 1, 2008. The grants management team grew during 2008 to include an Accounting Technician, who was reclassified to Accountant in 2011. Another .50 FTE Accounting Assistant was added to the grants team in 2010. In an effort to balance managerial responsibility, the Payroll Specialist was reclassified to Payroll Supervisor and was given supervisory responsibility of two “Accounts Payable” accounting assistants, a Payroll Technician, two cashiers, and a mailroom clerk. The result of these reorganization efforts was to free up the Controller and Grants Manager to provide more in depth analysis and oversight of finances.

The business office has sufficient staff to ensure separation of duties as required by Generally Accepted Accounting Procedures (GAAP). Results of yearly Independent Audits have been most favorable with no major findings.

A recent federal monitoring visit (III.D.24, Federal Monitoring Report) from the Employment Development Department resulted in a very favorable review/response. The grants team has improved Personnel Activity reports, as required by Federal Granting agencies. Sub-recipient forms have been updated and are distributed and collected in a more timely manner.

The Grants Management team has developed and maintains a central database of grants and contracts overseen by the business office which includes information on cost sharing, reporting deadlines, signature authority, and links different resources for each grant.

The college meets this standard.

Planning Agenda

None.
III.D.3.c

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary

In accordance with GASB Statement No. 16, accumulated unpaid employee vacation benefits are recognized as accrued liabilities of the District while unused sick leave are accumulated the employees do not gain vested right and therefore sick leave benefits are not accrued as a liability.

In addition, the District has accrued liability for the remaining unpaid portion of the early Retirement Incentive for full time faculty adopted on April 14, 2009.

The District administers two single-employer defined benefit health care plans: the Retiree Health Plan (RHP) and beginning in the fiscal year 2010-2011, the Retiree Health Plan-Faculty Post – 65 (RHPF).

The District provides medical, dental, and vision insurance coverage, as prescribed in the various employee contracts, to retirees meeting plan eligibility requirements. The District paid health benefits for all retirees, except medical coverage for members of the Hartnell College Faculty Association beginning in the 2011-2012 fiscal year, terminates at age 65. Retiree members of the Hartnell College Faculty Association receive lifetime District-paid medical coverage for themselves and their dependents.

The District currently finances benefits on a pay-as-you-go basis. The District contributes 100 percent of the cost of current year premiums for eligible retired pal members and their dependents as applicable.

The District annual other post employment benefit (OPEB) cost is calculated based on the annual required contribution of the employer (ARC, an amount actuarially determined in accordance with the parameters of GASB Statement 45.

As of October 1, 2010, the most recent actuarial valuation date, the plan was deemed unfunded because the District is using an assigned fund rather than an irrevocable trust to set aside resources for retiree health care costs. Although the plan has no segregated assets, the District does maintain a retiree benefits fund to assign resources for retiree health benefit care costs. The fund’s assigned balance was $4.3 million at June 30 2012. (III.D.8.a Annual Audit Report)

Self Evaluation

The college meets this standard.
Planning Agenda

None.

III.D.3.d

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

The most recent actuarial valuation was prepared on October 1, 2010 in accordance with the parameters of GASB Statement 45. (III.D.8.e Actuarial Report)

Self Evaluation

*The college meets this standard.*

Planning Agenda

None.

III.D.3.e

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

The District has instituted the practice of preparing the Cash Flow Projections on a regular basis to monitor emergency needs in the event of cash short fall. The District has not had the need to borrow funds due to its healthy reserves and adequate cash position. (III.D.29 Cash Flow Projections)

Self Evaluation

*The college meets this standard.*

Planning Agenda
III.D.3.f

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

The District is committed to put forth efforts to educate students about their loan repayment obligation, encourage successful repayment and address delinquent repayment when it occurs. The District has in place prevention activities in the form of both entrance and exit counseling to help reduce the risk of default by Hartnell students. These early intervention tactics assist in managing the cohort default rates.

The financial aid staff uses the resources offered by the Federal Student Aid department which is a unit of the DOE. These resources provide assistance with the cohort default resolution for schools and student/parent borrowers. Beginning in the Summer 2012 term, the District discontinued its participation in the Direct Loan Program but will continue to monitor and manage the current loan portfolio. The District is currently establishing a default management program, which will include policies and procedures to monitor default rates.

Self Evaluation

The District awarded both subsidized and unsubsidized loans until it discontinued participation in Summer 2012. The two year default rate currently is at 31% and the new three year default rate is 17.6%.

As a result of the DOE institutional assessment of the Title IV programs in April 2012, the District decided to discontinue its participation in the Direct loan Program (III.D.30 DOE Institutional Assessment).

The District is currently establishing a default management program which will include policies and procedures to monitor default rates. A consultant has been hired to develop a comprehensive student financial aid procedures manual which will include the default management program.

*The college meets this standard.*

Planning Agenda

Complete the comprehensive student financial aid procedures manual, which will include the default management program.
III.D.3.g

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

Descriptive Summary

Contractual agreements at Hartnell College include the following types: grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology. Contract oversight is provided by the Business Office. The CBO reviews each contract for fiscal impact, risk component, termination clauses, standards of conduct, and any language that may have potential exposure for the District. All contracts are submitted to appropriate departments with a routing control sheet. Each appropriate manager reviews contract and then signs off acknowledging approval. The contact eventually is routed to the President for final signature. Any recommended changes are sent back to the originator of the contract to work with contracting agency to make any necessary changes and then resubmitted with any necessary changes. All contracts are maintained in a database and filed with the Business Office. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance if financial resources takes place.

Self Evaluation

College policies and procedures govern all contractual agreements with external agencies/entities and are consistent with the college’s mission and goals. These policies also include appropriate provisions to maintain the integrity of the institution. All contracts entered into by the District are handled in a timely and efficient manner and in accordance with public codes and Board of Trustee Policies. The college has the ability to serve notice on all contracts that do not meet the standards of quality required by institutional policy, procedure, and practice.

_The college meets this standard._

Planning Agenda

None.

III.D.3.h
The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

Hartnell College has an interactive computer system that combines budgeting and finance, human resources, financial aid, and student information into a fully integrated system. Staff and managers are able to access the financial system and obtain reports that are necessary to monitor budgets of all divisions and departments. The college is also linked to the Monterey County Office of Education (MCOE) Financial Management System. All payroll records and vendor invoices are processed by MCOE. Payroll checks and vendor checks are processed for the college by MCOE. The data records generated are then uploaded to the college’s financial accounting system Datatel.

Using the continuous improvement model, the Business Office was reorganized during FY 2008-09 to raise the professional level of the staff and better provide career advancement opportunities. A senior accountant was hired to provide more thorough internal oversight. A full-time grants manager was hired to consistently coordinate and administer all grant accounting. Grant requests are carefully reviewed and filtered through college priorities and sustainability standards. As a result, grant reporting practices have improved and District auditors have noted better compliance with state and federal guidelines. (III.D.8.a, Audit Report)

Self Evaluation

The college regularly evaluates its financial management practices. The VP of Support Operations schedules weekly meetings with the Controller, Grants Manager and Payroll Supervisor to discuss business services provided to the college community. The outcome of those meetings has provided the establishment of new procedures that improve internal controls over document processing which improves service provision. Monthly meetings with entire business staff provide an opportunity to document staff concerns and requests in a formal setting. A progress report has been created to keep track of listed concerns, request and outcomes. (III.D.10.a-d)

The college meets this standard.

Planning Agenda

Establish business services evaluation survey to be provided to college community. The survey will request input from staff and faculty on how business services can improve in generating access to financial information, training in use of financial systems and participation in budget process.
III.D.4

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

Descriptive Summary

On a monthly basis the District assesses the effective use of financial resources by evaluating actual revenue and expenditures and comparing it to the fiscal year budget. More in-depth assessment occurs at the department and division level when focusing in particular areas and or programs.

Systematic planning and assessment for the effective use of financial resources is included by the Board of Trustees as a District goal to maintain fiscal stability. The District continues its commitment by placing significant emphasis on fiscal integrity as one of its highest priorities. (III.D.26 Board of Trustee’s Goals)

Part of the process for assessing the effective use of resources is through the FIS and the RAC process that occurs periodically during the fiscal year. The assessment of effective use of financial resources occurs on a monthly basis to track expenditures and revenue in the current fiscal year. Assessment also occurs at the end of each fiscal year leading to discussion at the chancellor’s executive cabinet to review the ending balance and reserves so that additional planning can proceed. Review occurs at the college level first through the governance councils, then within the President’s Executive Cabinet. An administrative procedure provides a Board approved process that includes principles for ensuring that resources are used effectively to accomplish the mission and goals of the college.

Self Evaluation

Hartnell College has established processes and procedures to systematically assess the effective use of financial resources. The results of these assessments are used to make institutional improvements. Although funding for Hartnell has been extremely limited in recent years, the very close supervision of the budget has allowed the college to make efficient use of resources to meet student and College needs. Anticipating expenditures and realigning budgets has enabled the college to support programs and services more efficiently. This has been particularly true in funding instructional programs where, in spite of reduced funding for class sections, the college has continued to maintain FTES productivity. (III.D.27 FTES 5-Year Trend)

*The college meets this standard.*

Planning Agenda
None.
Standard III D: Evidence

III.D.1 Hartnell College Mission
III.D.2 Meeting Minutes from RAC and Sub-committees
III.D.3 FY 2012-2013 Tentative Budget
III.D.4.a Tentative Budget Presented to the June 2012 Board
III.D.4.b Categorical Funding analysis
III.D.4.c 2009-2013 Tentative Budget funds 74,33,12
III.D.4.d Local Community College Comparison
III.D.4.e Foundation Audited Statements
III.D.4.f Public Grant List
III.D.5 FTE Presentation
III.D.6.a-c Budget presentations
III.D.7 Town Hall Meeting Presentations and Notes
III.D.8.a 2012 Audit Report
III.D.8.b Monthly Financial Statement with Resolution to Pass (CAFR?)
III.D.8.c Management Letter
III.D.8.d November 14, 2012 Auditor’s Letter
III.D.8.e Actuarial Report
III.D.9 Revised Financial Plan
III.D.10.a Petty Cash Policy and Form
III.D.10.b Third Party Sponsorship Policy and Form
III.D.10.c Datatel Training Dates, Agenda, and Packet
III.D.10.d Grants Meeting Minutes
III.D.11 Vision 2020 Report
III.D.12 Education and Facilities Master Plan
III.D.13 June 30th 2011 Statement to show $76 million
III.D.14 2011-12 Grant Actuals
III.D.15 Foundation Functioning Actuals by Program
III.D.16 Foundation Funding Plan
III.D.17 Intent to Apply
III.D.18 Board Minutes, December 11, 2012
III.D.19 Ed Master Plan
III.D.20 Facilities Master Plan
III.D.21 311 Quarterly Report FY 2011
III.D.22 Current JPA Agreement
III.D.23 2012 Foundation Board Minutes
III.D.24 Federal Monitoring Report
III.D.25 990 IRS Audited Report
III.D.26 Board of Trustee’s Goals
III.D.27 FTES 5-Year Trend
III.D.28 Default Loan Management Procedures
III.D.29 Cash Flow Projections
III.D.30 DOE Institutional Assessment
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

The college has employed leadership and governance structures that emphasize the centrality of teaching and learning as the core of its business and that focus on making decisions that serve the best interests of its students.

IV.A DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

According to its vision statement, Hartnell will “provide fair and ethical treatment of the entire population.” This is one of several vision statements, which, along with the mission statement, is disseminated widely in Hartnell print and electronic publications.

To that end, the District has committed to hold ethics training sessions for all of its employees at approximately two-year intervals. A partner of the law firm Liebert Cassidy Whitmore has conducted in-person sessions at the college in September 2007, January 2010, and February 2012 (IV.A.1). The 2010 and 2012 sessions were mandatory for all employees, and online training was provided for individuals who could not attend the assemblies.

The District also has taken steps to memorialize ethics policies for the college as a whole. In response to the ACCJC recommendation that the ethics code serve as a foundation for interactions regarding governance, student learning, and institutional processes, a shared-governance task force was assembled in Fall 2007 to develop a college-wide policy. The policy was adopted in February 2008 and is posted on the Hartnell website (IV.A.2). The statement includes a commitment to continuous improvement of our data gathering and planning processes:

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

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

We are individually accountable for our own actions and as members of the college community are collectively accountable for upholding these standards of behavior and for compliance with all applicable laws and regulations.

The following addendum was posted:

_Inherent in the intent of “excellence” is the belief that we cannot be excellent unless we fully meet the needs of our students and community. To do that requires that we know what those needs are and develop a system for assessing how well our efforts have worked. We must continually refine our data-gathering and planning processes (e.g., student learning outcomes, shared governance, and program planning and assessment), and analyze those findings to set priorities and allocate resources._

A link to Board Policy 1055, adopted by the Board of Trustees in September 2007, is also provided on the website. (IV.A.3)

The Board of Trustees held a retreat in July 2007 and developed an ethics policy that also enumerated sanctions for ethics violations (IV.A.3). The comprehensive policy was developed specifically in response to recommendation 7 from the ACCJC. Board members have participated in the college wide training sessions as well.

The Academic Senate adopted a Statement of Professional Ethics in March 2007. It affirms scholarship, respect for students as well as their peers, and the rights and responsibilities of citizenship: (IV.A.4)

**Self Evaluation**

In the ACCJC letter of March 2007, two of the seven recommendations of the Commission specified the need for formal ethics training and the development of a code of ethics (IV.A.5). Since then, a great deal of effort has been expended to ensure that Hartnell community members achieve a common understanding of what constitutes ethical behavior. As such, people’s sensitivity to, and expectation of, ethical behavior has been enhanced.

The intent of the ethics training is to enhance awareness and inspire ethical behavior. The training sessions are designed for compliance by elected officials with AB 1234 (IV.A.6), and employees commented they would appreciate trainings that are more germane to the interactions among faculty, students, staff, and administration in the college environment.
The college meets this standard.

Planning Agenda

None.

IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Hartnell College implemented changes designed to improve communication and participation in college processes. Some involve improved technology, while others are designed to encourage dialogue and problem solving.

**Electronic Communication:** Hartnell College has made substantial changes in its communication technology. In 2008, Hartnell modernized its email system, making it easier to communicate rapidly with all constituents. By addressing emails to all@hartnell.edu, a message can be sent to everyone. Hartnell provides Google apps, and Gmail for registered students (IV.A.7). The college also maintains and updates mailing lists for each constituent group, making targeted communications possible. Groupwise email includes a web-based option so employees, including adjuncts, can receive college email from off-campus (IV.A.8).

An advantage of this ease of communication is that individuals can offer ideas and receive rapid feedback. For example, dialogue about safety practices was conducted in this way. On occasion, blogs were established to elicit feedback on planning documents, accreditation reports, and similar documents. Like e-mail, these were designed so readers cannot comment anonymously and are accountable for their statements.

Members of the Hartnell community increasingly use file sharing technology and the course management system eCollege to work collaboratively on reports and other projects. Thus, the increased technological expertise allowed the college to overcome obstacles created by distance and conflicting schedules. This embrace of technology provides working relationships that were not possible before. (IV.A.9)
Administrative Structure: The administrative reorganization of 2008 was conducted in a spirit of experimentation. The planning group (the “transformation committee”) was formed by a shared governance process and consisted of faculty, staff, and students. The plan grew out of a vision of how Hartnell College could best serve the needs of the Salinas Valley community into the next decade. As part of that transformation, the group developed a new administrative structure and a timeline for its implementation. (IVA.10)

For various reasons, including financial, the administrative structure was never fully staffed. For a period of time, faculty designated as “pod leaders” assumed responsibility for scheduling and staffing and reported to the vice-president of academic affairs (IV.A. 11). With extensive input from faculty and staff, the academic affairs area was reorganized with the restoration of division deans. Upon recommendation from the Resource Allocation Committee (RAC), this new structure was implemented in August 2011 and is reflected in the current organization chart (IV.A.12). However, many of the positions were hired on an interim basis.

In the meantime, deans have prioritized division meetings, which had been on hiatus from 2008 until the Academic Affairs reorganization was implemented in Fall 2011. Because of the realignment for departments, these brought together faculty who had not interacted in this capacity in the past. These division meetings served as forums for program reviews, resource allocation, and the sharing of plans and priorities (IV.A.13).

Town Hall Meetings: These meetings involve topics that are of concern to the entire Hartnell community, and were usually called by the superintendent/president, although sometimes by other administrators. Many topics were about the state budget and the impact on Hartnell programs. Other topics included course scheduling priorities, the 50% law, and institutional racism (IV.A.14). A workshop on accreditation in November, 2011 was well attended (IV.A.15). Some of these meetings have consisted of a presentation to an audience, while others have been more interactive. (IV.A.16)

Shared Governance and Other Committees: When the District shared governance structure was reformed in 2008, each committee was designed to be compact, with a designated number of representatives from each constituency. The formulation of committees was revised in 2010 to ensure student participation on all committees. (IV.A.17) A term of committee membership is three years, with the terms staggered to ensure continuity as well as the infusion of new energy and wider participation. Student membership tends to change more frequently. Some committees have formed subcommittees to focus on complex issues. For example, joint labor-management benefits committee is investigating health and other benefits (IV.A.18).

The committee structure was streamlined from sixteen standing committees to four. Although the scope of each committee is consequently very broad, the task force reasoned it would facilitate communication and tracking of work if there were fewer committees. Additionally, an explicit goal was to make committees such as the Financial Information Subcommittee,
more transparent. Great emphasis was placed on the flow of information and the integration of planning, budgeting, and resource allocation.

Standing committees of the Academic Senate are driving forces behind the development of high-quality distance education, professional development, curriculum, and student learning outcomes. Notably, the professional development committee has been extremely active, offering workshops on topics ranging from using Excel to clicker technology to crisis counseling. (IV.A.19) These have been empowering for the faculty presenters as well as their faculty audiences.

A subcommittee of the Basic Skills Initiative developed a Blueprint for Student Success, which was completed in June 2011. (IV.A.20) This has been widely shared with the Academic Senate and at a faculty flex day in January 2012 (IV.A.21). Its objectives, to link instruction and student services to direct students through entry, assessment, placement, an instructional pathway from entry and placement to achievement of stated goals, are not only timely but also support other programs and initiatives that help students at Hartnell.

**Grant Funded Activity:** As a Hispanic Serving Institution (HSI), Hartnell has been highly successful in obtaining grants to fund innovative programs that increase student success. Faculty developed directed learning activities that were widely used in many disciplines (IV.A.22) which sustained highly successful programs like supplemental instruction, and provided internship opportunities for over fifty students in 2011 (IV.A.23). Title V grant proposals awarded in 2011 have included funding for faculty development. Faculty Inquiry Groups (FIGs) studied topics to include improving reading comprehension and using technology in the classroom (IV.A.24).

Summer Bridge Programs have introduced over two hundred high school graduates to Hartnell science programs since 2006. (IV.A.25, IV.A.26) These intensive, inquiry-based programs are designed not only to excite students about science, but to provide counseling and financial aid information to prepare them for the operational aspects of entering college. In summer 2012, three cohorts of students experienced programs in allied health, STEM, and sustainable engineering. Hartnell faculty developed this popular summer 2012 program and worked collaboratively with personnel from the Salinas Union High School District as well as faculty from other local institutions. (IV.A.27)

In addition to federal awards, The Hartnell College Foundation has procured grants from private organizations such as the California Endowment as well as local donors. These grants have supported targeted programs such as agriculture and construction, as well as scholarship and instructional support for students. (IV.A.28)

**Self Evaluation**

Hartnell demonstrates a strong commitment to innovation and institutional excellence and the improvements in electronic communication have had significant positive effects. Plenary meetings such as town hall meetings and flex days have evolved from presentations by
expensive outside speakers to engaging discussion and work led by faculty and staff. (IV.A.29)

Hartnell personnel energetically pursue innovation and excellence in instruction. Much of the support for this activity is derived from grants, notably in STEM fields (IV.A.30). The most successful grants were those developed with input from faculty and staff who would perform the work. In many cases, grant activity directors are faculty with reassigned time funded by the grant.

At the beginning of the 2011-12 academic year, a dean-level grant director position was created to administer two Title V grants awarded to Hartnell College. The creation of this position was an acknowledgement by the college that complex responsibilities are best overseen by an administrator for whom this is the principal priority. A second grant director position was added in 2012 (IV.A. 31, 32). In 2012, the Title V grant director position was reverted to a faculty-level position and is filled by a faculty member with 100% reassigned time. Program assistants and other administrative staff have also been hired to assist with the execution of the grants.

For all the activity that has been happening, the documentation, sharing, and implementation of results have been difficult to sustain. In these times, Hartnell can expect to rely heavily on grants to support its program. Indeed, the grant narratives articulate specific infrastructure needs and contain proposals designed to satisfy them.

The college has been extremely successful in obtaining grants, thus is able to articulate and support innovation and experimentation. The lack of consistent infrastructure, however, has been a source of frustration for faculty, staff, and administrators alike: not just for grant execution, but also for carrying out the operations of the college. With respect to grants, the college is working to develop a process by which grant applications are properly vetted, personnel and facilities needs are clearly defined, and the long term obligations of the grants are fully considered.

There is not a lack of ideas at Hartnell College, nor the willingness to express them, nor the ability to obtain outside funding to implement them. The challenge is to define the resources required to sustain the work, organizational as well as financial, and to make the institutional commitment to sustain them.

The college meets this standard.

Planning Agenda

The new Superintendent/President will lead a collegial review during the 2012-2013 academic year of the administrative structure to support the District’s infrastructure and sustain its commitments.
IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

In the conclusion to its response to the District’s Institutional self evaluation of 2007, the Academic Senate proposed a task force to assess the efficacy of the shared governance structure and recommend changes (IV.A.33). Within a year, and with the participation of numerous faculty and staff, a comprehensive overhaul of the share governance process was finalized and described comprehensively in a Shared Governance Handbook. (IV.A.17) The handbook outlines the governance structure and decision-making processes, emphasizing the importance of timely communication and broad participation in decision-making. The shared governance structure is based on the continuous improvement model as a way of conducting business and assessing progress.

The Salinas Valley Vision 20/20 document was published after surveying more than 1,300 residents and after extensive commentary from the Hartnell community. (IV.A.34) Its findings supported the Educational and Facilities Master Plans (E&FMP) for the Main Campus (IV.A.35) and the King City Education Center. (IV.A.36) These were similarly developed with extensive input from all disciplines, and cite shared governance processes in analysis and decision-making.

The Academic Senate works through its Steering Committee to develop agendas to develop annual goals. Its processes include mechanisms by which items are brought forward for consideration by the Senate. Recommendations for academic policies are brought to the Board of Trustees for discussion and ratification. Actions of the Curriculum Committee are brought to the Board for ratification.

The Student Senate also reports directly to the Board and has brought forward projects for support and ratification. (IV.A.37)

The Hartnell College governance policies outline the role of the faculty, staff, administrator, and students in planning and their participation in the decision making process of the college. (IV.A.38)

Self Evaluation

The college has a history of identifying and committing to serving the needs of the community, as well as the instructional programs it provides. In the most recent versions of the planning documents, great emphasis is placed on the fact that they are faculty-driven
(IV.A.35, executive summary). Much of the planning was in place before the economic downturn of 2008 and the subsequent reduction of college resources. The potential effect of the economic downturn on budgeting is acknowledged in the Educational and Facilities Master Plan (E&FMP) (IV.A.35).

Previous reports to the Commission have documented the shared-governance approach to closing deficits with cuts to programs and services, as well as concessions from employee groups (IV.A. 39, 40, 41). Although this effort was comprehensive, it was focused on an immediate need. The effort to develop a comprehensive and positive approach to planning the future work of the college, in the face of diminished resources, is ongoing. Specifically, shared governance committees are working to develop a strategic and timely approach to planning, resource allocation, and assessment of progress.

The college meets this standard.

Planning Agenda

None.

IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

In its revised Shared Governance Committee Handbook, Hartnell College commits to the participation of all college constituent groups. The Resource Allocation Committee (RAC) was designed to have equal representation of the leadership (or their designees) of all constituencies: superintendent/President, Academic Senate President, Hartnell College Faculty Association (HCFA) President, Classified Senate President, President of the Classified School Employees Association (CSEA) local 470, Chief Steward of the International Union of Operating Engineers Stationary Local 39 (L-39), and President of the Associated Students of Hartnell College (ASHC).

STRUCTURE OF INSTITUTIONAL GOVERNANCE

In the governance structure, the following committees report to RAC: Program Planning and Assessment; Technology, Human Resources and Facilities; Enrollment Management, Matriculation and Student Policy; the Financial Information Subcommittee; and, through the
Academic Senate, the standing committees of the Senate. RAC, in turn, makes recommendations to the Board of Trustees.

The committees are inclusive and represented by appropriate constituencies, and the appropriate administrators are active on each. For example, the membership of Program Planning and Assessment includes the chief officers of Academic Affairs and Student Services, representatives of the Classified Senate and union (CSEA), Academic Senate and union (HCFA), and Student Senate. In addition, the Academic Senate has established the following Standing Committees: Curriculum; Faculty Full-Time Hiring; Tenure Review; Sabbatical; Faculty Development, and the Student Learning Outcomes and Assessment (SLOA) Committee. The SLOA Committee has merged with the Program Planning and Assessment Committee in the interest of improved communication and efficiency. (IV.A.17)

The respective senates take responsibility for appointing members to three-year terms, while the superintendent/president appoints administrators. Committee chairs are elected by committee members. Membership on the Academic Senate standing committees is somewhat more restricted, with the requirement of faculty chairs and the participation of administrators limited to those in instructional roles (IV.A.42).

INSTITUTIONAL GOVERNANCE AND THE BOARD OF TRUSTEES

Since the comprehensive site visit of 2007, Board policies regarding shared governance have been revised. Board policy 2005 was revised in 2007; it states that the Board will rely primarily on the Academic Senate when developing policies and procedures regarding academic and professional matters (IV.A.43). Board policy 2010 regarding the Classified Senate was revised in 2008 and designates participation of classified employees in decisions regarding their status and working conditions (IV.A.44).

A similar assurance regarding shared governance is included in BP 2015 regarding the Student Senate organization (IV.A.45). The policy provides students the opportunity to participate in college policy as it pertains to grading, code of conduct, disciplinary policies, curriculum, course or program initiation or discontinuance, institutional planning and budget, student preparation and success, student services and student fees.

Reports from the three Senates are standing items on the agendas of business meetings of the Board of Trustees. (IV.A.46)

SUBSTANTIAL VOICE IN INSTITUTIONAL DECISION MAKING

Although most members of the shared governance committees are appointed by the Senates, RAC membership includes union representatives, in recognition of the fact that many of the issues that come before the RAC are subject to bargaining. The decisions regarding the budget gap of $4.9 million is a case in point. (IV.A.47) Changes were made in facilities usage and management, hiring, semester schedules, lab offerings, categorical program review, health insurance and overall operating costs. Concessions on health insurance, furloughs, and salary reductions required the consent of the bargaining units; their full
participation in the analysis was critical to their ability to explain these needs to their constituents. The decision to not offer summer school in 2010 also required the support of all members of the community because of the significant impact on students and staff. (IV.A.48)

RAC has also devoted much attention to administrative reorganization and faculty hiring. RAC received reports from focus groups and provided input to, and ultimately recommended, a reorganization of the Academic Affairs area that included the hiring of four deans (IV.A.49). In the past two years eleven faculty members have been hired, and RAC has accepted the recommendation from the Full-Time Faculty Hiring Committee for a three-year hiring goal of twenty-one faculty (IV.A.50). That number arose from the full-time faculty obligation number and the demographics of current faculty.

For the 2012-2013 academic year, RAC has solicited program reviews from academic areas, from the information technology (IT) area, and from Student Services. In consultation with the Financial Information Subcommittee (FIS), RAC will analyze available resources, requests for next year and for long-range needs, and recommend allocations.

Self Evaluation

When the Academic Senate recommended the reorganization of the shared governance structure, it identified sixteen different committees, one of which had never met. The Senate concluded that the committee structure was too diffuse and that a more streamlined structure would be more responsive and foster communication. The task force to develop the new structure was deliberate in its inclusion of faculty, staff, and students in its work. Emphasis was placed on the work itself, the guidance of planning documents, and the importance of clerical support to document the work.

To date, the shared governance process has responded to urgent problems (e.g., budget deficit, canceling Summer 2010 classes) more than it has dealt with routine operations of the college. As a consequence, participants in shared governance have expressed concern that they are more attuned to (and deployed for) crisis management than with strategic planning. In July 2010, RAC held a retreat at which a planning calendar was proposed, including scheduled reports from the shared governance committees (IV.A.51). The work of the committees never became integrated into the work of the areas; the shared governance process is still working to establish this connection. An evaluation process was initiated in Fall 2011 and recommendations arising from its findings are forthcoming.

The college partially meets this standard.

Planning Agenda

Review and implement recommendations from the committee self evaluations. A shared governance retreat is planned for November 2012 with participation from faculty, classified staff, students, and administrators. The recent history of the shared governance structure and its implementation, its assessment, and the roles of shared governance and administrative procedures will be addressed.
IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The Academic Senate: In compliance with Title 5 and AB 1725, Hartnell College relies on the Academic Senate for recommendations on student learning programs and services. Board policy 2005 (IV.A.43) specifically agrees to rely primarily on the advice of the Academic Senate in matters of:

- Curriculum, degree and certificate requirements
- Grading policies
- Educational program development
- Student success and retention
- Governance structures of the college
- Accreditation
- Faculty professional development
- Policies for Program Review
- Processes for Institutional Planning and Budget Development
- Other academic and professional matters mutually agreed upon between the Board and the Academic Senate

The Academic Senate appoints the members and chairs of all standing committees. These include the Curriculum Committee, Faculty Full-time Hiring Committee, Tenure Review Committee, Faculty Sabbatical Committee, Faculty Development Committee, and Student Learning Outcomes and Assessment Committee. Thus, the Academic Senate takes responsibility for curriculum and academic programs as well as faculty hiring and professional development.

To disseminate information in an effective and timely manner, the Academic Senate website lists each committee, structure, outcomes, membership, meeting schedule, minutes and agendas are also included on the website of each committee. The Shared Governance Committee Handbook is also housed on the site (IV.A.17).

The Student Learning Outcomes and Assessment (SLOA) Committee: The SLOA chair was assigned 100% release time to assist faculty in writing and assessing student learning outcomes (SLOs) and documenting the work in CurricUNET. Along with the PPA/SLO committee (Program Planning and Assessment/SLO, a hybrid of shared governance and
standing Academic Senate committee), the chair has been instrumental in developing the necessary documentation instruments and has led many workshops in course-, program-, and institutional-level SLOs (IV.A.52). The SLOA Committee disseminates recommendations on student learning programs and services.

**The Curriculum Committee** reviews and approves development of new courses and programs as well as revisions of current courses and programs. These actions are ratified by the Board of Trustees and submitted to the Chancellor’s Office for final approval (IV.A.53). The membership structure of the Curriculum Committee was modified in 2007 and consists primarily of faculty, with administrative and student representation as well. Since the 2007 accreditation site visit, over five hundred courses have been revised, inactivated or deleted, and a revision schedule established (IV.A.39; IV.A.54).

Committee members, as well as other faculty, have been trained on CurricUNET so that the committee works directly with course outlines that have been submitted in that format. This has greatly improved the efficiency and accuracy of the work on curriculum. Student learning outcomes (SLOs) are housed on CurricUNET and approved by discipline faculty, not the Curriculum Committee. In February 2012, the Academic Senate approved a new flow process for curriculum submission designed to improve the transparency of the process. (IV.A.55)

**The Distance Education Committee (DEC)** includes representatives from faculty (including a dedicated position for a part time faculty member), CSEA, Classified Senate and one administrator. The committee is responsible for the following:

- Approving stipends for online course development.
- Selecting and working with a Learning Management System (LMS) which increases capabilities and saves money.
- Establishing policies for new LMS course shell requests.
- Creating an evaluation tool for the purpose of evaluating a faculty member who is teaching online.
- Constructing a survey for the purpose of student-instructor evaluation in an online course.
- Developing and establishing a regular and effective contact policy for courses offered online.

**The Full-Time Faculty Hiring Committee** establishes criteria for the hiring of faculty based on the educational needs of the students as identified by the Resource Allocation Committee (RAC). The committee is co-chaired by a faculty member and the Associate Vice-President of Human Resources. Additional members include six faculty members representing all instructional areas and counselors, as well as one student representative. Faculty members are elected for a three-year term and are selected by each division.

**The Faculty Professional Development Committee** is populated by six faculty members, an instructional administrator (who serves as scribe), and the Associate Vice-President of
Human Resources. The group plans and approves flex activities, and encourages faculty members to develop and present their own activities. Topics range from teaching methodologies to the sociology of students to technical training to presentations by outside speakers on a variety of subjects.

Self Evaluation

When Hartnell College was placed on probation in 2007, two of the seven concerns referred to timely curriculum revision and the development of student learning outcomes. As documented in previous progress reports, the Board allocated resources to update hundreds of course outlines (IV.A.53). In response, the college has evolved mechanisms to stabilize this effort and ensure that curriculum is current and of high quality.

Faculty “curriculum leaders” provided assistance in this effort. These leaders were longstanding members of the curriculum committee and were selected not only for their expertise but to provide the necessary breadth of knowledge to assist. The leaders were given reassigned time and met biweekly with the Curriculum Chair and the Vice-President of Academic Affairs, functioning as a screening committee that recommended curriculum to the full committee. Curriculum leaders worked with individual faculty to ensure that the revision schedule was met. In Fall 2011, the curriculum leader program gave way to the appointment of a Dean of Curriculum and Instructional Support. These changes are reflected in the new curriculum workflow process that was presented to the Academic Senate in February, 2012. Thus, the combination of faculty expertise and institutional commitment provided much-needed support for curriculum development.

The Full-Time Faculty Hiring Committee developed a rubric for hiring considerations that includes three-year enrollment data, the number of current full-time faculty (and consults the seniority list regarding the likelihood of imminent retirements), the potential for growth in the program, the availability of well-qualified part-time faculty, the breadth of expertise among the existing faculty, and the full-time faculty obligation number (IV.A.56). The committee presents a three-year hiring plan to the Resource Allocation Committee, where the analysis is shared and recommendations made based on need and available resources. Given the seniority patterns among the faculty, the committee identified more positions than the college can currently afford to fill, but sixteen new faculty have been hired since the 2007 site visit.

The Faculty Professional Development Committee has been revitalized during the last year. Response to the invitation to develop activities, as well as participate in them, has been enthusiastic, and more than fifty hours of flex-approved activity have been scheduled. A calendar of events has been placed on the PDC website (IV.A.19) which has greatly facilitated planning.

Committee members conducted self evaluations in October 2011. The Curriculum Committee reported that CurricUNET works reasonably well to support updating, tracking, and strong courses and programs. The program planning module PlaNet (GoverNet) is more recalcitrant, but academic groups continue to work with the program and meet their deadline.
Training is provided as needed, and the PPA/SLO committee chair frequently attends faculty meetings to provide instructions and updates on processes.

In their Self Evaluations, all of the committees voiced concerns about lack of clerical support to document the work of the committees (IV.A.57). Although the provision of clerical support is specified in the Shared Governance Committee Handbook, this has been impeded by personnel shortages as well as the continual shifting of administrative personnel and their support staff. The resulting inconsistency of documentation has affected negatively communication and planning. However, the web presence of these committees, the training sessions in technology use, and the increased number of professional development activities have raised the profile of the committees and the work they do, as well as expertise among the faculty (IV.A.58).

_The college meets this standard._

Planning Agenda

None.

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**IV.A.3**

Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

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**Descriptive Summary**

Hartnell College continues to affirm its commitment to shared governance by assuring opportunities for all constituent groups to become involved in governance through committee participation. Hartnell College developed a collaborative decision-making model in which all constituencies work together, share ideas and encourage a flow of communication that provides input for the betterment of the institution. At flex day activities during the past several years, faculty and staff participated in discussion of institutional improvements. These topics specific to shared governance and other issues affecting college operations, include:

- Shared governance effort to identify budget savings in 2009
- College wide retreat at NPS to discuss “visioning”
- Institutional Racism presentation
- Student success
- Training activities about SLOs and program outcomes
• Ethics training
• Accreditation
• Innovations to scheduling to improve enrollment and efficiency

FUNCTIONS OF SHARED GOVERNANCE COMMITTEES AND GROUPS

Committee members have the responsibility of informing, generating dialogue with, and soliciting input from their respective constituencies about committee discussions and recommendations. A website has been developed to record the activities of the various shared governance committees (IV.A.58).

The Resource Allocation Committee (RAC) is responsible to:

• Direct and oversee the college’s annual plans and goals w/resources.
• Utilize data from Salinas Valley 2020, high school enrollments, educational master plan, and program and services assessment to develop annual goals/outcomes.
• Make decisions based on the priorities of shared governance committee work and implemented back through the shared governance system and to the Governing Board.
• The Financial Information Subcommittee, (FIS) will report to the RAC committee and acts to support the annual budget of the college including technology.

The Financial Information Subcommittee (FIS) is a subcommittee of RAC; its elected co-chairs are the Vice-President of Support Operations and the Vice-President of the Classified Senate. The FIS committee receives requests for resource allocations from representatives of the various programs and, in turn, makes recommendations to RAC based on its analysis of these requests (IV.A.59).

Program Planning and Assessment (PPA) & Student Learning Outcomes and Assessment (SLOA): In the interest of efficiency, the Program Planning and Assessment (PPA) shared governance committee merged with the Student Learning Outcomes and Assessment (SLOA) standing committee of the Academic Senate (IV.A.60). The PPA/SLOA committee is currently chaired by the SLOA director, who is a full-time faculty member with 100% release time to support the District and faculty in the development of their program review and SLOs. The committee is composed of the Chief Academic Officer, Chief Student Services Officer, Academic Senate member, Classified Senate designee, CSEA, Student Senate, Chair of the SLOA, Student Learning Outcomes and Assessment Committee and six faculty members from all the disciplines; Fine Arts/Social Science, Math/Science/ Nursing, Occupational Education, Physical Education, Counseling and Library. The duties and practices of PPA are the following:

• Direct and oversee the college’s assessment and planning for instructional departments, student services units, and administrative units.
• Direct and oversee the production of the college’s Institutional self evaluation and midterm reports for the accreditation process.
• Formulate a systematic process by which faculty and staff conduct analysis of assessment data and planning to accomplish goals.
• Validate and forward recommendations for resources and recommendations for actions to College governance groups.

The Classified Senate is organized to represent the needs, concerns, and viewpoints of the classified professionals and to participate in the college/district governance structure. The Classified Senate is responsible for appointing supervisors, confidential employees, CSEA, or L-39 members to shared governance committees (IV.A.17, IV.A.61).

CSEA and L-39 are the bargaining agents for classified employees. The units negotiate with the District on compensation, benefits and working conditions for the entire range of classified professionals employed in the college. All are represented on the appropriate shared governance committees (IV.A.62, IV.A.62A).

The Associated Students of Hartnell College (ASHC) represents students’ interests and appoints representatives to college and district committees developing college policies. The ASHC also oversees the annual election of the student trustee to the Hartnell College Board of Trustees (IV.A.63).

The Academic Senate held a retreat on shared governance in Spring 2008, at which the Senate president explained the responsibilities of the Academic Senate (IV.A.64). Since then, the Board has conducted retreats and workshops to become educated about the roles and responsibilities of the Board. The Board asks for presentations periodically about activities at the college, and has worked with the appropriate constituencies when reviewing and revising policies which affect them directly. The Board has modified this relationship to rely primarily on the Senates, in contrast to the previous standard of mutual agreement.

Self Evaluation

When the revised shared governance structure was launched in 2008, over 60 Hartnell employees signed up to join the new committees (IV.A.65). The restructuring itself was conducted through a shared governance process and initiated through a shared desire to make college governance more inclusive and transparent. The comprehensive plan included a standing meeting schedule designed to allow potential members to plan their participation, and to minimize conflicts for administrators designated to serve on more than one committee. Web presence was integrated into the committee structure to facilitate communication. Reporting forms were designed to identify actions taken and responsible individuals, and thus to increase accountability (IV.A.17).

The processes were designed explicitly to reform a structure deemed too diffuse and without a clear reporting structure.
The shared governance committees, as well as the standing committees of the Academic Senate, undertook a comprehensive self evaluation in Fall 2011 (see section IV.A.5 below). The committees affirmed the scope of the work and the importance of active participation and timely communication of progress.

*The college meets this standard.*

**Planning Agenda**

Review the results of the self evaluation of shared governance committees and make recommendations for populating and/or reorganizing committees.

**IV.A.4**

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with accrediting Commission standards, policies and guidelines, and Commission requirements for public disclosure, Institutional self evaluation and other reports, team visits and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

**Descriptive Summary**

The college represents itself honestly and truthfully to the Accrediting Commission, external agencies including the Independent Auditor, the California Community College Chancellor's Office, and federal and state agencies governing specific programs. Hartnell College communicates with appropriate local, state and federal agencies and complies with agency policies and guidelines. Hartnell develops and sustains relationships with external agencies with honesty and integrity. External agencies that provide accreditation for specific coursework and programs include:

- Department of Veterans Affairs
- Board of Registered Nursing
- Board of Vocational Nursing
- Community Allied Health Education and Accreditation (EMT)
- California Community College Athletic Association
- Department of Education, National Science Foundation, and other granting agencies

The college meets the Commission requirements for public disclosure as an accredited institution by publishing information about the Accrediting Commission on the college’s accreditation website and in the Hartnell College Catalog (IV.A.66, IV.A.67). All reports to the Commission, including Annual, Focused Mid-term, and Follow-Up, are timely,
responsive and have been accepted by the Commission. All of these reports were developed with input from a large group of Hartnell community members, and the reports and the Commission’s response to them are housed on the Hartnell website.

The college has appointed an Accreditation Liaison Officer (ALO) for all communication with ACCJC and compliance with Commission standards. The ALO acts as chair of the Accreditation Steering Committee, which consists of writings team co-chairs assigned to each of the four standards. Each team is co-chaired by a faculty member and an administrator. Writing team membership includes faculty members, classified staff, and administrators (IV.A.68). The Board of Trustees receives regular reports on accreditation from the college president and representatives from Academic Affairs and Accreditation.

Self Evaluation

In the spring of 2007 a comprehensive evaluation team issued seven recommendations and the Accreditation Commission added two Commission Concerns (IV.A.70). The college was placed on Probation. At the time, the ACCJC articulated concern about the veracity of the accreditation Institutional self evaluation submitted for the Spring 2007 visit, as well as the degree of participation by the college community in its compilation.

Upon receipt of the letter in June 2007, the college moved swiftly address the recommendations and concerns and to reclaim affirmation of accreditation. By January, 2008, following the submission of a focused report and a visit, the college was removed from probation and placed on warning status (IV.A.71). After a second focused report and visit in March 2008, the ACCJC removed warning status (IV.A.72) and reaffirmed accreditation in June, 2008 (IV.A.73). A third progress report submitted in March 2009 addressed the three remaining recommendations and one Commission concern (IV.A.74), which were deemed to be fully resolved in the follow up letter of June 2009 (IV.A.75). The Midterm report and substantive change reports have been submitted as required.

The Hartnell College community strives to be knowledgeable of Commission requirements. A team of nine faculty and administrators participated in a Institutional self evaluation workshop conducted by the ACCJC at San Jose City College in April 2011 (IV.A.76). Later that month, another team of five employees attended a ACCJC-sponsored workshop that addressed ways to integrate planning, budgeting and resource allocation (IV.A.77). In addition, the college sent three members to the WASC Academic Resource Conference in the spring of 2011 (IV.A.78).

The college meets its obligations to various other external agencies to the U.S. Department of Education by submitting its various grant reports in a timely and efficient manner. Where appropriate, the reports are received by the Board of Trustees in public meetings. Written reports are made available to the public in Board packets.

\textit{The college meets this standard.}
Planning Agenda

None.

IV.A.5

The role of leadership and the institution’s governance and decision making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The Resource Allocation Committee (RAC) invited participation of all committees in a comprehensive self evaluation in Fall 2011 (IV.A.79)). Committees were asked to analyze their accomplishments, impediments to success, and to make recommendations for improvement. Some common themes emerged: the scope of the shared governance committees was too broad for the committee members to grasp; and more clerical support was needed to ensure that information is disseminated in a timely manner. The RAC is evaluating its own organization and performance and summary recommendations will be vetted through the same process the shared governance committee structure was originally developed.

The Board of Trustees conducted its own self evaluation process in BP 2745 and reported its findings at the November 2011 Board meeting (IV.A.80). The evaluation instrument is included in the Board packet for that meeting (IV.A.81). The policy specifies that this will be done annually.

The college organizational structure has been subject to much modification since 2008. During the 2007-8 academic year, a shared-governance “transformation committee” worked with consultants to develop a structure intended to be more efficient and responsive than what preceded it (IV.A.82). Subsequently, internal reorganizations of student services, business office, human resources, and the academic affairs areas were enacted. The student services reorganization has been evaluated through the program review process (IV A 83). The Academic Affairs area was restructured, effective Fall 2011, in response to the need for administrative functionality that had been lacking in that area. These changes were made after considerable input was sought from faculty and staff affected by these changes.

Self Evaluation

From the outset, some of the committees were more active than others. In their self evaluations, members reported some common concerns: scope of work of the four
committees was too broad; administrative presence was often missing; and lack of clerical support made it difficult to document the work and thus to ensure accountability. The recommendations from the committees arose from a universal desire to encourage wider participation in college governance, and to ensure that everyone’s efforts would yield results.

The Resource Allocation Committee (RAC) is conducting its own self-evaluation, having received input from the other committees with which it interacts (IV.A.84). Preliminary discussions suggest that the size of the committee is too small (seven standing members) to easily solicit comprehensive input in its decision-making process. Additionally, the relationship between the superintendent/president and the other committee members requires clarification. It is expected that the RAC and other shared governance committees will develop recommendations that will be vetted by the Senates and other stakeholders in shared governance.

_The college meets this standard._

**Planning Agenda**

None.
Standard IV A: Evidence

IV.A.1  Ethics Trainings sessions, Sep 2007, Jan 2010, Feb 2012
IV.A.2  Hartnell website, ethics policy posted
IV.A.3  Board Policy 1055, adopted Sep 2007
IV.A.4  Statement of Professional Ethics, Mar 2007, adopted by Academic Senate
IV.A.5  Code of Ethics or Mar 2007 letter to the Commission?
IV.A.6  AB 1234
IV.A.7  G-mail for students
IV.A.8  Groupwise for staff
IV.A.9  File sharing technology, course management system eCollege, distance education
IV.A.10  2008 Administrative structure and timeline
IV.A.11  Pod leader structure?
IV.A.12  2011 administrative structure
IV.A.13  Division meetings for program review, resource allocation
IV.A.14  Town hall meetings topics (emails?)
IV.A.15  Nov 2011 accreditation workshop / town hall
IV.A.16  Town hall programs; summaries from post-its?
IV.A.17  Shared governance committee formulation handbook
IV.A.18  Shared governance subcommittee example, joint labor-management benefits
IV.A.19  Professional development committee
IV.A.20  Subcommittee for Basic Skills Initiative
IV.A.21  Jan 2012 faculty flex day
IV.A.22  Faculty developed directed learning activity
IV.A.23  Supplemental instruction and internships
IV.A.24  FIG Faculty Inquiry Groups
IV.A.25  Summer Bridge Program
IV.A.26  NSF grant final report
IV.A.27  Summer 2012 cohort programs: matrix? “Graduation” announcement?
IV.A.28  Foundation grants to agriculture and construction and scholarships
IV.A.29  Outside speakers for town hall and flex day activities
IV.A.30  Innovation and excellence in instruction from grants, ex. STEM
IV.A.31  2011-12 dean level grant director position from Title V grant
IV.A.32  Second grant direct position 2012
IV.A.33  Academic Senate proposed task force to assess shared governance structure and recommendations
IV.A.34  Salinas Valley Vision 20/20
IV.A.35  Educational and Facilities Master Plans for Main Campus
IV.A.36  Educational and Facilities Master Plans for King City Education Center
IV.A.37  Student Senate proposed projects to the Board
IV.A.38  www.hartnell.edu/board/policies
IV.A.39  Previous reports to Commission documenting shared governance
IV.A.40  Previous reports to Commission documenting shared governance
IV.A.41 Previous reports to Commission documenting shared governance
IV.A.42 Membership of Academic Senate
IV.A.43 Board Policy 2005, revised 2007, Academic Senate and academic matters
IV.A.44 Board Policy 2010
IV.A.45 Board Policy 2015 Student Senate organization and shared governance
IV.A.46 Board of Trustee meetings with Senate reports on agenda (unions too as of 9/2012)
IV.A.47 RAC minutes from 2009 meetings; PowerPoint to Board?
IV.A.48 Decision to not offer summer school 2010- message to Hartnell and FAQs
IV.A.49 Reorganization recommendation from RAC- minutes spring 2011
IV.A.50 RAC recommendations- minutes November 2010
IV.A.51 Report from July retreat
IV.A.52 SLO workshops led by SLO/PPA chair
IV.A.53 Curriculum actions ratified by Board of Trustees
IV.A.54 Progress reports to ACCJC for revised courses
IV.A.55 Academic Senate new flow process for curriculum submission February 2012
IV.A.56 Rubric for full-tme faculty hiring
IV.A.57 shared governance self-evaluations
IV.A.58 www.hartnell.edu/shared_governance
IV.A.59 RAC responsibilities- specific pages
IV.A.60 SLO/PPA committee merger
IV.A.61 Classified Senate Constitution
IV.A.62 CSEA and L39 representation on shared governance committees
IV.A.62A L39 contract
IV.A.63 ASHC policies
IV.A.64 Academic Senate Spring 2008 retreat
IV.A.65 Spring 2008 retreat with signups by employees
IV.A.66 Hartnell website, public disclosure and accrediting commission
IV.A.67 Hartnell Catalog, public disclosure and accrediting commission
IV.A.68 Accreditation Steering Committee teams
IV.A.69 Spring 2007 ACCJC report to district
IV.A.70 ACCJC Spring 2007 placement of Hartnell on probation
IV.A.71 ACCJC Jan 2008 removal from probation
IV.A.72 March 2008 ACCJC removed warning status
IV.A.73 June 2008 ACCJC reaffirmed accreditation
IV.A.74 Third progress report Mar 2009 addressed remaining recommendations and concerns
IV.A.75 June 2009 ACCJC full resolution
IV.A.76 ACCJC San Jose City College Apr 2011 workshop
IV.A.77 Apr 2011 ACCJC workshop on planning, budgeting, resource allocation
IV.A.78 Spring 2011 WASC Academic Resource Conference
IV.A.79 email 9/23/11, invitation to self-evaluation
IV.A.80 Board of Trustees Self Evaluation, per Board Policy 2745
IV.A.81 Nov 2011 Board meeting finding of Self Evaluation
IV.A.82 2007-08 shared governance transformation committee
IV.A.83 Reorganization of student services, business office, HR and academic affairs
IV.A.84 RAC Self Evaluation
IV.B BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the District/system and the colleges.

Descriptive Summary

The Board has worked to codify its responsibilities as a governing board through systematic review of its policies as well as a thorough program of study sessions and workshops. Many of these workshops have been conducted at Main Campus, and have thus been learning opportunities for the entire community. Board Policy 2200 delineates the responsibilities of the Board, including the delegation of responsibility for operations to the superintendent/president. (IV.B.1)

Self Evaluation

The Board has asserted its role as a policy making body and is working diligently to review and update its policies. The Board hired a superintendent/president at the onset of this self evaluation cycle (in June 2007) and hired a new superintendent/president in May 2012 (IV.B.2). In the meantime, many policies that were reviewed or initiated during this time period addressed the role of the superintendent/president. There has been much College wide dialogue about the interface between the Board and the superintendent/president, and the roles of those parties in participatory governance structures and the operation of the institution.

*The college meets this standard.*

Planning Agenda

None.

IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for The college or the District/system.
Descriptive Summary

The governing body consists of a seven-member Board of Trustees. Each is publicly elected from a defined trustee area to serve a four-year term. The terms are staggered to ensure continuity of service. A student trustee, who casts advisory votes, is elected by the student body and serves a one-year term (IV.B.3). For the current Board, one member has served since 2003, two since 2007, one since 2008 (special election), two since 2009, and one since 2011. The Hartnell Community College District is more than 100 miles long, spanning the eastern and southern part of Monterey County. As required each decade when the U.S. Census reveals that there has been a significant change in the population a district, the District boundaries were re-drawn by a community committee representing the District. The redistricting plan was timely approved in 2011. The lines were drawn according to some guiding principles, including that each incumbent trustee would still reside in his or her district. At least two districts were substantially changed through this process. (IV.B.4)

The Board understands its role as a policy-making body, and maintains a comprehensive set of policies that guide instruction and student services, and preserve the financial integrity of the institution. The Board regularly reviews its policies, and is currently in the midst of a comprehensive review of these policies. Hartnell College subscribes to the Community College League of California’s Board Policy & Administrative Procedure Service, which provides policy templates and implementation advice for districts on policies that are legally required, legally advised, and represent best practice in community college governance. Hartnell’s Board policies, including a cross-walk between new and old policies during this period of comprehensive review and updating, are located on the Hartnell Board’s website (IV.B.5)

After then-President Helm advised the Board that she would retire at the end of the academic year, the Board made it a priority to review and approve policies for selecting a CEO (BP 2431, IV.B.6), for evaluating the CEO (BP 2435, IV.B.7), and for its own Self Evaluation (BP 2745, IV.B.7A). These policies were adopted at the Board’s regular meeting in November 2011. The Board evaluated the former superintendent/president in September 2010 (IV.B.8), and already has met to establish the timeline and processes for the new CEO’s evaluation, pursuant to BP 2435.

Understanding that a comprehensive review and update of its policies is a large undertaking, the Board also prioritized those policies dealing with the quality and integrity of its student learning programs and services, adopting updated policies in those areas in the fall of 2011 and spring of 2012.

Self Evaluation

The Board is completing a comprehensive schedule of policy review and updates, and all policies are readily accessible on its website. Policy revisions are regularly agendized and are approved through a two-reading process. Policy revisions are brought to the Board after
study, consultation, and review by the appropriate stakeholders, including senates and committees.

*The college meets this standard.*

### Planning Agenda

The Board will continue its comprehensive update of Board Policies, and establish a regular schedule of review thereafter.

### IV.B.1.a

*The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

### Descriptive Summary

Members of the current Board of Trustees are employed in, or retired from, agriculture, education, city or county government, or non-profits. Together, they are a policy-making body that delegates the operation of the District to the superintendent/president. The trustees are publicly elected from seven distinct geographic districts, and are representative of the communities they serve. After they vote on actions that appropriately come before them at their regular monthly meetings, they act as a whole (IV.B.1).

Board meetings provide ample opportunity for the public to let its opinions and concerns be known. Agendas are posted well in advance of every meeting, both physically and on the District’s website, and distributed widely by e-mail. Board packets—the supporting documentation for every item on the agenda—are posted on the website approximately a week ahead of each meeting. At each meeting, public comment periods are provided before any votes are taken, and members of the public may choose to make their comments during these periods or as items arise on the agenda. Speakers are asked to fill out forms that detail the topic they wish to address, and when they wish to make their comments, but no one is turned away who wishes to remain anonymous. At times, the comment period has been protracted, and the Board has invoked reasonable and consistently applied time restrictions to ensure that everyone is heard.

As a public body, entrusted with public funds, it is inevitable that the Board’s business will occasionally invoke strong differences of opinion, and passionate concern for taking one action over another. For some of those issues invoking such passion, it is apparent that Board members are sometimes appealed to by members of the public. To their credit, Board members have remained mindful of their obligation to advocate for the institution and the
students it serves even as it considers competing opinions about what action to take. Most difficult have been decisions to discontinue underperforming and underutilized academic programs. Four such programs have been discontinued between 2007 and 2010, following the Discontinuance Process that was recommended by the Academic Senate and adopted by the Board of Trustees in 2001. Affected parties and their supporters protested to the Board, and Board members have expressed how difficult it is to make any decisions to curtail services, even when the data and faculty recommendations warranted it. (IV.B.8A). In two cases, the Board agreed to reconsider the decision, and ultimately upheld its decisions for discontinuance, even in the face of intense public pressure (IV.B.9, IV.B.10).

Another decision that brought out intense public discourse occurred at the beginning of the selection process for the new CEO in early 2012. Some Hartnell faculty members, in response to troubling reports they heard from faculty at another college, raised an alarm to the Board about the consulting firm the District had hired to conduct the presidential search. The Board took quick action to hold a special meeting, investigate the claims, and then institute additional safeguards to ensure transparency and integrity in the process as it moved forward with the search. Rather than succumb to public pressure, the Board asserted its responsibility for a well-informed, transparent, and successful process (IV.B.11).

Board members are divided philosophically on some issues, and this becomes clear particularly when they deliberate on contentious items. If a vote is divided, the dissenters sometimes continue to speak out after a decision has been made. But, the Board as a whole has worked through these issues to ensure that the majority vote is upheld and supported by all. The Board has resorted to the sanctions of its ethics policy from time to time. (IV.B.12, IV.B.13) At the end of each meeting, with whatever opposition that may have been expressed, the Board supports that it acts as a body, rather than a collection of individuals.

Self Evaluation

Since 2007, the Board’s professionalism and public conduct has improved significantly. It operates as a well-informed, deliberative body. Board packets, which include supporting materials for every consent, action, and information item on the agenda, are provided in advance to every Board member and to the public, by posting on the website approximately a week before each meeting, usually well in advance of the 72-hour requirement. The superintendent/president is secretary to the Board and the superintendent/president’s executive assistant prepares the minutes and disseminates information to the Hartnell community as well as to the Board. The president encourages Board members to read over the materials ahead of time, and makes administrative personnel available to answer questions and provide further background information when requested. This open access to information is an appropriate and welcome change in practice that raises awareness as well as expectations among Hartnell community members.

Board members receive training on the Brown Act regularly, either at on-site Board development sessions (IV.B.14) or at workshops conducted by the Community College League of California (CCLC) (IV.B.15) or others (IV.B.16).
The college meets this standard.

Planning Agenda

None.

IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Hartnell College mission statement is ubiquitous: It is published in the college Catalog and Schedule of Classes, and it is printed on every meeting agenda of the Board. The Board’s commitment to develop policies that realize the mission of the college is explicitly the subject of Board Policy 2200 (IV.B.1). Authority to execute these policies is explicitly delegated to the superintendent/president.

The Board additionally has set goals over the years that focus on student access and success, and recently adopted strategic priorities that provide direction for the administration to conduct its next strategic plan. Those priorities are aligned with the mission. The Board thereby keeps the college’s mission at the forefront of every action it takes.

In its comprehensive review, the Board has prioritized policies that ensure quality, integrity, and improvement of student learning programs. In the 2011-12 academic year, for example, the Board has addressed most of the instruction and student services policies, including graduation requirements (IV.B.17), standards of scholarship (IV.B.18), matriculation (IV.B.19), and student equity (IV.B.20).

Self Evaluation

Since 2007, the Board has committed to a systematic process to review and revise its policies to ensure the quality and integrity of academic programs and the allocation of resources to support them. These policies are consistent with BP 2200, which describes the Board duties and responsibilities. The Board relies primarily on the Academic Senate and other constituencies to develop policies that address these goals.

The college meets this standard.
Planning Agenda

None.

IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The California Education Code (Ed Code 70902) and Title 5 establish trustees’ ultimate authority in educational quality, legal matters, and financial integrity of the college. The Board exercises this authority, which is memorialized in Board Policy 1005 (IV.B.21), and is reflected in the minutes of Board meetings.

That policy (BP 1005) also clarifies that the Board has such authority only as a collective unit. The Board of Trustees operates as an independent entity that establishes policy based upon knowledge of the institution, relying on constituent bodies like the Academic Senate and other senates, as well as participatory governance entities, where appropriate.

The college’s financial integrity is reviewed by the Board on a monthly basis. At each regular meeting, the Board reviews reports on funds maintained by the District and approves disbursements and budget transfers. The Board also receives quarterly financial reports, and is engaged in learning about all aspects of community college finance. The Board attends budget workshops provided regularly by the chief financial officer (CFO) of the college.

Two members of the Board meet quarterly with the CFO and the controller to review financial information in the quarterly reports. These Board members also meet semiannually with auditors, independent of college staff, to review the audit prior to submission. (IV.B.26, Board minutes; check Jan-Feb.) These auditors from an independent accounting firm prepare an annual audit of all District funds. The audit firm’s reports are presented to the Board for information and receipt on an annual basis.

The Board has ultimate responsibility for legal matters, and consults legal counsel in closed sessions as appropriate.

The Board also takes ultimate responsibility for the education quality of programs and services. Curriculum committee actions, including course revisions, modifications, and deletions, and degree and program revisions, are ratified by the Board. Each regular meeting of the Board includes reports from the academic and student senates. The Board’s monthly development meetings include reports and workshops on educational programs and services,
community college finance and budgeting, facilities updates as they impact educational programs, and legal issues impacting community colleges.

**Self Evaluation**

In its policies and actions, the Board exemplifies that it is an independent entity that takes ultimate responsibility for educational quality, legal matters, and financial integrity. It seeks out opportunities to become more informed and knowledgeable about these issues so that it can act in the community’s best interests, including requesting reports and presentations on the college’s programs and activities.

Board members have attended training to become familiar with the Accountability Reporting of the California Community Colleges (ARCC) reports so that they can make knowledgeable evaluations of the comparative performance of Hartnell College (IV.B.27, IV.B 28). Additionally, Hartnell is one of 12 California community colleges participating in the California Leadership Alliance for Student Success (CLASS). The Superintendent/President of the college and president of the Board of Trustees formed a leadership team to become trained in leadership strategies that improve student success (IV.B.29).

Board members also participate in workshops presented by the CCLC and the Association of Community College Trustees (ACCT) to improve their knowledge of college governance and to improve their professionalism. (IV.B.16)

*The college meets this standard.*

**Planning Agenda**

None.

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**IV.B.1.d**

The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

**Descriptive Summary**

All Board policies, including those that specify the Board’s size, duties, responsibilities, and operating procedures, are published on the Board’s section of the District’s website and also are available in hard copy in administrative offices. Dates of revision are recorded. These policies cover topics such as Board Duties and Responsibilities (BP 2200), Officers (BP 2210), Annual Organizational Meeting (BP 2305), Regular Meetings of the Board (BP 2310), Code of Ethics (BP 1055), and Conflict of Interest (BP 1300).
Agendas, minutes, meeting schedules, and supporting information (board packets) also are available on the website. (IV.B.30)

Self Evaluation

While current Board Policy requires an annual review of policies (BP 1455), the Board has undertaken a comprehensive plan to review all policies over a two-year period. Thereafter, its subscription to the Community College League of California’s Board Policy and Administrative Procedure Service will enable it to keep these policies up to date. The Board website contains links to both the “old” and “new” policies during the transition, an arrangement that helps chronicle progress clearly while retaining access to all policies in effect at the current time.

_The college meets this standard._

Planning Agenda

None.

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IV.B.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

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Descriptive Summary

The Board frequently refers to itself as policy-making body, and refrains from interfering with operations delegated to the superintendent/president. Many Board policies contain specific language about the delegation of authority to the administration.

The Board’s minutes, publicly available on the website, show that the Board acts consistent with its policies.

The Board has approached policy revision through a comprehensive review of those policies. Managers of the District have been shepherding policies in their areas through participatory structures. These task force committees review the policies recommended by the Community College League of California (CCLC) and, after review and possible modification, recommend policies to the Board. Constituencies such as the Academic Senate, Student Senate, shared governance committees, task forces, and administrative departments contribute to the analysis (IV.B.32, IV.B 33) Policy changes are voted on after two readings by the Board and promptly posted to the website to ensure currency.
Self Evaluation

In accordance with Board Policy 1455 (IV.B.34), which calls for annual review and updating of policies in accordance with current legislation, the Board has undertaken a comprehensive review with a subscription service that will alert it to changes required by new legislation. This action was long overdue, as many policies had not been reviewed for a long time. In July 2007, the Board included policy revision and review on its monthly meeting agendas (IV.B.35). In June 2008 the process was suspended so that a comprehensive comparison of existing Board policy and CCLC recommended policies could be completed (IV.B.36). The revision process began anew in 2011 (IV.B.37). Board deliberations have helped inform the public about Board policy and the conduct of business.

As the policies are updated, the Board website is organized so the user can access “old” (existing) and “new” (policies using the CCLC format). Policies are cross-referenced on the “old” site, and a comprehensive, two-way map will become available. Updates are made immediately after Board meetings at which final approval of a policy change has been enacted.

*The college meets this standard.*

Planning Agenda

None.

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IV.B.1.f

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

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Descriptive Summary

Beginning in 2007, the Board has invested a great deal of effort in its own development. For the initial few years, a series of articles about community college governance, board roles, community college finance, education reform, pressing issues in higher education, and other relevant and important topics were assigned to each trustee and discussed at the monthly meetings of the Board. At the end of that series of assignments, the Board adopted a calendar that doubled its number of meetings, devoting one meeting each month to its own development, where no action would be taken. The first meeting of each month is the regular business meeting, and the second meeting, normally two weeks later, is a development workshop. While the public is invited to both meetings, the workshops are typically attended.
only by persons with a particular interest in the topic, say, the Accountability Report, and so a robust discussion and learning session can occur. (IV.B.38). A quorum of Board members has attended each of these workshops, with topics including shared governance, the budget, the Brown Act, the discontinuance process, and accreditation (IV.B.39). Depending on the nature of the topic, the presenters may be Hartnell personnel, outside experts, or both.

Board development also occurs during onsite workshops, through training at CCLC conferences, and at an annual retreat. Board members are encouraged to attend conferences designed to educate trustees, and require that members report back on what they learn so that all members may benefit from the conference attendance of any one member.

The importance of and commitment to the Board’s education, including orientation, is enshrined in Board Policy 2740, which states that the Board is committed to ongoing development and continuous improvement, and that it “recognizes the necessity for members to engage in educational and development opportunities as well as assessment and reflection.”

Orientation for new Board members is conducted at an annual retreat scheduled the January following a board election (IV.B.40). At least one new Board member has been elected in each cycle, and orientations are held regularly and in public. According to that Board policy, at these retreats, the Board will “consider accomplishments and challenges and goal setting.” Each new member is invited to initially meet with the superintendent/president, given packets of materials containing the current budget, recent meeting agendas and minutes, and other training documents. Trustees are invited to regular meetings with the superintendent/president on matters relating to the operations of the college.

Board policy 1200 (IV.B.41) defines the seven trustee areas. Elections are staggered (IV.B.42) and held in odd-numbered years: elections in district areas 1, 2, and 3 are held at the same time, and elections in districts 4, 5, 6, and 7 are held two years later.

In the last six years, two vacancies occurred when the sitting Board member moved out of the District. In 2007, the Board member moved four months before the election date, and his seat was left vacant until the regularly-scheduled election was conducted. In the 2008 case, there was a year left in the vacating trustee’s term, and so the Board decided to appoint a new trustee to fill the remaining year of the term. Because a policy for filling such vacancies did not exist, the Board followed Election Code (IV.B.45) in recruiting applicants for the position, interviewing four applicants in a public forum, and selecting a trustee from that pool (IV.B.43). However, some community members executed a successful recall effort, the appointee was removed after serving at only one meeting, and one of the other applicants was elected to the position (IV.B.44). Nine months later, he successfully defended his seat in the general election.

Self Evaluation

Board development is a clear priority for this Board, enshrined in Board policy and manifested in new member orientation and regularly monthly Board Development
workshops. The Board’s regular monthly business meetings also include important presentations from Hartnell personnel and others that cover topics such as accreditation, budget development, and status updates on education and student services programs. Board members agreed to mandatory attendance at both the business meeting and the development workshops to receive their full monthly stipend.

Board members are elected to four-year terms with staggered terms of office. In March 2011, the Board initiated the redistricting process required at the beginning of each decade (IV.B.46). The Board adhered to a strict schedule of public hearings throughout the exercise. According to the new redistricting maps, all incumbents still reside in their own districts, even though the boundaries have changed significantly in some cases, particularly the Districts around Salinas. The maps were approved by the Board of Trustees in November 2011 (IV.B.47), and by the Department of Justice in March 2012 (IV.B.48).

The college meets this standard.

Planning Agenda

None.

IV.B.1.g

The governing board’s Self Evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or by laws.

Descriptive Summary

The Board adopted its self evaluation policy, BP 2745, in November 2011 (IV.B.49), and conducted a formal self evaluation, for the first time, on November 15, 2011. (appended to IV.B.49) The policy requires that self-evaluations be conducted at least annually. The evaluation instrument used in the November 2011 evaluation includes questions about the Board organization, its roles in policy and community relations, its relationship with the superintendent/president, its role in supporting the college financially, and its perspective on its own education and training, among other topics.

Self Evaluation

Generally, Board respondents rated themselves well on board organization, budget and finance, and board leadership. Less agreement was expressed regarding the policy role of the board, the relationship between the superintendent/president and the Board, community relations, advocating for the college, and the effectiveness of Board education and development. Respondents stated that more Board members needed to participate in Board
development, to be better informed about programs and construction projects occurring at the college, and to be more involved in strategic planning (appendix to IV.B.50). Four out of seven members of the Board participated in the evaluation.

The Board has now recorded a benchmark against which to measure its progress as it develops as a Board. As currently designed, the process involves input only from Board members themselves.

*The college meets this standard.*

**Planning Agenda**

Assess the evaluation instrument and encourage participation by all Board members in the self evaluation before the next self evaluation in November 2012.

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**IV.B.1.h**

*The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

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**Descriptive Summary**

The Board adopted a code of ethics in September 2007 and has activated its sanction mechanism a handful of times to address reported violations. The Ethics Code delineates the ethical standards that members are expected to follow, the procedures to follow in investigating and addressing violations, and sanctions that may be imposed upon a finding of a violation of the code. (IV.B.51). The Code was developed during a moderated Board development workshop held in July 2007; it was one of the first acts of the Board in reaction to the news that the college had been placed on probation in 2007.

The first time that the sanctions were invoked, the reported violation involved something that was alleged to have occurred in closed session. The resultant investigation and process was challenging because of this fact, but the Board was able to work its way through the code’s procedures, decide on a sanction, and implement it peacefully. Most important, the Board member’s relationships and ability to work together as a Board seem to have been enhanced by having a mechanism to deal with trustee conduct that may violate the agreed upon norms of trustee behavior.

A more recent instance of a reported violation of Board Policy 1055 also was resolved professionally, publicly, and peacefully (IV.B.13).
Self Evaluation

The Board adopted ethics policy 1055 with clearly-defined sanctions in 2007 (IV.B.51). Board members clearly attempt to hold each other accountable for their behavior, and make public efforts to enforce their policy.

The implementation of an ethics policy with sanctions, a self evaluation process, and an agendized schedule of monthly study sessions has worked to clarify expectations of appropriate Board activity and to document progress in a transparent manner.

*The college meets this standard.*

Planning Agenda

None.

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IV.B.1.i

The governing board is informed about and involved in the accreditation process.

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Descriptive Summary

Board Policy 3200 (IV.B.52) affirms the Board’s commitment to high-quality education and services and to the processes embraced by the ACCJC that support continuous improvement at Hartnell College. Specifically, the policy requires the superintendent/president to ensure the Board is fully informed and engaged in the accreditation process.

The Board has been fully involved in and informed of the accreditation process, and has incorporated that concern into its monthly meetings. At a special meeting of the Board on July 21, 2007, the Board developed four goals, the first of which was to affirm accreditation. Progress on the goal was part of the president’s report to the Board at every meeting thereafter until accreditation was, in fact, reaffirmed. These goals were on the Board’s meeting agendas from September 2007 through April 2009. (IV.B.52A) Since that time, the Board has continued to receive updates, though they have been given at longer than monthly intervals.

The Board’s August 23, 2011 development workshop—it’s second scheduled meeting for that month—was a study session on accreditation, the Institutional self evaluation, and the Board’s role in accreditation. (IV.B.53) Among the exercises conducted at this meeting was the completion of a survey, contained in a PowerPoint presentation, that quizzed trustees on their knowledge of the accreditation standards. One outcome of this workshop was a renewed sense of commitment to continue the policy review.
Since this time, the Board has requested and receives regular updates on the progress of the self evaluation. Board members work in their sphere to carry out the activities required for accreditation and to fulfill their policy-making role. Board members have reviewed and approved the many progress reports (e.g., IV.B.53A) and substantive change requests developed and submitted to the accrediting commission over the last several years, and some Board members participated in the writing and editing process. Two Board members have been named as liaisons to the accreditation steering committee in the current self evaluation (IV.B.54)

Self Evaluation

Board Policy 3200 links the commitment of the Board to high-quality education with the activities outlined by the accreditation processes. The policy enumerates the mechanisms by which the Board is informed about, and involved with, accreditation standards.

The Board established goals for 2012-2013 emphasizing its commitment to student achievement, access, and success. This connects well with the endorsement of continuous improvement specified in Board Policy 3200.

The Board has made it a priority not only to do its part of insuring the integrity of the institution through accreditation, but also to be completely informed of how all the other parts of the college are faring in doing their parts.

*The college meets this standard.*

Planning Agenda

None.

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IV.B.1.j

The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or college, respectively.

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Descriptive Summary
As a single college district, the Hartnell College Board of Trustees is responsible for selecting and evaluating the District’s superintendent/president. As outlined in Board Policy 2431 (IV.B.6), the Board commits to a fair and open national search process to select a highly qualified leader, conducted with the assistance of a qualified search firm.

The Board of Trustees acted under the authority of this policy in the fall of 2011 when it initiated a search for the next Superintendent/President after the sitting superintendent/president announced her intention to retire. The Board first selected a search liaison and a qualified search consultant, and then created an inclusive, transparent search process. This process included several focus groups with college and community stakeholders to determine, among other things, the qualities sought in a new president (IV.B.55); a selection committee that included all employee groups, students, community members, and two members of the Board; and regular communication to the community on the progress of the process via e-mails and reports that were posted on the website (IV.B.56) until the search concluded in May 2012 with the Board’s selection of Dr. Willard Clark Lewallen. The president’s contract of employment is negotiated and agreed to by the Board and the president.

The Board delegates full responsibility and authority to the superintendent/president to implement and administer board policy without interference, and this is reflected in several board policies. Board Policy 2200 directs the Board to “delegate power and authority to the Superintendent/President to effectively lead the District.” (IV.B.1) Board Policy 3200 confers responsibility on the superintendent/president to help the Board realize its responsibilities in accreditation. (IV.B.50) Additional policies direct the superintendent/president to ensure that academic programs are implemented properly. (IV.B.57, IV.B.58)

The Board now evaluates the president in an annual, confidential process. This is specified in the contract between the Board and the president (IV.B.63), and also in Board Policy 2435 (IV.B.7), which requires a formal annual performance evaluation of the superintendent/president and emphasizes the value of the exercise to both the superintendent/president and the Board. The policy was adopted in November 2011. Previously, evaluations were conducted in September 2010 (IV.B.59), and November 2011 in accordance with the contract between the District and the superintendent/president, which specified only that evaluations could be conducted “at any time.” (IV.B.60)

The Board understands its role as a policy-making body and the president’s role to implement and administer board policy without interference or micromanagement. This is evident in each Board agenda and the conduct of Board meetings.

**Self Evaluation**

The selection of a college president is among the most momentous decisions a Board makes, and is important to the entire community. The Hartnell College Board has exercised its authority to hire the superintendent/president twice during this accreditation cycle, and has
been able to follow its processes and goals amid much public expression of concern questioning its processes or decisions.

After hiring an interim superintendent/president to begin service on July 1, 2007, the Board initiated a search for a permanent replacement for the following year. It first outlined an inclusive, transparent process for the search, which was well received. Nevertheless, controversy arose at several steps of the process. The Board responded to each concern raised by faculty and community groups—and thus added an additional selection committee member from among La Raza faculty, and sought and obtained a legal opinion approving the propriety of the interim president becoming a candidate—and proceeded to hire Dr. Phoebe Helm, the interim president, as the permanent replacement (IV.B.61). Four years later, the Board held a moderated workshop with a trainer/facilitator from the Association of Community College Trustees to discuss good trusteeship, and to begin work on the development of Board policies, specifically the policies on selecting and evaluating a CEO, Board education, and Board self evaluation. (IV.B.62) The Board subsequently approved those policies, and put one to the test when it initiated another selection process after Dr. Helm announced her intention to retire. This process, too, elicited controversy when some of the Hartnell faculty questioned the qualifications of the search consultant, and the Board responded quickly to that concern. In both searches, the Board persevered in conducting a fair, national search that was inclusive, transparent, and highly responsive to community concerns.

The Board understands that it has one and only one employee, and when it hears criticisms of college programs, services, or personnel in public comments, it does not respond, but rather refers those matters to the superintendent/president for resolution. As a whole, the Board avoids asserting itself in the day-to-day operations of the college.

*The college meets this standard.*

**Planning Agenda**

None.

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**IV.B.2**

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
Descriptive Summary

The president takes responsibility for ensuring that Hartnell delivers on the promise of its mission, and that it serves its students with high quality academic programs and student services. The president does this, in part, by ensuring that the college has the appropriate leadership in place and that every sector of the college continually strives to assess the job that it is doing and asks how it might do better. This continuous improvement model has guided much of the college’s work over the last several years.

On the day before Interim Superintendent/President Phoebe Helm assumed office in summer 2007, the college was notified that it had been placed on probation by the Accrediting Commission for Community and Junior Colleges (ACCJC). (IV.B.64) She immediately called together the leadership of all the college’s constituent groups, who committed to working not only to remove the accreditation sanctions, but to change the culture of the college. At her recommendation, the Board voted to provide resources for the effort required to revise several hundred course outlines and create student learning outcomes for most Hartnell courses (IV.B.65). She named new leadership to focus specifically on accreditation. She immediately planned two retreats for the Board in July 2007, from which emerged an ethics policy and Board goals that included transparency, financial integrity, and selecting a permanent superintendent/president (IV.B.66). She put in place college-wide training sessions in ethics and shared governance (IV.B.67, IV.B.68), and commissioned the Salinas Valley 20/20 report (IV.B.69). With these data in hand, the college updated its Educational Master Plan (IV.B.68) and Facilities Master Plan. (IV.B.71) A Master Plan for the King City Education Center was produced. (IV.B.72) She engaged a consultant to do a forensic analysis of the college’s financial resources and to write a financial plan with projections through 2016 (IV.B.73). All of this was done in a collaborative manner.

In spring 2007, the Academic Senate convened a task force that would examine and revise the shared governance committee structure. This task force comprised members of all groups, reflecting the shared governance goal. The new structure was enthusiastically launched in 2008. (IV.B.74)

Four years since the launch of that structure, there is indeed a new culture at Hartnell, one that values participatory governance and makes decisions carefully, demanding answers to difficult questions before tackling a new project or agreeing to new proposals. The new Superintendent/President champions these values, and came to Hartnell with a strong record of stable, effective leadership built on respect and integrity.

Self Evaluation

At a time of crisis, everyone understood that extraordinary effort would be required to complete this work: that the community must share a common purpose and sense of engagement; that widespread dialogue was required to analyze and accept these ideas, and that there be mutual trust and respect among all parties. As the college has moved out of this crisis, there is a clear need that its work be focused, that expectations be clear, and that the pace of work be sustainable. The college has accomplished a great deal in the past few years,
and while the college community has greatly increased its understanding of what is required for institutional effectiveness, many who have done the bulk of the work are tired.

The Hartnell community has identified a need for stability and effective leadership. Wide-ranging discussions are underway that emphasize improved planning, resource allocation, and critical analysis to improve institutional effectiveness.

*The college meets this standard.*

**Planning Agenda**

None.

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**IV.B.2.a**

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Descriptive Summary**

One of the first items on the current Superintendent/President’s task list was to stabilize the administrative structure at Hartnell to meet the college’s mission, within the fiscal constraints of the college’s resources. This news was welcomed.

When he arrived, his six-member Executive Cabinet—the vice president-level administrators—had three regular employees, one vacancy, and two interim appointments. The vacancy was in academic affairs, and the recruitment for that position was coming to a close. The search was ultimately deemed a failure, and he quickly made an internal interim appointment to fill the void.

The president moved quickly to begin regular meetings with all constituent groups, and within three months of holding such meetings, had developed a plan for staffing the necessary administrative positions that reflect the college’s purposes, size, and complexity. That plan, which was announced to the Resource Allocation Committee and the Board, is in the implementation stages. The plan includes conducting recruitments for all positions currently held through interim appointments, and filling two new positions: a dean of institutional planning and effectiveness, and a director of information systems technology. Both new positions reflect areas of critical need and growing importance to The College.
PREVIOUS CHANGES IN ADMINISTRATIVE STRUCTURE

The current president’s focus on institutional effectiveness follows a recent history where the speed and frequency of change to the administrative structure, caused by both planned and unplanned events, left some uneasy. The president essentially dismantled the administrative structure in December 2007 after the college had been placed on probation (IV.B.75). She then formed a task force of employee groups and students (but excluding managers), that developed a reorganized administration. (IV.B.76) This “transformation committee” worked with Monterey Institute for Social Architecture (MISA), a group that facilitates and champions new social structures, in this effort (IV.B.77). The committee developed job descriptions for the new administrative positions and recruited members of the Hartnell community to engage in the hiring of the new positions.

The organizational charts at the time were drawn upside-down to symbolize the idea that administration supports faculty, staff, and students. In the earliest configuration there were no deans in the traditional academic areas, as those areas would be led by academic chairs. There were new dean positions in areas that the 2020 Report revealed to be necessary to build or strengthen programs that supported community needs—basic skills, and distance education, weekend and evening programs. The administrative services area was renamed “support operations.” (IV.B.78)

The administrative structure designed in 2008 was never fully staffed. Since then, the college has experienced several reorganizations, punctuated by periods in which positions were unfilled, or filled by temporary employees. In 2010, after the long faculty negotiations ended without a resolution on the exact scope and duties of the academic chair positions, and with the endorsement of the Resources Allocation Committee, the vice president of academic affairs and accreditation led a reorganization of that area that included the hiring of division deans who also would have responsibility for particular functions, like student support or accreditation. (IV.B.78) This organization included innovations such as a dean of curriculum and instructional support. This model was vetted extensively among Hartnell employees and was implemented in Fall 2011 with the hiring of several new deans (IV.B.79). Interim, rather than permanent, assignments in three of the four positions raised concern among some faculty that there was a lack of commitment to the stability of this critical area.

Due to budgetary constraints, many administrative positions had been unfilled or combined to create cost savings for the District and/or reduce duplication of services. The current plan should stabilize the administrative structure and provide expertise where it is needed.

DELEGATION OF AUTHORITY AND ASSIGNMENT OF RESPONSIBILITY

The Superintendent/President has ultimate authority over college operations, and delegates authority and responsibility to the appropriate administrators. He meets weekly with his Executive Cabinet—the Vice Presidents of Academic Affairs and Accreditation, Student Services, Support Operations, and Information and Technology, the Associate Vice President of Human Resources, and the Executive Director of Advancement—and monthly with all managers. This monthly meeting occurs the day after the regular meeting of the Board of
Trustees, so that all will be apprised of anything important that happened, and so that the group can discuss matters pertaining to their assignments and the college as a whole (IV.B.81).

All administrators are qualified to perform their responsibilities, which are aligned with the college’s mission, strategic priorities, goals, and objectives. In all, 34 managerial positions are identified on the 2011 organizational chart, several of which are grant funded. All administrators are expected to assist the college in achieving institutional goals, objectives, and priorities by way of administrative program review, unit and division plans. In addition, administrators are assigned to various college shared governance committees and other college committees (IV.B.82).

Self Evaluation

The 2008 organizational chart was created in a spirit of inclusiveness and transparency. The structure was intended to be more efficient and less hierarchical. However, the entire plan was not fully realized. Some positions were not filled, were filled with interim appointments, or were filled by individuals who ultimately determined that they were not well suited to their new roles. The reasons were partially financial and partially bad luck. The idea of academic chairs could not be implemented. But the time that followed was characterized by a sense of confusion. There has been a great deal of turnover among administrators, with only one senior administrator having been at Hartnell for more than five years. The high turnover of administrators has detracted from the continuity of discussion and planning.

Since 2008, further reorganizations in various administrative areas were accomplished, in part to address the need to streamline administrative functions and to ensure that instructional and student services needs were met. This effort is ongoing and is driven additionally by severe budget constraints. The new president has quickly understood the serious need for careful and thorough planning processes. In his first quarter at Hartnell, he has assisted the Board in developing its strategic priorities so that the college can undertake its strategic planning process. The Board adopted those priorities at its regular meeting in October 2012. (IV.B.82A).

The new Superintendent/President has prioritized the development of an efficient, stable, and financially sustainable administration. The superintendent/president also has expressed commitment to a shared governance approach in this development. (IV.B.83)

The college partially meets this standard.

Planning Agenda

During the 2012-13 academic year, the new Superintendent/President will create an administrative structure in an inclusive planning process that recognizes the continuing fiscal challenges.
IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities.
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

Both of Hartnell’s presidents during this accreditation cycle have guided the institutional improvement of the teaching and learning environment by employing collegial processes, ensuring that evaluation and planning rely on high quality research and analysis, and integrating educational planning with resource planning and distribution.

The current president arrived at Hartnell just at the time when new planning documents and data collection were needed. Despite budget constraints, his recommendation to create a new position, the Dean of Institutional Planning and Effectiveness, who could assist the college in all of these processes, on November 1, 2012.

This enthusiasm is testament to the fact that the college has already embraced a culture of fostering student learning that must be measured, communicated, and improved. Indeed, the college has used grant funds to create and launch tools that can deliver some of this data at a section, course, program, and institution level (IV.B.92). This encourages data-driven decision-making, and enables a constant focus on achieving positive educational outcomes for its students. Remarkably, this has been done with only one full-time institutional research analyst working with grant-funded consultants and an Access and Success Research Group committee comprised of faculty and supported by Title V (IV.B. 92A).

The previous president mobilized the college community swiftly and collaboratively to address accreditation concerns in 2007. Not only were courses and programs revised, and student learning outcomes developed, but faculty and staff took ownership of their own professional development. Hartnell employees developed and led flex days, in contrast to the previous practice of hiring expensive motivational speakers (IV.B.84). A College wide retreat was held in September 2008 at which employees set district values, goals, and priorities (IV.B.85). The shared sense of commitment to students and instruction persists to this day.
The Superintendent/President involved everyone in establishing enrollment processes that integrated academic planning with resource planning to increase enrollments, student access, and student graduation rates. She arrived at Hartnell at a time when enrollment had been declining for several years. She implemented a guaranteed schedule, based on three years of enrollment data, that focused on student and program needs and that could flexibly respond to student demand for classes. This method of developing and unrolling the schedule also increased efficiencies, since new sections opened only after the guaranteed sections were filled (IV.B.86). To increase enrollments, the superintendent/president introduced registration rallies to attract students to Hartnell (IV.B.87). After the Salinas Valley 2020 report revealed the needs and priorities of students (IV.B.69), the college offered more classes and services during evenings and weekends. These efforts were highly successful; not only did enrollments increase, but Hartnell was also awarded growth funding (IV.B.88).

The college applied its model for integrating program review, resource allocation, and budgeting during the summer of 2012. A College wide program review was used by the deans to allocate resources for instructional equipment needs. A fund of $200,000 had been set aside for this purpose (IV.B.93). The effectiveness of this decision will be evaluated during the 2012-2013 academic year.

The new Dean will have many tools at his disposal to assist the college in its planning, assessment, and improvement processes, like its Executive Information System (IV.B.89), and he has been attending the weekly meetings of the Access and Success Research Group. He will work with a college that is not only deeply respectful of that work, but eager to have the power of that knowledge to improve its processes.

**Self Evaluation**

With the appointment of a Dean of Institutional Planning and Effectiveness, the resources that have been created by the college’s success in grant writing and implementation, and a college culture that embraces the continuous improvement process in all of its educational and administrative programs, the college is poised to continue to improve the teaching and learning environment.

The college’s planning documents have guided the last several years of programs, and a new strategic plan is being developed this year, based on strategic priorities set by the Board. Administrative support in the instructional areas has been strengthened. Title V grant funding has underwritten the development of tools for measuring student persistence and retention, and many training opportunities have been provided at flex activities and division meetings (IV.B.90). Many faculty have been trained to use these tools and have provided input so that the tools could be tailored to better suit their needs (IV.B.91). The grant directors have presented their research using these tools at statewide conferences (IV.B.92).

The college worked as well as it could without an Institutional Research Office for four years, largely because the one full-time analyst has provided excellent research support for the college, including its grant activities, but also because the grant activities themselves filled in some of these gaps. Given the number of innovative projects that are under way at
Hartnell to improve student success, the need for this type of support is especially acute, and the hiring of this position is overdue.

*The college meets this standard.*

**Planning Agenda**

Evaluate the decision-making model integrating program review, budget, and resource allocation, and revise as necessary.

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**IV.B.2.c**

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

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**Descriptive Summary**

The Superintendent/President is well informed of statutes, regulations, and governing board policies, and provides oversight to ensure that he and his staff act consistent with them. The Superintendent/President holds his administrators accountable for upholding laws and regulations, and for ensuring that institutional processes are consistent with the institutional mission.

All senior administrative staff are on community college list-serves, and most belong to professional organizations that provide legislative and regulatory updates, advice, and guidance, including organizations for chief business officers, instruction officers, human resources officers, technology officers, and student services officers. The chief human resources officer, a lawyer by training, also subscribes to two newsletter services by law firms that specialize in public education law. All administrators also attend regular professional development trainings conducted by members of the law firm of Liebert Cassidy Whitmore, which always contain the most up-to-date legal information, including recent court and administrative agency decisions applying and interpreting applicable law. Sharing this kind of information is part of the weekly cabinet meetings.

The president also writes a weekly update to the Board that he e-mails to all employees and makes available on the website. These updates include analyses of new laws and regulations that affect community colleges (IV.B.109).

Under the Superintendent/President’s guidance, the District has subscribed to the Community College League of California’s Board Policy & Administrative Procedure Service, which provides suggested policies that are consistent with law and regulations, and represent best
practices in community colleges. The subscription service provides twice a year updates to policies as new laws and regulations impose new or different requirements on colleges. The Board is in the midst of a comprehensive review and update of its policies to align with the CCLC’s suggestions.

The superintendent/president ensures that others in the community also are apprised of proposed and passed changes to laws and regulations impacting community colleges, through public comments (IV.B.94), e-mail, Town Hall meetings, and reports to the Board (IV.B.95).

**Self Evaluation**

The current Superintendent/President is continuing the path set previously to assist the Board in its comprehensive review of board policies, and to assist staff in completing the administrative procedures that implement them. The Superintendent/President places a high priority on communicating changes in the legal and policy landscape that affect community colleges, and assuring that everyone knows what they are and what they mean.

*The college meets this standard.*

**Planning Agenda**

None.

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**IV.B.2.d**

The president effectively controls budget and expenditures.

**Descriptive Summary**

Since at least 2007, the Superintendent/President has effectively exercised control over the budget and expenditures.

**CONSERVATIVE FISCAL PLANNING AND BUDGET CONTROL**

Soon after taking office, the former Superintendent/President ordered a forensic analysis of the District’s finances and a financial planning document through 2016. At the same time, she began training all of her managers, not just those in the business office, about community college finances. Everyone was educated about how the college received money from the state, the relationship between FTES and revenue, and possible ways to increase funding from the state. Budget workshops were not simply an annual presentation for the Board; they became topics for town hall meetings, shared governance committee meetings, and e-mails to all employees. (IV.B.97)
**Fiscal Transparency:** New shared governance committees, including the Resource Allocation Committee and the Financial Information Subcommittee, revealed the budget and the District’s finances to inspection by all, and the District’s finances became an integral part of all planning processes.

The District went from having a dangerously low reserve level and a pattern of deficit spending to an institution that planned enrollment growth to receive growth funding and that could meet its present obligations and begin to save for future liabilities in a thoughtful, planned way. It went from having separate planning processes in each functional area that were not tied to the budget planning processes to having processes that are intimately tied together.

Through the Superintendent/President’s leadership, the college has promoted a conservative approach to budgeting, always planning for the worst case scenarios presented by the state financial analysts.

**Participation of Shared Governance:** The Superintendent/President anticipated the state financial crisis and convened an expansive shared governance process in summer 2009 to identify cost-cutting measures. The group looked at everything, and the District’s Chief Financial Officer was always at the table to answer all questions about the cost of specific programs and services, and what could be gained by cutting back or eliminating them. Contracts, facilities use, programs, and services were all scrutinized and cuts were made comprehensively (IV.B.103). At the end of the work, when the group was still short of its cost-cutting goal, it turned the remainder over to the employee groups, who all negotiated how they would take their fair share of concessions. Each group negotiated their contribution differently, but all contributed fairly.

**Reserve Level:** The college has acted frugally since summer 2009, to the extent that it carries a reserve of over 20% as of Fall 2012. The budget for FY 2012-13 was the first in a long time to be constructed intentionally as a deficit budget that will draw on the college’s reserves if Proposition 30 does not pass, and that will not require this draw if it passes.

**Cost-Cutting:** The Superintendent/President has put many cost-cutting measures in place. With minor exceptions, salary scales have not changed since 2007. Vacant positions are not automatically filled. Categorical student programs that serve similar populations have been consolidated. Marketing dollars were cut to nearly zero. The practice of mailing class schedules to all residents was stopped. The number of printed schedules were first reduced, and now nearly eliminated in favor of electronic schedules. Some expensive, low-performing programs were eliminated, and a costly reprographic shop was closed down. The theater program, The Western Stage, which had been operating at a loss every year as a separate non-profit, was brought into the college organizational structure, its management positions were restructured, and it was given a budget to work within. These changes made it possible for the college to maintain the theater program at substantial savings (IV.B.99).
Cost Savings: The Superintendent/President also has encouraged cost-savings measures, such as capital projects that would reduce energy use (IV.B.94A). With the Superintendent/President’s recommendation and the Board’s support, the District participated in rebate programs to install energy-efficient lighting, and to support innovations in technology that will greatly reduce energy use (IV.B.95). It continues to explore these energy reduction and cost-saving measures.

Resolution of Debt Issues: The Superintendent/President also has worked to resolve bad-debt issues that had plagued the student services area. In the 1990s and early 2000s, when the college was below its targeted enrollment numbers, it had allowed students to register for classes without paying for them. Collections were very difficult, and the college had an enormous bill for uncollected debt. In 2010, the college implemented a requirement that students pay their tuition in full by a well-publicized deadline or be dropped from class (IV.B.100). This was inaugurated after a period of time in which the business office worked individually with students to develop payment plans, and had implemented substantial changes to the financial aid process so that students received their awards in a timely manner. This policy helped reduce uncollected debt substantially (IV.B.101)

Grant Funding: Finally, the college leadership and the Hartnell College Foundation have been impressively successful in building support for the college and its programs through private and public grants. Grant funds from all sources have nearly doubled in just four years, and currently make up about 20% of the general fund resources. Grant funds have helped the college to build its STEM fields, the agriculture institute, a sustainable design and construction program, a respiratory therapy program, a three-year bachelor’s degree program with nearby CSUMB, and a new media center. (IV.B.102)

Remaining Challenges: Two obligations have remained challenging: the 50% obligation and the faculty obligation number (FON). During the 2010-11 academic year, when the college had not offered summer school and had redirected general fund dollars to support counseling programs rather than cut them when the categorical funds were cut, it had to request an exemption to the 50% law. (IV.B.104) The Board of Governors granted a partial exemption, and called for the college to demonstrate how it will retire the unexempted obligation of $15,000. (IV.B.105). Additionally, the college fell below the faculty obligation number in 2011. (IV.B.106). While it has achieved the obligation number in all other years, the looming depletion of state resources to education, the aging faculty population that makes retirements difficult to predict, and the workforce reductions that cut the funded FTES to colleges even mid-year, will likely keep this a challenging number to hit. The Full-Time Faculty Hiring Committee makes recommendations with this obligation in mind. (IV.B.107)

Self Evaluation

Since the 2007 Institutional Self Evaluation, a pattern of deficit spending has been reversed. Budget workshops are conducted each summer and fall for the Board and are open to the public. The increase in transparency is welcomed by all, including the Board. The challenge is to ensure that planning, program, and budgeting priorities are well articulated through shared governance and realized in the budgeting, planning, and resource allocation process.
As of August 2012, the Business Office has implemented a process to monitor compliance with the 50% law.

The college meets this standard.

Planning Agenda

None.

IV.B.2.e

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

Hartnell’s Superintendent/President works and communicates effectively with the communities served by the college. Both of Hartnell’s Superintendent/Presidents place a high priority on the “community” part of the community college mission. Dr. Helm regularly attended meetings as a member of the Rotary Club and the Salinas Valley Chamber of Commerce. She supported community groups such as the Building Healthy Families Initiative of the California Endowment, which is active in the Alisal community. She was an active member of the Monterey County Workforce Investment Board both on the Executive Committee and Oversight Committee, Educational Research Cluster Group, Monterey County Business Council, South Bay Public Training Consortium Joint Powers Authority (JPA), School to College Partnership, K-16 Bridge, and Area Presidents’ Council.

She was an enthusiastic supporter of Hartnell events such as Family Science and Health Day, theatrical performances at The Western Stage, and Hartnell sports events. (IV.B.108)

On the occasion of her retirement, the City of Salinas honored both her and the incoming Superintendent/President with resolutions of appreciation and welcome, so central is the Hartnell leader to the health and welfare of the city and the county.

In the first months of the new Superintendent/President’s leadership, he has met with community leaders and elected officials, attended the Rotary Club of which he is now a member, attended meetings of the Salinas Valley Chamber of Commerce and other business groups, met with the leaders of the neighboring colleges and universities and with business leaders, and is a regular supporter of all student activities, from the theater to the laboratory to the stage.
From his first week, he has posted a weekly update to the Board that is available to the public on the website. These weekly updates show his and Hartnell’s involvement in the community, showcase student achievements, and present information of interest to the community. (IV.B.109)

**Self Evaluation**

Each Superintendent/President is deeply committed to the community, forging close relationships with community partners and enhancing Hartnell’s profile in the community. These relationships have strengthened local support for Hartnell College programs.

The Superintendent/President maintains active collaborations with the neighboring colleges and universities for research internships, clinical placements, and joint program development. These collaborations are ground-breaking and ultimately benefit all students in the Salinas Valley.

At the state level the superintendent/president is the Association of California Community College Administrators (ACCCA) representative to the Consultation Council.

*The college meets this standard.*

**Planning Agenda**

None.

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**IV.B.3**

In multi-college districts or systems, the District/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the District/system and acts as the liaison between the colleges and the governing board.

**Descriptive Summary**

The Hartnell Community College District is a single-college district.
Standard IV B: Evidence

IV.B.1 BP 2200 http://www.hartnell.edu/board/policies/2200.pdf
IV.B.2 Board minutes, May 8, 2012
IV.B.3 BP 1030 http://www.hartnell.edu/board/board_policies/1000/1030.html
IV.B.4 Minutes, Public Hearing on Redistricting, Oct. 19, 2011
IV.B.5 http://www.hartnell.edu/board/board_policies/
IV.B.7 BP 2435 http://www.hartnell.edu/board/policies/2435.pdf
IV.B.8 http://www.hartnell.edu/board/minutes/September_7_2010_Adopted_Minutes_Revised.pdf
IV.B.9 http://www.hartnell.edu/board/minutes/August_2009_Minutes_Adopted.pdf
IV.B.11 http://www.hartnell.edu/board/minutes/02_21_12_Adopted.pdf
IV.B.12 IV.B.50)
IV.B.14 http://www.hartnell.edu/board/minutes/March_15_2011_Study_Session_Minutes.pdf
IV.B.15 http://www.hartnell.edu/board/minutes/July_2011_Reg_Mtg_Minutes.pdf,
http://www.hartnell.edu/board/minutes/04_10_12_Minutes.pdf
IV.B.16 Liebert Cassidy Whitmore training through the Central 14 consortium
IV.B.17 BP 4100
IV.B.18 BP 4220
IV.B.19 BP 5050
IV.B.20 BP 5512
IV.B.21 BP 1005
IV.B.22 http://www.hartnell.edu/board/minutes/jan_2009_minutes.pdf
IV.B.24 http://www.hartnell.edu/board/minutes/02_15_12_Adopted_Minutes.pdf
IV.B.25 BP 1300
IV.B.26 Audit subcommittee appointments
IV.B.27 http://www.hartnell.edu/board/minutes/Adopted_Minutes_October_Regular_Meeting.pdf
IV.B.28 http://www.hartnell.edu/board/minutes/04_10_12_Minutes.pdf
IV.B.29 http://www.class.utexas.org/node/2
IV.B.30 http://www.hartnell.edu/board
IV.B.31 BP 2310
IV.B.32 Board minutes 10/4/11, 4/10/12, 6/5/12
IV.B.33 http://www.hartnell.edu/board/minutes/05_08_12.Regular_Minutes.pdf
IV.B.34 BP 1455
IV.B.35 July 2007 Board minutes
IV.B.36  Board minutes June 2008
IV.B.37  Minutes July 19, 2011
IV.B.38  http://www.hartnell.edu/board/minutes/Adopted_Minutes_Annual_Organization_Regular_Mtg_December_2010.pdf, Appendix A
IV.B.42  BP 1200
IV.B.43  http://www.hartnell.edu/board/minutes/August_Special_08-05-08.pdf
IV.B.44  http://www.hartnell.edu/board/minutes/August_2007_minutes.pdf (MOU?)
IV.B.46  Letter from DOJ?
IV.B.48  BP 2745
IV.B.49  BP 1055
IV.B.51  BP 3200
IV.B.52  See the Board’s section of the website, Board agendas, for meetings between September 13, 2007 and April 14, 2009.
IV.B.53  http://www.hartnell.edu/board/agendas/March_2011_Study_Session.pdf
IV.B.54  Minutes of the February 2009 meeting of the Board.
IV.B.55  http://www.hartnell.edu/board/minutes/05_08_12-Regular_Mtg.pdf
IV.B.56  http://www.hartnell.edu/president/search/
IV.B.58  Letter from ACCJC (to Dr. Valeau) placing College on probation
IV.B.59  BP 4240
IV.B.60  Presidential evaluation Sept. 2010
IV.B.61  http://www.hartnell.edu/board/minutes/05_08_12-Regular_Mtg.pdf
IV.B.62  Phoebe Helm contract
IV.B.63  http://www.hartnell.edu/board/minutes/Special_Meeting_06-17-08.pdf
IV.B.64  Willard Clark Lewallen contract
IV.B.66  Ethics training
IV.B.67  http://www.hartnell.edu/board/minutes/Special_Meeting_06-17-08.pdf
IV.B.68 材料 from Dr. Leon Baradat
IV.B.69  Salinas Valley 2020 Report
IV.B.70  Educational Master Plan
IV.B.71 Facilities Master Plan
IV.B.72 Master Plan for King City Education Center
IV.B.73 Financial Plan (through 2016)
IV.B.74 Shared Governance Committee Handbook
IV.B.75 http://www.hartnell.edu/board/minutes/12_04_Regular_Meeting_Adopted.pdf
IV.B.76 Packet on “Transformation of Hartnell College”
IV.B.77 http://www.misa.ws/Welcome.html
IV.B.79 Fall 2011 organizational structure
IV.B.80 Reference for Executive Cabinet
IV.B.81 Reference for Administrators monthly meetings
IV.B.82 http://www.hartnell.edu/shared_governance
IV.B.82A Minutes for 10-2-12 board meeting when available
IV.B.83 http://www.hartnell.edu/shared_governance/committees/resources/minutes_view.html?id=117
IV.B.84 Agendas for flex days
IV.B.85 Agenda for September 2008 retreat
IV.B.86 Guaranteed schedule- board meeting or agenda
IV.B.87 Program for registration rally
IV.B.88 Announcement of growth finding
IV.B.89 EIS
IV.B.90 http://www.hartnell.edu/title5
IV.B.91 Title V research tool at flex day
IV.B.92 Presentation of research tools at statewide meeting
IV.B.92A Agenda for Access and Success Research Group
IV.B.93 http://www.hartnell.edu/shared_governance/committees/resources/minutes_view.html?id=115
IV.B.94 Monterey Herald article Spring 2012
IV.B.95 email re Eligibility Requirements
IV.B.96
IV.B.97 Nov. 2011 board meeting
IV.B.98 July 2012 Board meeting
IV.B.99 Western Stage end of 2008? Board minutes
IV.B.100 AC meeting
IV.B.101 Report of savings?
IV.B.102 Grant list
IV.B.103 Board presentation
IV.B.104 Application for exemption from 50% law
IV.B.105 BOG response
IV.B.106 FON Report from Chancellor’s Office
IV.B.107 Report from FT Faculty Hiring Committee
IV.B.108 President’s reports about events attended
IV.B.109 http://www.hartnell.edu/president/reports_by_month.html