**Vision**

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

**Mission**

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.
BP 1200
“The vision, mission, and values statements are evaluated and revised (if necessary) on a regular basis.”

Accreditation Standard I.A.1
The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Accreditation Standard I.A.4
The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.
### Review of HC Mission, Vision, and Values

Which of the following best describes you as a respondent?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty member</td>
<td>18% 122</td>
</tr>
<tr>
<td>Classified or Confidential staff member</td>
<td>8% 52</td>
</tr>
<tr>
<td>Administrator/manager</td>
<td>5% 32</td>
</tr>
<tr>
<td>Student</td>
<td>70% 481</td>
</tr>
</tbody>
</table>

Answered 687, Skipped 5

---

### Which of the following best describes you as a respondent?

- Faculty member: 18%
- Classified or Confidential staff member: 8%
- Administrator/manager: 5%
- Student: 70%
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>38%</td>
<td>56%</td>
<td>4%</td>
<td>1%</td>
<td>342</td>
</tr>
</tbody>
</table>

The VISION STATEMENT accurately reflects the college's priorities and future.

94% AGREE
Review of HC Mission, Vision, and Values
Rate the college MISSION STATEMENT.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>42%</td>
<td>53%</td>
<td>3%</td>
<td>2%</td>
<td>292</td>
</tr>
</tbody>
</table>

The MISSION STATEMENT accurately reflects the college's purpose.

95% AGREE
VALUES STATEMENTS

Review of HC Mission, Vision, and Values
To what extent do you agree or disagree that each of the following VALUE STATEMENTS accurately reflects core beliefs or guiding principles of the college?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students First: We believe the first question that should be asked when</td>
<td>50.19%</td>
<td>45.69%</td>
<td>3.37%</td>
<td>0.75%</td>
<td>267</td>
</tr>
<tr>
<td>Academic and Service Excellence: We commit to excellence in teaching</td>
<td>59.99%</td>
<td>40.02%</td>
<td>2.63%</td>
<td>0.75%</td>
<td>266</td>
</tr>
<tr>
<td>Diversity and Equity: We embrace and celebrate differences and unique</td>
<td>58.74%</td>
<td>39.03%</td>
<td>0.74%</td>
<td>1.49%</td>
<td>269</td>
</tr>
<tr>
<td>Ethics and Integrity: We commit to respect, civility, honesty, responsi</td>
<td>55.81%</td>
<td>38.95%</td>
<td>4.49%</td>
<td>0.75%</td>
<td>267</td>
</tr>
<tr>
<td>Partnerships: We develop relationships within the college and community</td>
<td>50.37%</td>
<td>43.28%</td>
<td>4.48%</td>
<td>1.87%</td>
<td>268</td>
</tr>
<tr>
<td>Leadership and Empowerment: We commit to growing leaders through the</td>
<td>47.37%</td>
<td>45.49%</td>
<td>5.26%</td>
<td>1.88%</td>
<td>266</td>
</tr>
<tr>
<td>Innovation: Through collaboration, we seek and create new tools, tech</td>
<td>47.37%</td>
<td>47.74%</td>
<td>3.76%</td>
<td>1.13%</td>
<td>266</td>
</tr>
<tr>
<td>Stewardship of Resources: We commit to effective utilization of human</td>
<td>47.57%</td>
<td>46.82%</td>
<td>4.12%</td>
<td>1.50%</td>
<td>267</td>
</tr>
</tbody>
</table>

NO VALUE STATEMENT RATED LESS THAN 93% AGREE
Vision
Hartnell College students will be prepared to contribute as leaders to nationally recognized for the success of our students by developing leaders who will contribute to the intellectual, social, cultural, and economic vitality of our communities and the world. region and the global community.
Mission
Focusing on the education and workforce development needs of communities learners in the Salinas Valley, Hartnell College strengthens communities by providing educational opportunities for students to reach career and/or academic goals (associate degrees, certificates of achievement, transfer to four-year institutions) in an environment committed to student learning, achievement and success.
**Vision**

Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.

**Mission**

Focusing on the education and workforce development needs of communities in the Salinas Valley, Hartnell College strengthens communities by providing educational opportunities for students to reach career and/or academic goals (associate degrees, certificates of achievement, transfer to four-year institutions) in an environment committed to student learning, achievement and success.
EMPLOYEE RETIREMENTS

Renate Funke, (5 Years)
Dean of South County Education Services

Dr. Lori Kildal (5 Years)
Vice President of Academic Affairs

Kimberly Kessler (12 Years)
Administrative Assistant III

Richard McGrath (22 Years)
Grounds Equipment Operator

Monica Massimo (8 Years)
Executive Assistant

Wilfred Placido (9 Years)
Senior Accountant

Richard Reiter (15 Years)
Custodian
RECENTLY TENURED FACULTY MEMBERS

Emily Brandt, Respiratory Care
Gabriel Bravo, Counseling
Sergio Diaz, Counseling
Marnie Glazier, Theatre Arts/Communication
Hortencia Jimenez, Sociology
Samuel Pacheco, History
Nicholas Pasquale, Mathematics
Mohammed Yahdi, Mathematics
EMPLOYEE PHILANTHROPY

Number of Employee Philanthropists

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>78</td>
<td>111</td>
<td>154</td>
<td>175</td>
<td>188</td>
<td>208</td>
<td>221</td>
</tr>
</tbody>
</table>

Total Dollars Donated by Employees

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollars</td>
<td>$27,000</td>
<td>$44,520</td>
<td>$62,253</td>
<td>$77,289</td>
<td>$89,370</td>
<td>$104,350</td>
<td>$120,000</td>
</tr>
</tbody>
</table>

April 2017: ISER Co-chairs & Standard Co-chairs Attended ACCJC Conference
May 2017: Employee Training (Co-chairs & Co-leads)
September 2017: ISER Co-chairs & Standard Co-chairs Attended ACCJC Training
November 20, 2017: Draft 1 Review at Accreditation Council
January 22, 2018: Select Quality Focus Essay (QFE)
February –October 2018: Co-chairs & Co-leads work on QFE
May 21, 2018: Draft 2 Review at Accreditation Council
June-August 2018: Editor Review of Full Draft (Recommends changes to teams)
October-November 2018: Final Copy of ISER (Editing Team Begins)
December 3, 2018: Special Meeting of Accreditation Council for 1st Reading
December 5, 2018: College Planning Council (CPC) 1st Reading
November 27-December 11, 2018: Academic Senate 1st Reading
January 15-25, 2019: Email Final Copy of ISER to Constituent Groups and Internal Community
January 28, 2019: Special Meeting of Accreditation Council for 2nd Reading & Approval
January 30, 2019: Special Meeting of CPC for 2nd Reading & Approval
February 5, 2019: Board of Trustees 1st Reading
February 19, 2019: Board of Trustees 2nd Reading & Approval Consideration
February 20, 2019: Submit to ACCJC

March 4-7, 2019: ACCJC External Visiting Team
Strategic Plan 2013-2018
The current year, 2017-18, represents the fifth and final year of implementation.
The 5-year plan culminates on June 30, 2018, after which assessment will commence.

Strategic Plan 2019-2024
Overarching goals are to:
1. Increase student degree and certificate completion.
2. Reduce time and units to student degree completion.
3. Increase student transfer to 4-year institutions.
4. Improve student employment following training or completion.
Key strategies for achieving these goals will be developed in Fall 2018 through the guided pathways framework.
GUIDED PATHWAYS

Initial Rollout of Guided Pathways Framework in Spring 2018
✓ Introduction to Guided Pathways for Hartnell Employees (January 11)
✓ Rollout of 2018 Guided Pathways Program Planning and Assessment Process
  (Assessment reports due this week; planning/budget requests to be done in fall)
✓ Institutional Planning Retreat (Facilitated by Career Ladders Project on March 9)
✓ Submission of Guided Pathways Work Plan to Chancellor’s Office (March 28)
✓ Administrative Assistant Hired (Began April 9)
✓ Workshop – Results of Survey of Entering Student Engagement/Relationship to
  Guided Pathways & ACCJC Accreditation (Facilitated by CCCSE on April 13)
✓ Application for Full-Time Faculty Reassignment Up to 2 Years (closed April 20)

Work Plan of 7 Key Elements for AY 2018-19
1. Cross-Functional Inquiry
6. Guided Major and Career Exploration Opportunities
7. Improved Basic Skills
10. Integrated Technology Infrastructure
3. Integrated Planning
8. Clear Program Requirements
11. Strategic Professional Development

Participation in Inquiry, Design & Implementation in AY 2018-19
Survey Inviting Participation
To be emailed to All College Employees/Students by End of April
UNDUPLICATED STUDENT HEADCOUNT

HCCD UNDUPLICATED HEADCOUNT HISTORY

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>18,229</td>
<td>16,457</td>
<td>14,227</td>
<td>13,908</td>
<td>13,074</td>
<td>13,481</td>
<td>16,094</td>
<td>17,091</td>
<td>17,099</td>
</tr>
</tbody>
</table>

California Community Colleges Chancellor's Office
Full Time Equivalent Student (FTES) Summary Report

<table>
<thead>
<tr>
<th>College</th>
<th>Annual 2012-2013 Credit FTES</th>
<th>Annual 2016-2017 Credit FTES</th>
<th>Difference Credit FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabrillo</td>
<td>10,150</td>
<td>9,337</td>
<td>-813</td>
</tr>
<tr>
<td>Cuesta</td>
<td>8,088</td>
<td>7,474</td>
<td>-614</td>
</tr>
<tr>
<td>Foothill-De Anza</td>
<td>32,406</td>
<td>31,449</td>
<td>-957</td>
</tr>
<tr>
<td>Gavilan</td>
<td>4,944</td>
<td>4,792</td>
<td>-152</td>
</tr>
<tr>
<td>Hartnell</td>
<td>6,749</td>
<td>7,345</td>
<td>596</td>
</tr>
<tr>
<td>Monterey Peninsula</td>
<td>6,240</td>
<td>5,877</td>
<td>-363</td>
</tr>
<tr>
<td>San Francisco</td>
<td>23,076</td>
<td>13,896</td>
<td>-9,180</td>
</tr>
<tr>
<td>San Joaquin Delta</td>
<td>14,744</td>
<td>14,285</td>
<td>-459</td>
</tr>
<tr>
<td>San Jose-Evergreen</td>
<td>13,347</td>
<td>12,031</td>
<td>-1,316</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>16,483</td>
<td>15,092</td>
<td>-1,391</td>
</tr>
<tr>
<td>West Valley-Mission</td>
<td>15,251</td>
<td>11,991</td>
<td>-3,260</td>
</tr>
</tbody>
</table>

Total Decrease in FTES
-17,908

Report Run Date As Of: 4/22/2018 4:06:12 PM
California High School Graduates Projections

California High School Graduates

Monterey County High School Graduates

A 1-2% INCREASE IN TOTAL HS GRADUATES EACH YEAR THROUGH 2023-24 AND THEN A SLIGHT DECLINE AFTER
Enrollment of HS Graduates From HCCD High Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>High School Graduates</th>
<th>Enrolled at Hartnell</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>2,637</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>2,744</td>
<td>883</td>
</tr>
<tr>
<td>2014-15</td>
<td>2,774</td>
<td>978</td>
</tr>
<tr>
<td>2015-16</td>
<td>2,784</td>
<td>1,072</td>
</tr>
<tr>
<td>2016-17</td>
<td>3,000</td>
<td>1,110</td>
</tr>
<tr>
<td>2017-18</td>
<td>3,034</td>
<td>1,272</td>
</tr>
</tbody>
</table>

## Proposed New Funding Formula

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>50%</strong></td>
<td>Base</td>
</tr>
<tr>
<td><strong>25%</strong></td>
<td>Supplemental Grant</td>
</tr>
<tr>
<td><strong>25%</strong></td>
<td>Success Grant</td>
</tr>
</tbody>
</table>

### Base

Contingent on FTES enrollment comprising 50% of the formula.

### Supplemental Grant

25% - Based on the number of low-income students districts enroll reflecting two factors:

1. enrollment of students who receive a College Promise Grant fee waiver; and
2. enrollment of students receiving a Pell Grant.

### Success Grant

Student Success Incentive Grants comprise 25% of total.

1. Number of degrees and certificates granted;
2. Number of students who complete a degree/certificate in three years or less;
3. Associate Degree for Transfer granted by the college.
75% Access

- Continue to provide basic allocation, base FTES revenue and growth adjusted by the annual COLA
- Access funding based on a three-year average FTES
- A three-year average supports planning for new, and continuation of, highly effective programs

25% Equity & Success for All

Achieving equitable outcomes for focus populations means integrating socioeconomic and success metrics.

Framework:
- Recognizes successful outcomes of economically disadvantaged students within those metrics
- Considers progress, completion, transfer, and earnings
- Builds on Strong Workforce 17% incentive funding research and Guided Pathways key performance indicators (KPIs).

Equity
- Accurately define economically disadvantaged
- Build on Perkins definition

Success for All
- Measure All Transfers
- Economic Mobility
- Momentum Points
90% increase in degrees and certificates awarded, only 3.4% increase in enrollment.
TOTAL CSU AND UC TRANSFERS

59.4% increase in overall transfers, a 3.3% increase in enrollment

2011-12

7,107 FTES

2016-17

7,345 FTES
CALSTRS AND CALPERS PENSION CONTRIBUTION INCREASES

STRS/PERS rate increases through 2024-25:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>STRS</th>
<th>PERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>8.88%</td>
<td>11.77%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>10.73%</td>
<td>11.85%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>12.58%</td>
<td>13.89%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>14.43%</td>
<td>15.53%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>16.28%</td>
<td>18.10%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>18.13%</td>
<td>20.80%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>19.10%</td>
<td>23.80%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>19.10%</td>
<td>25.20%</td>
</tr>
<tr>
<td>2022-2023</td>
<td>19.10%</td>
<td>26.10%</td>
</tr>
<tr>
<td>2023-2024</td>
<td>19.10%</td>
<td>26.80%</td>
</tr>
<tr>
<td>2024-2025</td>
<td>19.10%</td>
<td>27.30%</td>
</tr>
</tbody>
</table>
• 69% voter approval
• $167 million
• Project list, etc. @ www.hartnell.edu/future
• First projects for Series A issuance ($70 million)
  ➤ Center for Nursing and Health Science
  ➤ Soledad Education Center
  ➤ King City Education Center Expansion
  ➤ North Monterey County Education Center
  ➤ Renovation of Buildings D and E
  ➤ New phone system
  ➤ Roof replacements Buildings K and H
• Academic calendars finalized for 2019-20 and 2020-21
• Approved by Governing Board on April 3
• Awaiting approval from Chancellor’s Office
• Implementation will likely be fall 2019 or fall 2020