



HARTNELL COLLEGE

Institutional Self-Evaluation Report



Institutional Self-Evaluation Report in Support of Reaffirmation of Accreditation

Submitted by:

Hartnell College
411 Central Avenue
Salinas, CA 93901

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted January 3, 2019

INSTITUTIONAL SELF-EVALUATION REPORT – CERTIFICATION

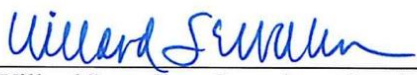
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Willard Lewallen, Superintendent/President
Hartnell College
411 Central Avenue
Salinas, CA 93901

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



Dr. Willard Lewallen, Superintendent/President
Date: 11 Dec 2018



Manuel M. Osorio, President, Board of Trustees
Date: 12-11-18




Dr. Sonja Lolland, Accreditation Liaison Officer
Date: 12/7/18



Lisa Storm, President, Academic Senate
Date: 12/11/18



Belen Gonzales, President, California School Employees Association
Date: 12/7/18



Alejandro Bueno, President, Associated Students of Hartnell College
Date: 12/11/18

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Introduction

A Relentless Focus on Student Success, Institutional Effectiveness, and Innovation

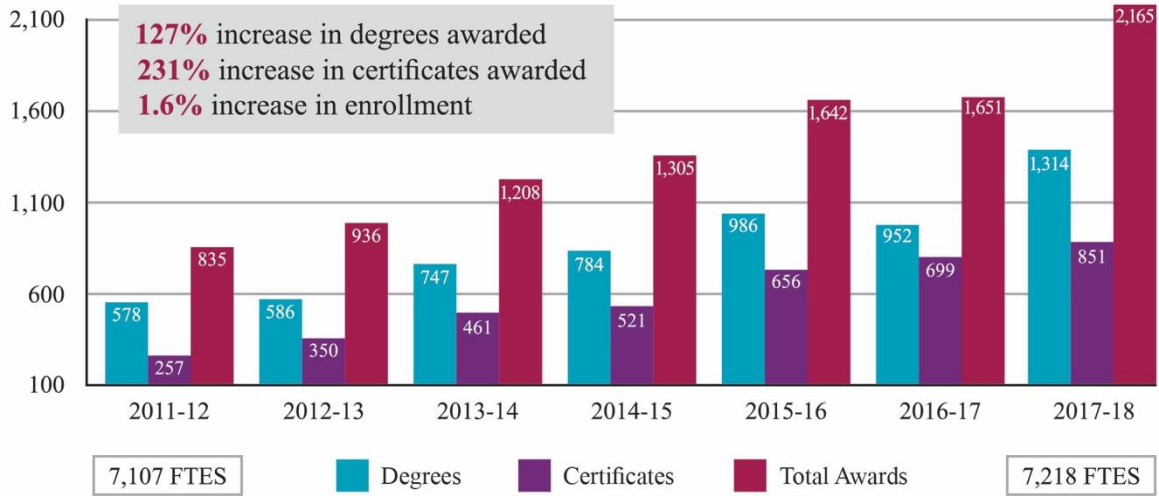
Hartnell College has a rich history of success, accomplishment, achievement, progress, and contribution to the individuals and communities served during its almost 100 years delivering higher education. Generations of individuals and families have benefited from the educational excellence provided by dedicated faculty, staff, administrators, and board members. Nothing could be more emblematic of the relentless focus on student and institutional success than what has occurred over the last 60 years and after the last accreditation evaluation in 2013. In 2013, the College adopted a set of values which started with “Students First.”

We believe the first question that should be asked when making decisions is “What impact will the decision have on student access, learning, development, achievement, leadership, and success?”

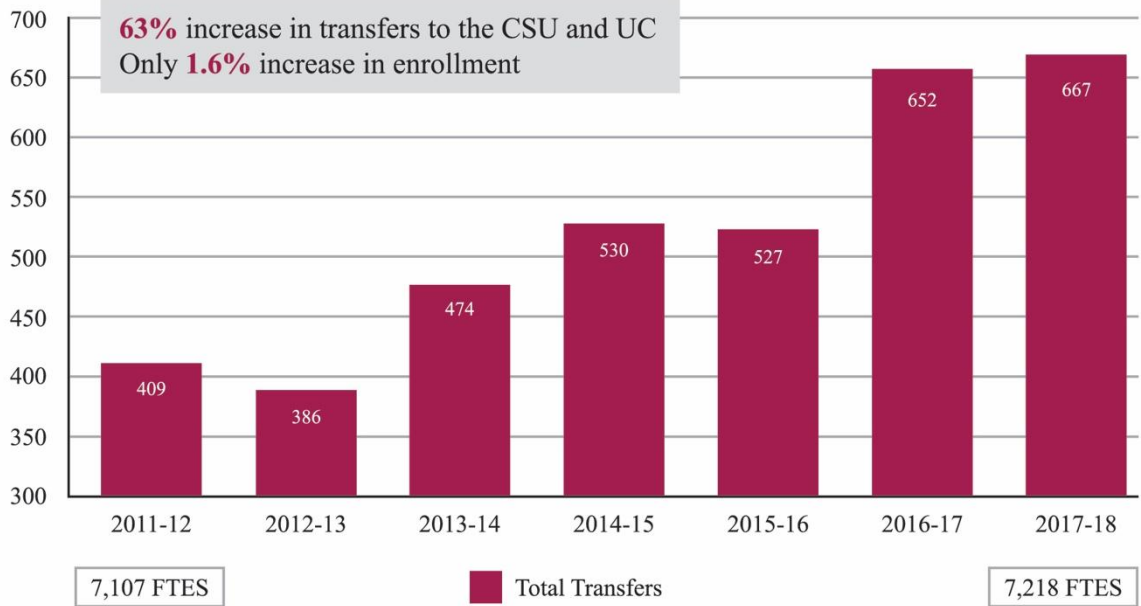
Questions about resources, positions, workload, assignments, methods, strategies, etc. are important, but only after the first question is answered. If the answer to the first question is “it will improve access, learning, development, achievement, leadership, and success,” then there is a commitment to finding a way to make it happen. This “Students First” value set in motion numerous initiatives, programs, services, activities, and strategies that together have produced unprecedented student and institutional outcomes. The introduction is not a place to expand on all of this because much will be discovered through the process of the accreditation evaluation and the evidence provided. However, it is believed that as an accreditation evaluation of Hartnell College is undertaken, it is important to provide an overall context for an institution that has experienced a transformation in student and institutional success. In the end, for Hartnell College it is about results. Over the last six years, there has been a 127% increase in degree completion, a 231% increase in certificate completion, and a 63% increase in transfer to four-year institutions while only experiencing a 1.6% increase in full time equivalent students (FTES) enrollment.



Degrees and Certificates Awarded



Student Transfers to CSU System and UC System



Hartnell College has twice been named a “Top 100 Producer of Associate Degrees for Minority Students” by *Diverse Issues in Higher Education*. For the 2015-2016 academic year, Hartnell College had the ninth highest percentage (89%) of minority student graduates for community colleges across the nation of over 1,400 community colleges. Hartnell had the fourth highest percentage of minority student graduates for community colleges in California (114 total colleges). Additionally, Hartnell had the largest percentage increase (28%) of minority graduates for all of the top 10 colleges. These powerful student outcomes received praise by Superintendent/President Lewallen when commenting that “the achievement gap for minority students is well-documented across the nation, but Hartnell has closed the gap through a laser focus on student success by our faculty, staff, and administrators.” Superintendent/President Lewallen also notes, “Most importantly, Hartnell students have succeeded as a result of their relentless grit and determination.”

The following list is not exhaustive, but provides examples of a spirit of innovation and creativity that has contributed significantly to powerful outcomes connected to “Students First.”

- The “Employee Innovation Grants” program provides funding for faculty and staff to pursue innovative projects to advance student learning and success.
- The innovative CSin3 Bachelor’s Degree Program in Computer Science in collaboration with California State University, Monterey Bay (CSUMB) is the only program of its kind in the United States. Three cohorts have graduated with 86% completing an associate degree in 1.5 years and 76% completing a bachelor’s degree in three years. The four-year bachelor’s degree completion rate for the California State University (CSU) system is 21%. The CSin3 program received a \$5 million innovation award from the state of California in 2015. In 2018, the program received a \$5 million grant from the National Science Foundation to replicate the program with CSU, Dominguez Hills and El Camino College.
- Hartnell’s innovative alliance with the agriculture industry led to receipt of the Public-Private Partnership Award from the Monterey Bay Economic Partnership.
- Hartnell was the only college in the United States recognized for four “Bright Spots” (programs) by the White House Initiative on Educational Excellence for Hispanics.
- The innovative Teacher Preparation Pathway program in collaboration with CSUMB; a cohort-based 2+2 program preparing elementary school teachers to address the acute shortage of teachers in the Salinas Valley. Eighty-two percent of the students in the first cohort completed associate degrees in two years and transferred.
- STEM research internships have been completed by over 400 students leading to impressive student achievement outcomes and culminating in a “Research Symposium,” unheard of in community colleges.
- The innovative Women’s Education and Leadership Institute (WELI) has now served seven cohorts where 81% of the first four cohorts completed associate degrees and/or certificates.

- In 2016, Hartnell launched the first DREAMer Center at a California community college to serve the unique needs of undocumented students. Two full-time employees were allocated to the Center. Hartnell serves over 800 DREAMer students.
- The Employee Scholars Program, launched in 2017-2018, provides employees with up to \$3,000 annually to assist with costs associated with continuing education so Hartnell employees are continuing to develop skills and knowledge that can further advance student and institutional success. Seventeen employees participated in 2017-2018.
- A five-year Foundation funding plan to raise \$14 million achieved \$45 million in four-years.
- The Salinas Valley Health Professions Pathway Partnership has created strategic alliances across industry, K-12 education, and universities that have contributed to successful outcomes for nursing and healthcare programs.

History of the Institution

The Hartnell Community College District (HCCD) is one of the oldest community college districts in California. Founded in 1920, it recently celebrated its 95th anniversary, and in 2020, the centennial will be celebrated. Its humble beginnings are rooted in the good works of William Edward Petty Hartnell, a native from Lancashire, England who proactively engaged with education as a migrant to California in 1822. He attended Cambridge University and then worked in Santiago, Chile as an accountant and trade negotiator. Mr. Hartnell became fluent in Spanish and later converted to Catholicism. He married Maria Teresa, daughter of Don José de la Guerra, one of the wealthiest and most influential men in the province. William Edward Petty Hartnell and Maria Teresa de la Guerra Hartnell moved to Monterey to oversee family business ventures. In 1830, Hartnell became a Mexican citizen and received a share of the Rancho de Alisal. On the Rancho, William and Maria Teresa planted fruit trees, grain, and vineyards while grazing over 500 head of cattle. Don José wrote to his son-in-law in 1832, “*turn (your) natural inclination to teach into an asset and become a schoolmaster.*” As the Rancho was an ideal setting for a school, Hartnell could combine the pleasures of teaching with those of being a ranchero. Mr. Hartnell soon received permission from the governor to secure a license to establish a postsecondary school.

On January 1, 1834, a fiesta formalized the opening of El Colegio de San José on the Alisal Rancho, which was later re-named El Patrocinio de San José. Eighty-four years later in 1920, the Board of Trustees of the Salinas Union High School District founded Salinas Junior College (SJC). A successful bond in 1936 allowed SJC to purchase 15.3 acres and construct a new campus at its present location. Construction was completed in April 1937. In 1948, Salinas Junior College was renamed Hartnell College. The HCCD was formed in 1949, which allowed Hartnell to serve students that were formerly outside of its district.

Description of Hartnell Community College District Service Area

The Hartnell Community College is located along the Central Coast of California with Santa Cruz and San Jose to the north, San Luis Obispo to the south, the Monterey Peninsula to the west, and the Central Valley to the east. The total service areas comprise approximately 2,300 square miles. HCCD serves the Salinas Valley, a fertile agricultural region in Monterey County. Communities served include Salinas, Castroville, Prunedale, Moss Landing, Spreckles, Chualar, Gonzales, Soledad, Greenfield, Jolon, King City, Lockwood, San Ardo, San Lucas, and Bradley as well as adjacent rural areas.

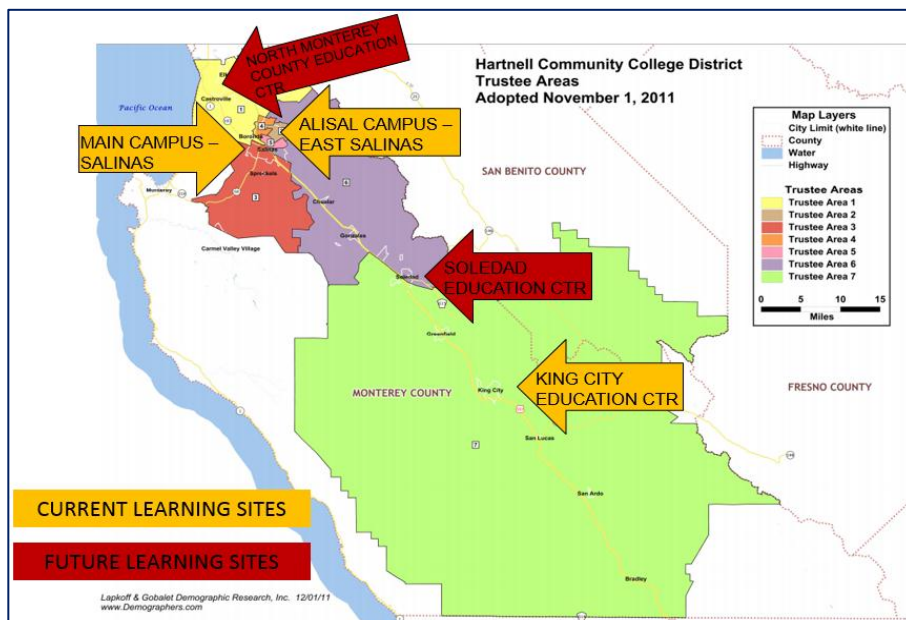
California Community College District Boundaries



Location of the Hartnell Community College District

The last 20 years have brought about significant transformation of the Hartnell College physical environment. In 2002, the King City Education Center opened providing convenient access to the southern part of the HCCD. Also, in 2002, the \$132 million Measure H facilities bond measure was passed by the voters and a number of major construction projects expanded and modernized the College's learning and support facilities. The projects completed are listed in the final report for Measure H ([RPT-H](#))

In 2016, the voters of the HCCD passed Measure T, a \$167 million facilities bond measure ([RPT-T](#)), which will again transform the College's learning environment and will expand the College's reach throughout its service area through constructing new facilities, modernizing existing facilities, and establishing additional learning sites in the District.



Location of Learning Sites for the Hartnell Community College District

The combined population of the cities in the service area is about 245,000 which is 58% of the total Monterey County area ([Figure 1](#)). The area is one of the major valleys of agricultural production in California. Food grown in this valley stocks grocery stores throughout the nation. The area is referred to as the “Salad Bowl of the World.”

Hartnell has a main campus in the heart of Salinas at 411 Central Avenue. Additionally, the Alisal Campus, opened in 2011, is located at 1752 E Alisal Street in Salinas CA, and the King City Educational Center, opened in 2013, is situated at 117 N. Second Street in King City, CA. The HCCD plans to open two more education outreach centers in Soledad and Castroville within the next three years along with a major expansion of the King City Education Center. The College also offers on-site instruction at local high schools throughout the District.

Supporting Evidence

RPT-H [Measure - H Report 2016](#)

RPT-T [Measure - T Project list](#)

Community Demographics

- HCCD serves approximately 15 cities (or Communities) of the 29 within Monterey County. These cities have approximately 245,143 residents ([Figure 1](#)).
- With the exception of Soledad, all of the cities in the College's service area have seen population growth during 2010 to 2016, with increases ranging from 3% to 8% ([Figure 2](#)).
- The Hartnell College service area is predominantly Hispanic/Latino (82%) in comparison to the county's total Hispanic/Latino population of 60%. The greatest percentage of African Americans (11%) is in Soledad, and the greatest percentage of Caucasians (43%) is in Prunedale ([Figure 3](#)).
- Gender for the HCCD service area is for the most part equally distributed ([Figure 4](#)).
- The population of the HCCD service area is relatively young, with 31% under 19 years of age and 67% under 45, which offers potential for enrollment growth ([Figure 5](#)).
- Twelve of the 15 communities served by Hartnell College have a median income lower than the Monterey County median ([Figure 6](#)).
- According to the U.S. Census Bureau's 2016 survey, 12.7% of Americans fall below the poverty line. Many cities within the HCCD service areas have even greater percentages of their population living in poverty ([Figure 7](#)).
- Of non-institutionalized residents in the service area, 7% of the Salinas population reports a disability in comparison to Monterey County, which reports 9%. Note: No information is available for the areas of service other than Salinas ([Figure 8](#)).
- Approximately 5% of the Hartnell service area population 18 years of age or older are military veterans. Monterey County reports 6% ([Figure 9](#)).
- Education is not necessarily the main focus of Salinas Valley residents, as many individuals must find employment at an early age. Of the residents in the College's service area 25 years or older, 36% have not graduated high school, 23% have a high school diploma or equivalency, and only 11% have a Bachelor's degree ([Figure 10](#)).
- Hartnell College service area median earnings are proportionally higher with the increase in educational attainment. The population with less than a high school

diploma is impacted the most with the lowest earnings (\$20,000 and lower per year) ([Figure 11](#)).

- The current top job industry subsectors in Monterey County have a steady ten-year projected increase. “Support Activities for Agriculture and Forestry” offer over 30,000 current employment positions, with a projected increase of almost 40,000 more by 2027 ([Figure 12](#)).
- Monterey County has 15 industry subsectors that account for the economic influx of the area. Major earnings are recorded in millions of dollars in regards to the county and the local government as well as for support for Agriculture and Forestry, Federal Government, and Crop Production ([Figure 13](#)).

Student Characteristics

HCCD is committed to supporting students as evidenced by its vision, mission, and values statements. Integral to this goal is knowing the student population.

- The majority of Hartnell students (68%) reside in Salinas ([Figure 14](#)).
- 56% of the HCCD student body is 24 years of age or younger. 45% of the students are between 25 and 50 plus years of age ([Figure 15](#)).
- The HCCD student body has a fairly equal gender distribution ([Figure 16](#)).
- The HCCD student body is predominantly Hispanic/Latino: 67% of students self-identify with this ethnicity; 18% self-identify as White ([Figure 17](#)).
- Part-time students at Hartnell College account for 66% of the student population in comparison to 34% full-time students ([Figure 18](#)).
- Over 3,000 high school students graduated from local high school feeder schools in the 2017-2018 academic year. This represents an 11% increase in a five-year period ([Figure 19](#)).
- Approximately 7,000 of high school graduates have enrolled at Hartnell College in the last six fall semesters, with a 16% increase between 2012 and 2017. On average, 40% of students from the local high schools enroll at Hartnell ([Figure 20](#)).
- The Hartnell College Annual Unduplicated Student Headcount has progressively increased in the last six years of reporting, a 23% increase from 2011-2012 to 2016-2017 ([Figure 21](#)).
- Annual FTES enrollment average is close to 7,500 students with a 7% increase in the last five years. Credit FTES account for the large majority of enrollment ([Figure 22](#)).

- The percentage of students with an educational goal to transfer has increased by 11% over the last five-year period ([Figure 23](#)).
- Continuing students account for 66% of student enrollment; 19% are first-time students and 22% are returning students ([Figure 24](#)).

Programmatic Accreditation

- A number of Hartnell College’s career and technical programs (CTE) maintain programmatic accreditation. These include: The California Board of Registered Nursing, the California Board of Vocational Nursing and Psychiatric Technicians, the Accreditation Commission for Education in Nursing (ACENT), the Commission on Accreditation for Respiratory Care, and the Monterey County Emergency Medical Services Agency.

Student Achievement and Institution Set Standards

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Organization of the Self-Evaluation Process

Hartnell College meets accreditation requirements with a commitment to collaborative efforts by college constituents, active engagement with the development of the self-evaluation process, and attentiveness to the consistent improvement of practices by which the College engages its student populous. Exemplified through efforts communicated herein, the College has addressed recommendations and limited deficiencies in its Midterm Report filed

and approved by the Commission in 2016. The Accrediting Commission for Community and Junior Colleges (ACCJC) will note constituent participation by the College's monthly accreditation team meetings prior to midterm reporting so as to maintain vigilance in

addressing the Standards in relation to college policies, procedures, and practices ([Figure 53](#)). The Hartnell College Self-Evaluation Report was developed and submitted for approval with the same level of aforementioned engagement over time ([Figure 54](#), [Figure 55](#), [Figure 56](#)).

Acknowledgement of and preparation for the ACCJC team visit in spring 2019 began much before the development of the written Institutional Self-Evaluation Report (ISER) ([Figure 56](#)). Activities relatable to daily procedures and processes included evidence recognition and collection, campus, and community-wide discussions of Standards compliance, college-wide-improvement collaborative planning, and institutional actions over time outlined herein ([Figure 53](#)). The Hartnell College Accreditation Committee met outside of its regular monthly meetings, as evidenced in Accreditation Committee Meeting Minutes, in spring 2017



specifically for the purpose of outlining strategies to achieve report completion. The committee includes representatives from each constituent group at the College and is co-chaired by the accreditation liaison officer and report writer. Four Standard co-chairs were tasked with coordinating subcommittees to work directly on report development. A full-time faculty member was commissioned by the College to coordinate the drafting

process and evidence collection requirements of the ISER in spring 2017 ([Figure 54](#)). An open meeting/training was offered to all constituents involved in ISER development and drafting. Evidence collection and drafting guidelines were presented along with a timeline for draft component completion. Co-leads disseminated tasks to constituent groups inclusive of faculty, staff, administrators, and students at this institutional level meeting and over the course of the two-year ISER writing process. Committee co-leads worked with Standard constituent groups to create a cohesive draft for each of the four Standards addressed by the College. This included regular meetings, email exchanges, face-to-face interactions, and an engagement in several conversations with college personnel, through similar interaction such as smaller meetings to confirm College compliance with the Standards and to gather evidence relative to said compliance to each substandard ([Figure 57](#), [Figure 58](#), [Figure 59](#)). Additionally, the Accreditation Committee attended ACCJC-hosted ISER development trainings in both Los Angeles and Oakland, California during the academic calendar years of 2017 and 2018 to receive instruction and guidance in developing a cohesive and collaborative written report constructed by representatives of all College constituent groups including, but not limited to, the Academic Senate, student governance committees, staff and administrative employee groups such as the Board of Trustees, and of course, full- and part-time faculty. All-College communiqués were relayed consistently to ensure awareness and engagement with the ISER development process for students, faculty, staff, administrators, and community members

alike. Information was made readily available at constituent council meetings, as well as during all-College presentations of actionable items, both continuous and newly implemented ([Figure 55](#)).

Standard co-chairs submitted their constituent group's completed evidence documentation in accordance to suggested timelines. Collaborative drafting was equally completed in accordance to expected timeline adherence. Once ISER drafting and submission concluded in the summer months of 2018, a process of collective review was implemented by the accreditation liaison officer, the commissioned faculty writer, and the College president. The draft ISER was made available to all employees to review and input. The ISER was reviewed by appropriate governance groups to secure recommended support. The complete ISER was then forwarded to the Board of Trustees for final review and approval prior to being sent to the Commission and Evaluation Team ([Figure 60](#), [Figure 61](#)).

The Hartnell College educational experience involves the daily efforts of all constituents of Hartnell College and continues to be an integral component of its College culture.



INSTITUTIONAL SELF-EVALUATION REPORT WRITING TEAM

Some specific Accreditation Committee members, reporting collaborators, and key contributors to the ISER development process include the following individuals; however, due to the College approach to drafting this final representative document, some contributors' names are absent. A focus on meeting ACCJC Standards, Eligibility Requirements, and Commission Policies that ensure the quality of the Hartnell College educational experience involves the daily efforts of all constituents of Hartnell College and continues to be an integral component of its College culture.

Co-Chairs:

Dr. Lori Kildal (ISER Chair)
Michael Hooper (ISER Co-Chair)

Introduction / History / Demographics

Esmeralda Montenegro
Natalia Cordoba-Velasquez

Eligibility Requirements, Commission Policies, Federal Requirement Adherence

Dr. Rebecca Fields

STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

David Beymer (Standard I / Co-Chair)
Dr. Brian Lofman (Standard I / Co-Chair)

Mission

Dr. Hortencia Jimenez
(Standard IA / Co-Lead)
Moises Almendariz (Standard IA / Co-Lead)
Kimberly Kessler (Standard IA / Co-Lead)

Assuring Academic Quality and Institutional Effectiveness

Dr. Debra Kaczmar (Standard IB / Co-Lead)
Dr. Mohammed Yahdi (Standard IB / Co-Lead)
Dr. Layheng Ting (Standard IB / Co-Lead)

Institutional Integrity

Dr. Slava Bekker (Standard IC / Co-Lead)
Bronwyn Moreno (Standard IC / Co-Lead)
Lucy Serrano (Standard IC / Co-Lead)

STANDARD II: Student Learning Programs and Support Services

Lisa Storm (Standard II / Co-Chair)
Dr. Romero Jalomo (Standard II / Co-Chair)

Instructional Programs

Dr. Celine Pinet (Standard IIA / Co-Lead)
Carol Hobson (Standard IIA / Co-Lead)
Herbert Cortez (Standard IIA / Co-Lead)

Library and Learning Support Services

Kathy Mendelsohn (Standard IIB / Co-Lead)
Laura Fatuzzo (Standard IIB / Co-Lead)
Ramon Serrano (Standard IIB / Co-Lead)

Student Support Services

Mary Dominguez (Standard IIC / Co-Lead)
Mitzi Alexander (Standard IIC / Co-Lead)
Frank Henderson (Standard IIC / Co-Lead)

STANDARD III: Resources

Benjamin Figueroa (Standard III / Co-Chair)
Dr. Ann Wright (Standard III / Co-Chair)

Human Resources

Terri Pyer (Standard IIIA / Co-Lead)
Dr. Marnie Glazier (Standard IIIA / Co-Lead)
Alma Arriaga (Standard IIIA / Co-Lead)

Physical Resources

Joseph Reyes (Standard IIIB / Co-Lead)
Dr. Burton Ward (Standard IIIB / Co-Lead)
Dawn Henry (Standard IIIB / Co-Lead)

Technology Resources

David Phillips (Standard IIIC / Co-Lead)
Cheryl O'Donnell (Standard IIIC / Co-Lead)
Laura Otero (Standard IIIC / Co-Lead)

Financial Resources

Suzie Payne (Standard IIID / Co-Lead)
Peter Calvert (Standard IIID / Co-Lead)
Fred Placido (Standard IIID / Co-Lead)

STANDARD IV: Leadership and Governance

Dr. Willard Lewallen (Standard IV / Co-Chair)
Chris Moss (Standard IV / Co-Chair)

Decision-Making Roles and Processes

Renata Funke (Standard IVA / Co-Lead)
Samuel Pacheco (Standard IVA / Co-Lead)
Stephen Otero (Standard IVA / Co-Lead)

Chief Executive Officer

Manuel Bersamin (Standard IVB / Co-Lead)
Francisco Corchado (Standard IVB / Co-Lead)
Belen Gonzales (Standard IVB / Co-Lead)

Governing Board

Dr. Willard Clark Lewallen (Standard IVC /
Co-Lead)
Jason Hough (Standard IVC / Co-Lead)
Lourdes Sanchez (Standard IVC / Co-Lead)



Hartnell CCD Governing Board Members



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Dec. 2015 - Dec. 2020



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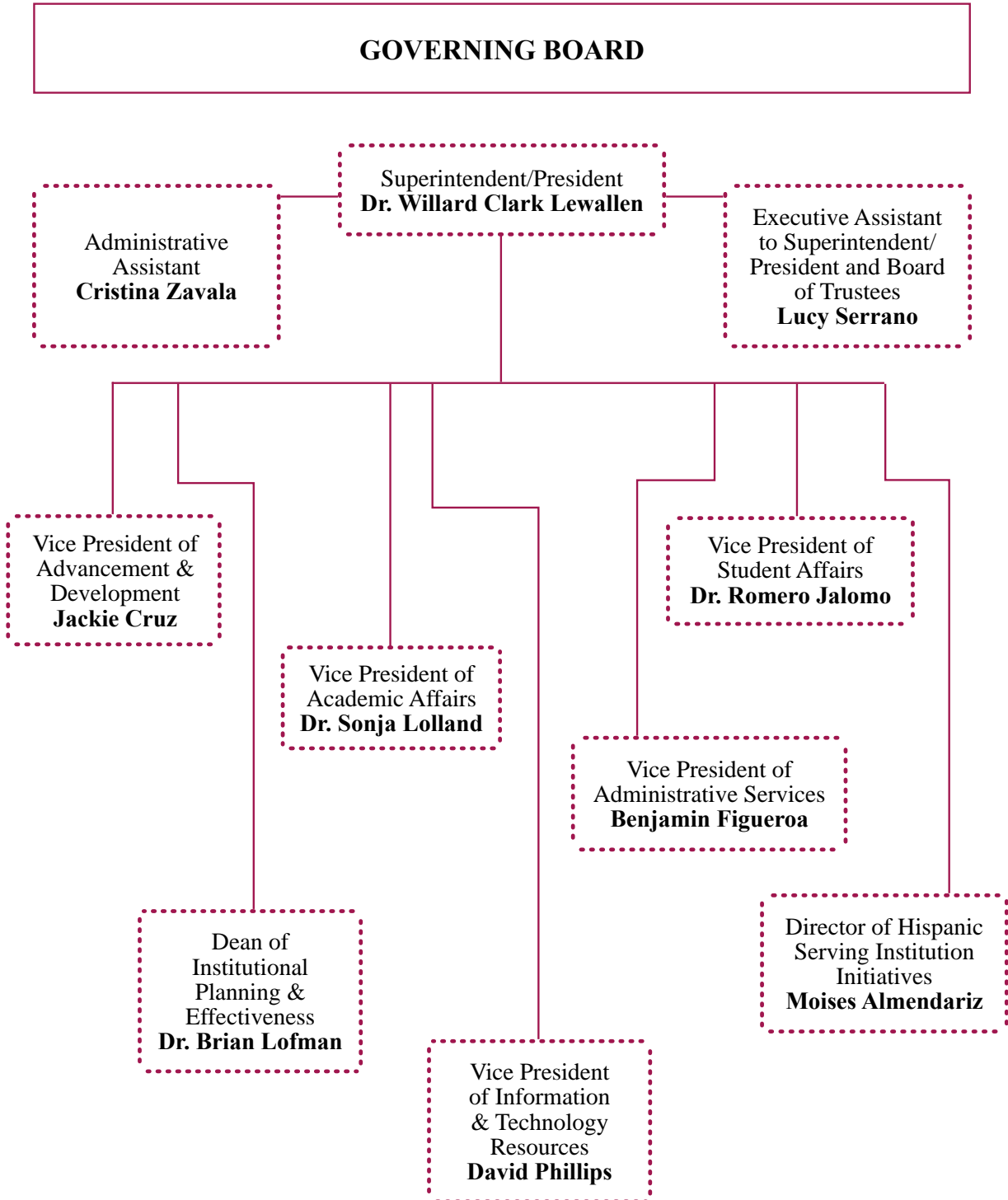


Willard Clark Lewallen, Ph.D.
Superintendent/President
Board Secretary
wlewallen@hartnell.edu



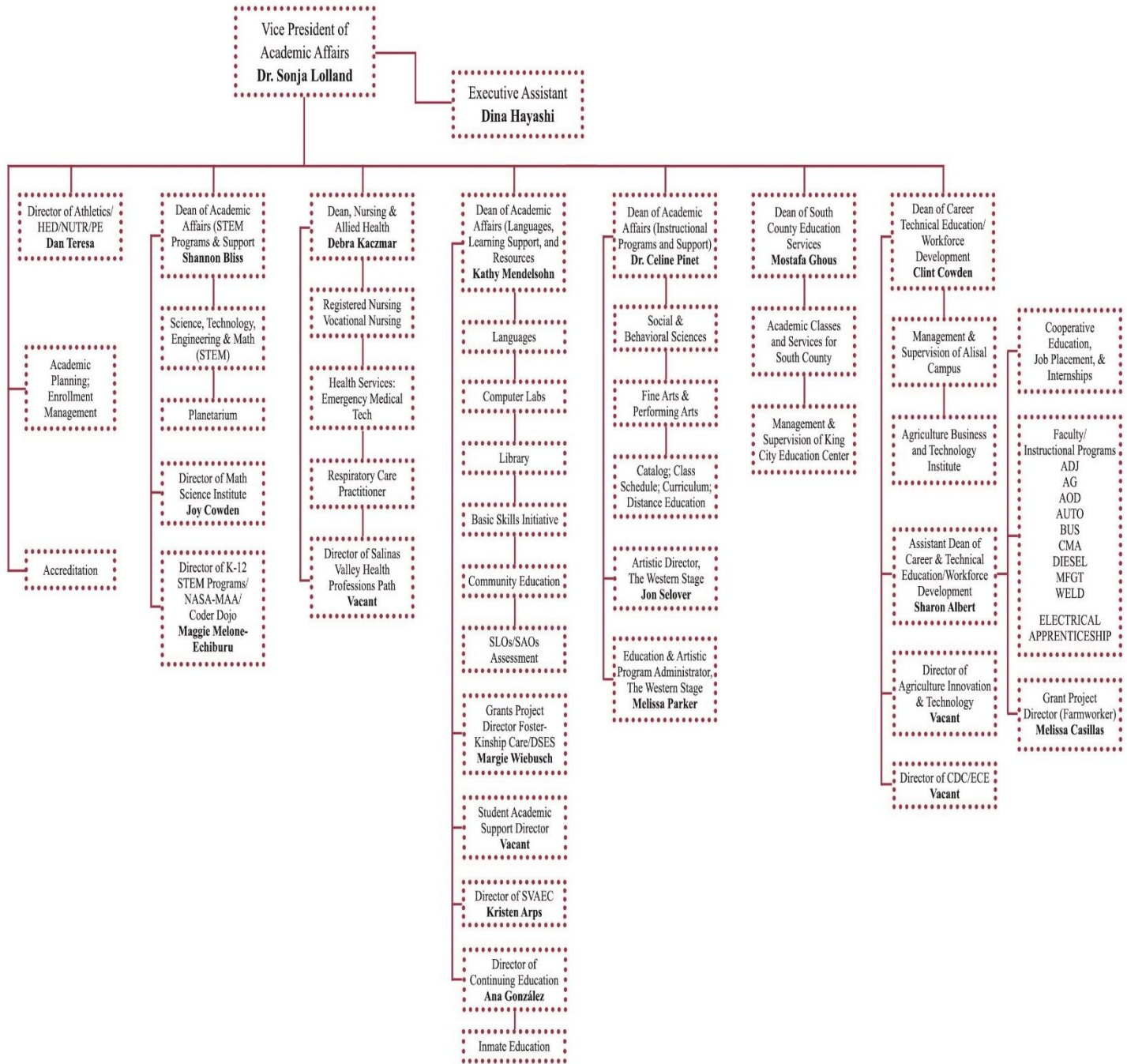
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Student Member of the
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Hartnell Community College District Organizational Chart



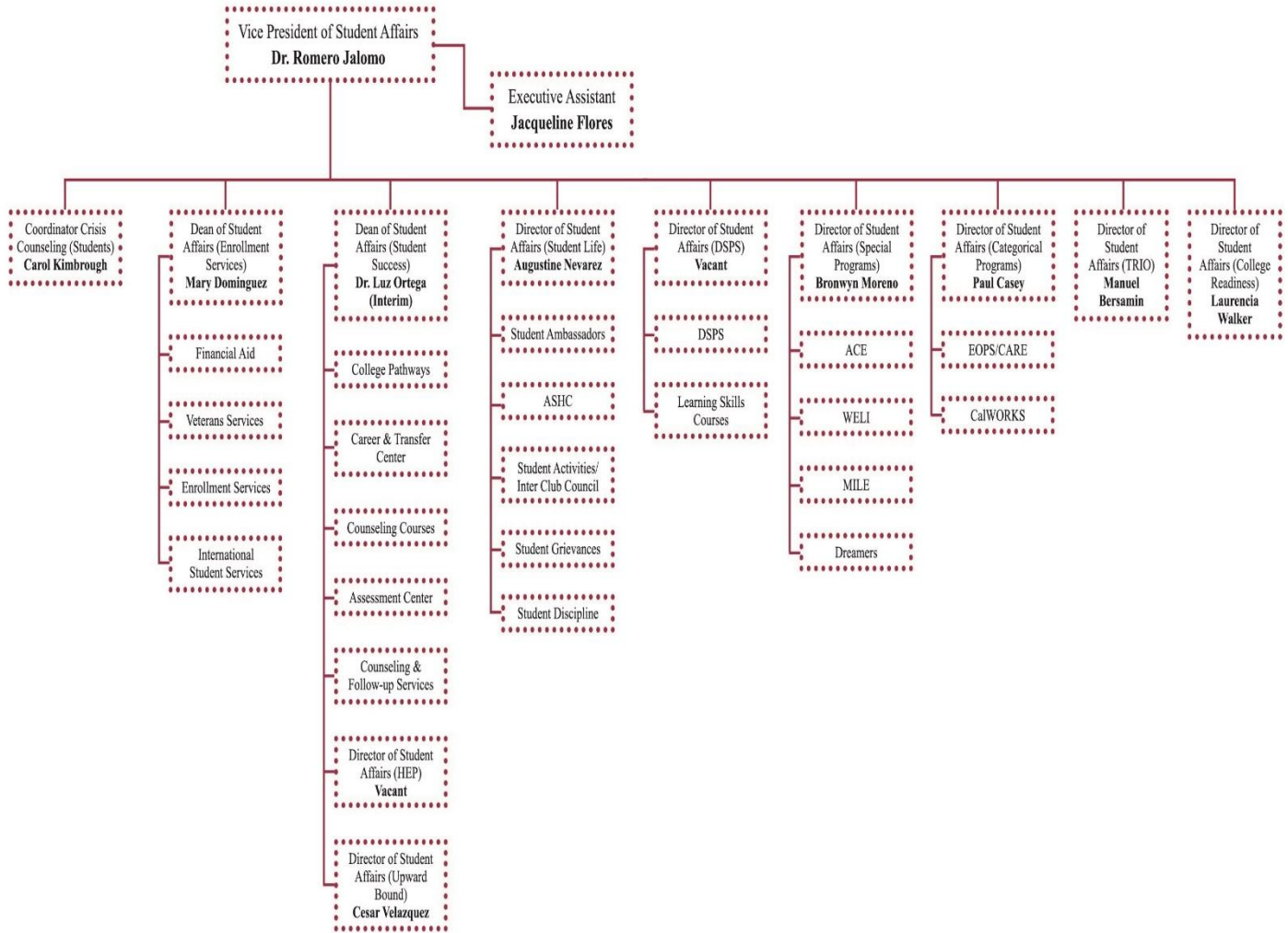
HARTNELL COMMUNITY COLLEGE DISTRICT

Academic Affairs Division

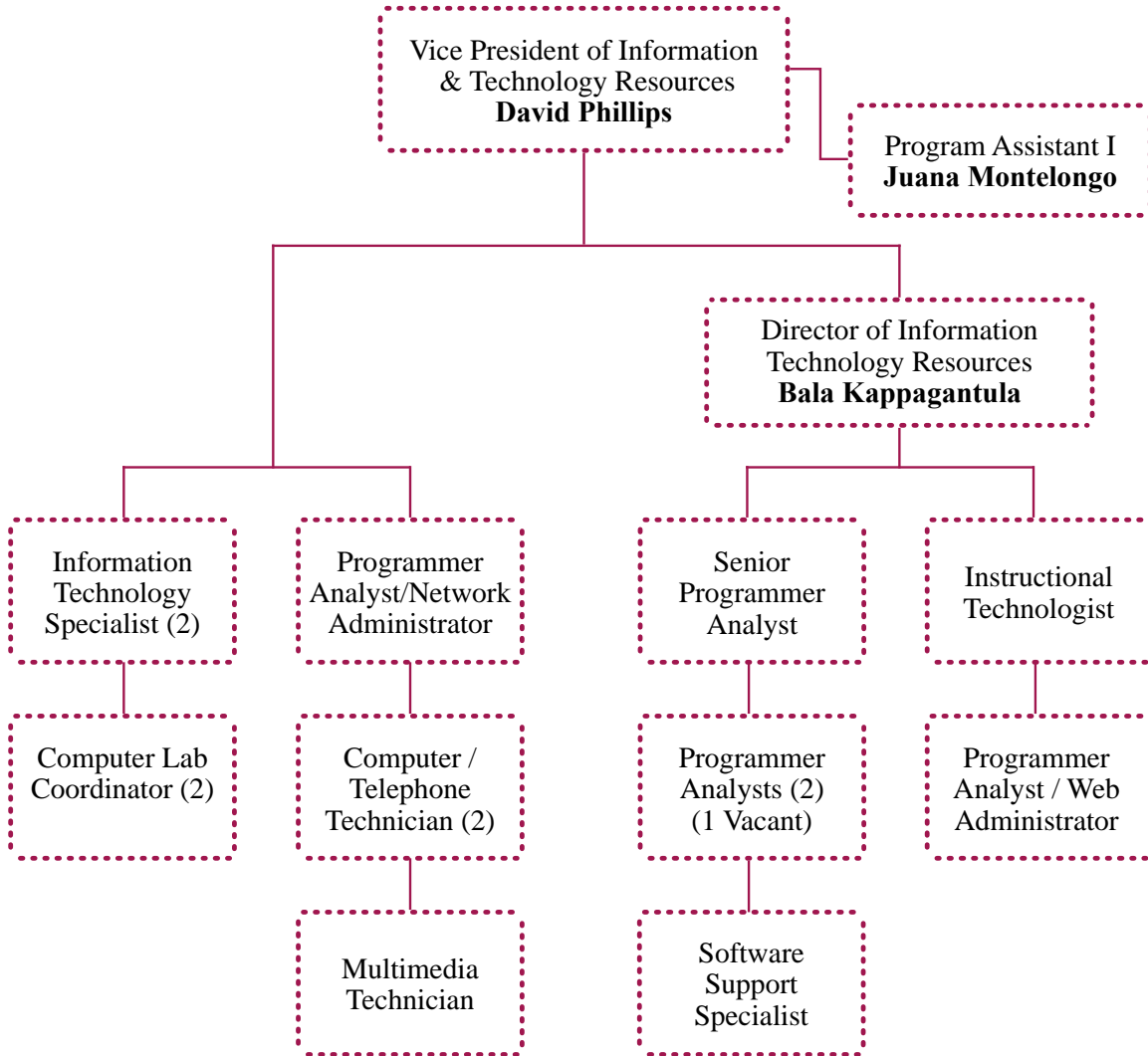


HARTNELL COMMUNITY COLLEGE DISTRICT

Student Affairs Division

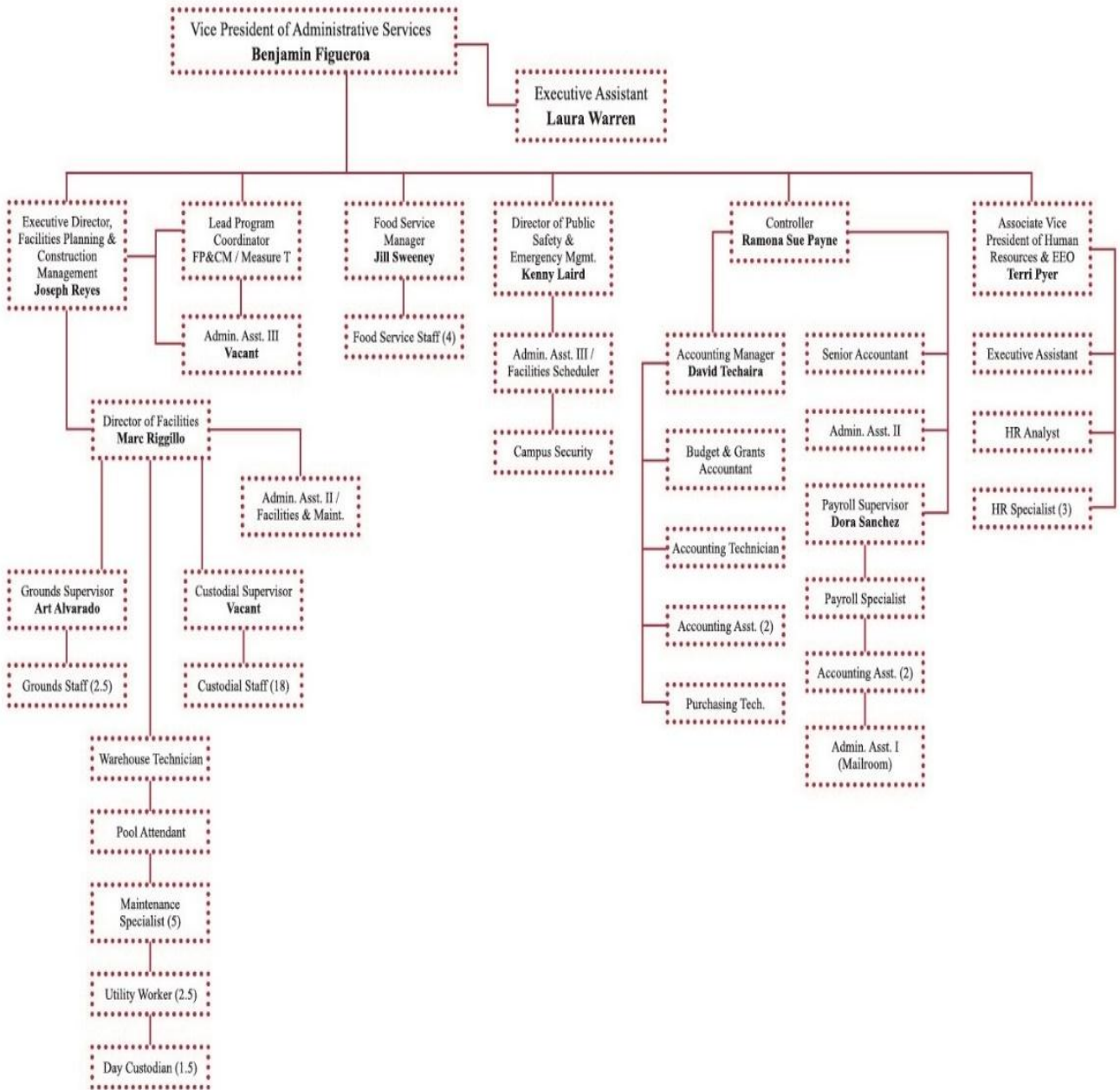


**HARTNELL COMMUNITY COLLEGE DISTRICT
Information and Technology Resources Division**

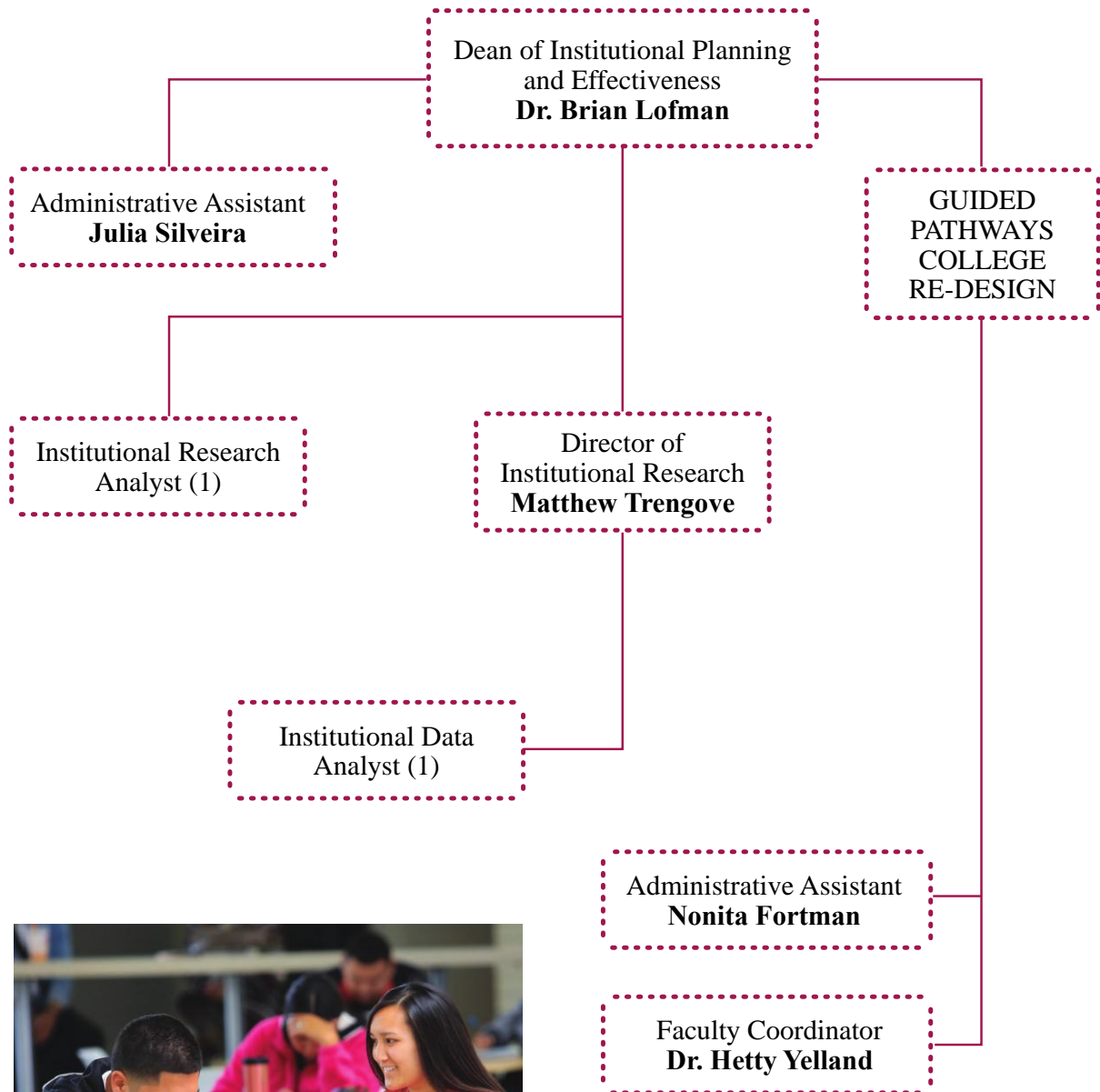


HARTNELL COMMUNITY COLLEGE DISTRICT

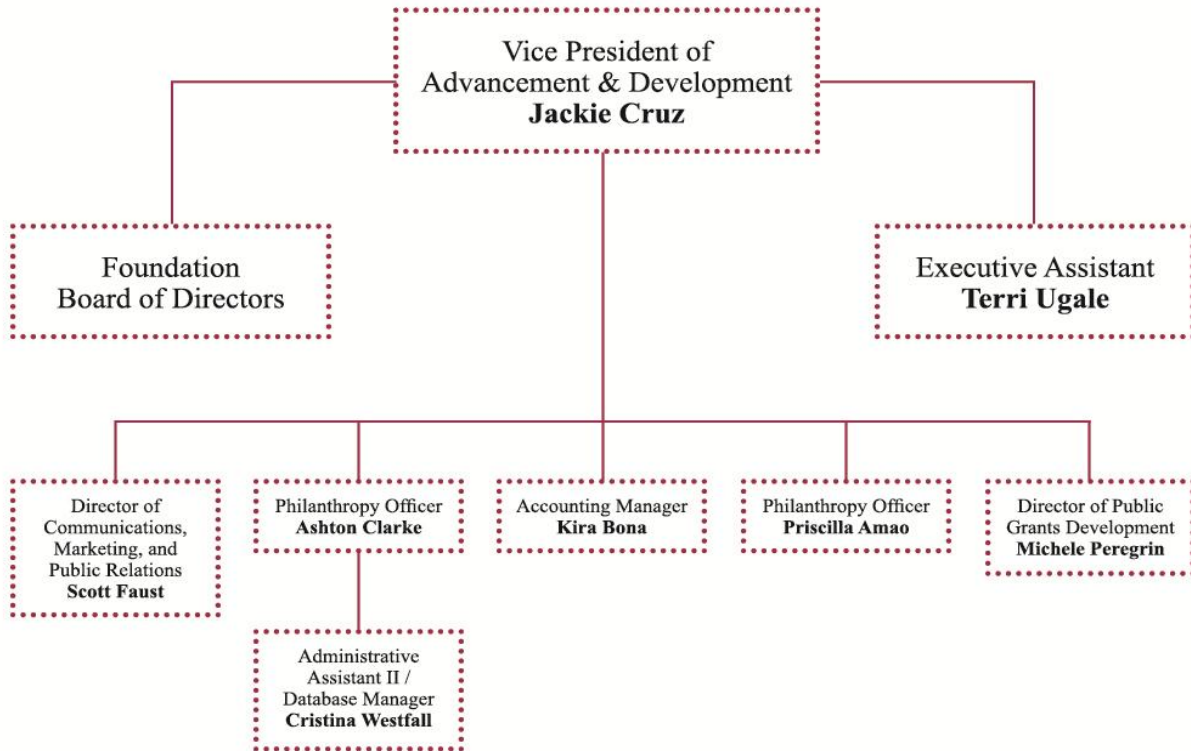
Administrative Services Division



**HARTNELL COMMUNITY COLLEGE DISTRICT
Institutional Planning, Research, and Effectiveness**



**HARTNELL COMMUNITY COLLEGE DISTRICT
Office of Institutional Advancement / Foundation Division**



Institutional Analysis

Certification of Continued Institutional Compliance with Eligibility Requirements

Eligibility Requirement 1

Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Hartnell College is a public two-year community college under the authority of the state of California, the Board of Governors of the California Community Colleges that operates through a centralized Chancellor's Office, and the Board of Trustees of the Hartnell Community College District.

The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges accredits the College ([ER 1.1](#)). In addition, the College is also accredited by the California Board of Registered Nursing, the California Board of Vocational Nursing and Psychiatric Technicians, the Accreditation Commission for Education in Nursing (ACEN), the Commission on Accreditation for Respiratory Care, and Monterey County Emergency Medical Services ([ER 1.2](#)).

Hartnell College meets Eligibility Requirement 1.

Supporting Evidence

ER 1.1 [Action Letter from ACCJC](#)

ER 1.2 [College Catalog, p.1](#)



Eligibility Requirement 2

Operational Status

The institution is operational, with students actively pursuing degree programs.

Hartnell College is operational with students actively pursuing its degree requirements. Student enrollment history and demographic information is publically available on the Institutional Research and Planning website, and in summary reports available from the California Community College Chancellor's Office (CCCCO). The College has an average unduplicated headcount of 17,000 and FTES of approximately 7,560 for annual year 2016-2017 ([ER 2.1](#), [ER 2.2](#)). The current schedule of classes is available on the College website and in print form ([ER 2.3](#)).

Hartnell College meets Eligibility Requirement 2.

Supporting Evidence

ER 2.1 [Student Enrollment Summary Report Chancellor's Office](#)

ER 2.2 [FTES Summary Report Chancellor's Office](#)

ER 2.3 [2018 Fall Schedule of Classes](#)

See Detailed Discussion, Instructional Programs, Standard II.A.



Eligibility Requirement 3

Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Hartnell College is a comprehensive community college which currently has 825 active credit courses in its curriculum inventory and 63 educational programs that lead to an associate degree ([ER 3.1](#)). The College offered 2,184 class sections in 2017-2018, 91% of these were identified as degree applicable. All associate degree programs require a minimum of 60 units ([ER 3.2](#)) and are typically two years in length (assuming an average unit load of 15 units per semester). However, there is nothing that would preclude a student from completing an associate degree program in less than two years.

Conclusion

Hartnell College meets Eligibility Requirement 3.

Supporting Evidence

- ER 3.1 [Degrees and Certificates](#)
- ER 3.2 [Hartnell College Degree Requirements](#)



Eligibility Requirement 4

Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose fulltime responsibility is to the institution, and who possesses the required authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Board of Trustees has responsibility for hiring and evaluating the chief executive officer of the College ([ER 4.1](#)). The Board appointed as Superintendent/President of the College Dr. Willard Lewallen. He has held the position since 2012 ([ER 4.2](#)). Board policy (BP) 2430 delegates authority for administration of the College to the Superintendent/President ([ER 4.3](#)). Dr. Lewallen has primary responsibility for the quality and accreditation of the College. Dr. Lewallen does not serve as Chair of the Board of Trustees.

Hartnell College meets Eligibility Requirement 4.

Supporting Evidence

- ER 4.1 [BP 2200 Duties and Responsibilities](#)
- ER 4.2 [Dr. Willard Lewallen Biographical Information](#)
- ER 4.3 [BP 2430 Delegation of Authority to the CEO](#)



Eligibility Requirement 5

Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already title IV eligible must demonstrate compliance with federal requirements.

Hartnell College provides for an annual external financial audit by an independent CPA firm of its federal, state, grant, foundation, and bond funds. Generally accepted accounting principles are applied when completing the audits. These audits are publically available on the College website. The final audit report is reviewed and accepted by the Board of Trustees. The annual external audit includes a systematic review of internal controls, as well as compliance with state and federal rules and regulations. Since the College is part of the California Community College System, all audits are submitted to the system's financial office for further oversight and examination. The last audit was completed June 30, 2017 ([ER 5.1](#)).

Hartnell College meets Eligibility Requirement 5.

Supporting Evidence

ER 5.1 [Financial Audit Report 2017](#)



Certification of Continued Institutional Compliance with Commission Policies

Public Notification of an Evaluation Visit and Third Party Comment

[Regulation citations: 602.23(b)]

Evaluation Items:

Hartnell College has made an appropriate and timely effort to announce the evaluation visit and to solicit third-party comment in advance of its comprehensive evaluation visit. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements

- The College has announced the evaluation visit and invited third-party comments through a variety of methods including through its website ([CP1](#)), through a communication to employees and students ([CP2](#)), through a press release ([CP3](#)), and through meetings of the Governing Board when the ISER was on the agenda ([CP4](#)). Comments will continue to be solicited up until five weeks before the comprehensive evaluation visit. Additionally, the evaluation visit has been announced and presented at numerous college meetings and presentations after the dates of the visit were known. Individuals wishing to make comments were and will be directed to the third-party comment form on the ACCJC website.
- See response to Standards I.C.12
- Eligibility Requirement 21.

The College cooperates with the evaluation team in any necessary follow-up related to the third-party comment.

- The College has not received any notification of third-party comments up to the time of the publication of the ISER. Any comments received after publication will be shared with the Commission and visiting team. The College intends to work with the evaluation team in the event of third-party comments.
- See response to Standards I.C.12.
- Eligibility Requirement 21.

Conclusion

The College complies with the Commission Policy on Public Notification of an Evaluation Team Visit and Third Party Comment.

Supporting Evidence Not Already Included in Standard Responses

- CP1 [Public Notification of an Evaluation Visit and Third Party Comment \(webpage\)](#)
- CP2 [Public Notification of an Evaluation Visit and Third Party Comment \(employees and students\)](#)
- CP3 [Public Notification of an Evaluation Visit and Third Party Comment \(press release\)](#)
- CP4 [Public Notification of an Evaluation Visit and Third Party Comment \(meeting of the Governing Board December 11, 2018\)](#)



Standards and Performance with Respect to Student Achievement

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19(a-e).]

Evaluation Items:

Hartnell College has defined elements of student achievement performance across the College and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the Institution's mission.

- The College has established institution-set standards at the College level.
- The institution-set standards were established as part of the participatory governance process.
- Successful course completion is one of the measures of analysis.
- The College has also set standards of institutional performance for course retention, degrees, certificates awarded, and transfer to four-year colleges and universities.
- The College uses threshold or minimum expectation measures, and has recently adopted an institutional effectiveness framework for goal-setting that includes a range of minimum expectation, attainable goal, and aspirational goal for each metric.
- See response to Standard I.B.3.
- Eligibility Requirement 11.

The College has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- The College has included programmatic level analysis for employment using employment rates and licensure passage rates.
- Institution-set standards for CTE programs are included in the ACCJC Annual Report.
- The academic program assessment process has included questions about program-level performance compared with the institution-set standards.
- See response to Standard I.B.3.
- Eligibility Requirement 11.

The institution-set standards for programs and across the College are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the College; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

- The College regularly evaluates progress on its mission through its annual strategic plan review.
- The College Planning Council discusses the College’s performance on goals and outcomes.
- The College has recently adopted an institutional effectiveness framework for goal-setting that includes three levels of targeted outcomes when setting institutional goals: minimum expectation, attainable goal, and aspirational goal. The framework also includes four assessment zones indicating different levels of achieved outcomes and the type of action needed.
- Student performance metrics are included in annual program assessments.
- See responses to Standards I.B.3 and I.B.5.
- Eligibility Requirement 11.

The College analyzes its performance as to the institution-set standards and student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

- Student performance metrics are included in program assessment data.
- Programs are evaluated on the extent to which they have aligned with the College’s strategic plan, analyzed student performance, and used the results of learning assessment for programmatic improvement.
- The College has recently adopted an institutional framework for goal-setting that includes four assessment zones indicating different levels of achieved outcomes and the type of action needed. No follow-up will be needed when the actual value is greater or equal to the aspirational goal; analysis will be conducted when the actual value is greater than the attainable goal, but less than the aspirational goal; analysis will be conducted or action may be taken when the actual value is greater than the minimum expectation, but less than the attainable goal; and extraordinary action may be taken when the actual value is less than the minimum expectation, particularly when there is a trend of three consecutive years of unacceptable performance.
- Across all institution-set standards, only one metric for one program—for CTE job placement—has shown two consecutive years of unacceptable performance, and no metric has shown three consecutive years of unacceptable performance.
- See responses to Standards I.B.3 and I.B.5.
- Eligibility Requirement 11.

Conclusion

The College complies with the Commission Policy on Standards and Performance with Respect to Student Achievement. The College has reviewed the criteria regarding this policy and finds that it meets the Commission’s requirements.

Credits, Program Length, and Tuition

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Evaluation Items:

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- Hartnell College designs academic programs to comply with the accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.
- The Course Outlines of Record (COR), degrees, and certificates are vetted by the Curriculum Committee, under the direction of the Academic Senate, to ensure that the credit hours and units comply with the regulations set forth by the CCCCO in its *Program and Course Approval Handbook*.
- Hartnell College has in place written policies and procedures for determining a credit hour that meets the accepted standards set forth by the CCCCO in its *Program and Course Approval Handbook*.
- BP 4100 establishes minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- The Curriculum Committee reviews all new degree proposals as well as degree revisions and verifies that the degrees meet the minimum 60-unit requirement.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11 and II.A.12.
- See Eligibility Requirements 9, 10 and 12.

The assignment of credit hours and degree program lengths is verified by the Institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education (DE) classes, and for courses that involve clinical practice (if applicable to the institution).

- All courses, regardless of delivery mode, must meet the required number of contact hours. All degrees and certificates of achievement are reviewed by the Curriculum Committee to verify that they meet the overall unit requirements and the required minimum units for the major.
- All courses, degrees, and certificates of achievement are approved by the CCCCO, which is the final requirement in the certification process.
- BP 4100 establishes minimum accepted program length for associate degrees as 60 semester units of course credit in a selected discipline.
- The Curriculum Committee reviews all new degree proposals as well as degree revisions and verifies that the degrees meet the minimum 60-unit requirement.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11 and II.A.12.
- See Eligibility Requirements 9, 10 and 12.

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- Tuition is set by the California legislature, is consistent across all courses and programs, and is based on units.
- See response to Standards I.C.2, I.C.6.
- See Eligibility Requirements 11.

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

- Hartnell College does not offer clock-hour-based courses.
- See response to Standard II.A.9.

Conclusion

The College complies with the Commission Policy on Institutional Degrees and Credits. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.



Transfer Policies

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Evaluation Items:

Clearly written transfer policies are available to students and to the public (Standard II.A.10).

- BP/AP 4050 (Articulation), AP 4051 (High School Articulation), and BP/AP 4235 (Credit by Examination) are publicly available on the College's website.
- Students are also provided with a variety of transfer services and resources through the College website to guide them in the transfer process.
- The College Catalog (pp. 14-20 and 27-28) also contains information about the process to follow for transfer planning as well as the related review process.
- Incoming students planning to transfer are provided clear guidance about the Transfer-of-credit policies through the "7 Steps to Success" ([CP5](#)) during student orientations, counseling appointments, and the development of student education plans specific to their majors and chosen transfer institution.
- See response to Standard II.A.10.

The College Policies contain information about the criteria the Institution uses to accept credits for transfer.

- College policies require that courses awarded as credit satisfy degree requirements to be from an institution accredited by the U.S. Department of Education.
- The College Catalog describes the policies and procedures, along with criteria used to accept credits, including those from less traditional paths such as for international students, military service, or via credit by examination.
- The College also provides clear criteria, lined up and publicly available on the College's website, about the acceptance of coursework that meets associate degree requirements and policies on transfer to upper-division curricula, such as Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE).
- See response to Standard II.A.10.

Conclusion

The College is in full compliance with the Commission Policy on Transfer of Credit.

Supporting Evidence not Already Included in Standard Responses

CP5 [7 Steps to Success](#)

Distance Education and Correspondence Education

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Evaluation Items:

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education in alignment with U.S. Department of Education definitions.

- The College uses the course management system Canvas to authenticate and secure student logins and passwords for access to online, hybrid, and web-enhanced courses and related resources (CP6), discussions, assignments, and assessments. Authentication procedure is established through AP 4105 – Distance Education (CP7).
- The College maintains quality instruction in online courses and programs by contractually mandating faculty training before faculty can teach online (CP8). This mandatory training includes pedagogical instruction and training on the College’s current course management system. In addition, faculty teaching online must provide, at least once every three years, evidence of current knowledge and use of tools, strategies, and best practices in online teaching.
- The College assures that the online infrastructure supports and sustains the DE program offerings along with offering assistance to students who need help accessing online courses and online support services. In addition, students have access to the Quest for Success Program; an orientation to online learning that is offered through Canvas.
- All of the College’s course offerings, regardless of delivery mode, follow the same Course Outline of Record (COR). Courses offered via DE incorporate a separate addendum detailing methods of instruction and evaluation specific to online and hybrid instruction (CP9).
- To ensure quality in all modes of instruction, academic disciplines regularly review and analyze data on enrollment, success, and retention rates as part of the annual Program Planning and Assessment (PPA) process. Enrollment, success, and retention metrics are disaggregated for online and face-to-face delivery modes.
- The College employs administrators, faculty, and staff who oversee and support online instructional programs and support services, including fully online and hybrid course sections.
- See responses to Standards II.A.1, II.A.7, and II.C.1.
- Eligibility Requirements 9, 15, and 17.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by DE in an online or hybrid format (with regular effective contact with the instructor, initiated by the instructor, and online activities included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- All of the College’s course offerings, regardless of delivery mode, follow the same COR. Courses offered via DE incorporate a separate addendum detailing methods of instruction and evaluation specific to online and hybrid instruction.

- To ensure quality in all modes of instruction, academic disciplines regularly review and analyze data on enrollment, success, and retention rates as part of the annual PPA process. Enrollment, success, and retention metrics are disaggregated for online and face-to-face delivery modes.
- The College's Distance Education Committee ([CP10](#)), an Academic Senate standing committee, works to enhance student success in online and hybrid courses as well as developing policies and procedures related to the Hartnell College Distance Education Program.
- The College has adopted a regular and effective contact policy, approved by the College's Academic Senate and incorporated into AP 4105, which includes contact initiated by the instructor and online activities included as part of a student's grade. Regular and effective contact is also ensured contractually and in a Distance Education Best Practices Guide ([CP11](#)), developed by the Distance Education Committee.
- See responses to Standards II.A.1, II.A.7, and II.C.1.
- Eligibility Requirements 9, 15, and 17.

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a DE or correspondence education course or program and for ensuring that student information is protected.

- The College uses the course management system Canvas to authenticate and secure student logins and passwords for access to online, hybrid, and web-enhanced courses and related resources, discussions, assignments, and assessments. Authentication is enforced through an AP.
- See response to Standard II.A.7.
- Eligibility Requirements 9, 15, and 17.

The technology infrastructure is sufficient to maintain and sustain the DE and correspondence education offerings.

- Information Systems Technology Resources have dedicated staff, facilities, and technology support to maintain the DE offerings ([CP12](#)).
- The College assures that the online infrastructure supports and sustains the DE program offerings along with offering assistance to students who need help accessing online courses and online support services.
- See response to Standard III.C.1.
- Eligibility Requirements 9, 15, and 17.

Conclusion

Hartnell College is in full compliance with the Commission Policy on Distance Education and Correspondence Education. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.

Supporting Evidence Not Already Included in Standard Responses

- CP6 [Authenticate and Secure Student logins and passwords](#)
- CP7 [AP 4105 Distance Education](#)
- CP8 [HCFA CBA Article 22 DE - Standards, Preparation and Expectations](#)
- CP9 [Distance Education Course Outline Addendum](#)
- CP10 [Distance Education Committee](#)
- CP11 [Distance Education Best Practice Guide](#)
- CP12 [Information System Technology Resources](#)



Student Complaints

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Evaluation Items:

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

- Hartnell College ensures that students can fully participate in academic and social opportunities without harassment or discrimination. The following BPs and APs have been established for handling student complaints:
 - BP/AP 3430, Prohibition of Harassment ([CP13](#))
 - AP 3435, Discrimination and Harassment Investigations ([CP14](#))
 - BP/AP 3540, Sexual and Other Assaults on Campus ([CP15](#))
 - BP/AP 5530, Student Grievances, ([CP16](#)) are the policy and procedure used to address student complaints and outline the steps a student or applicant should take in resolving a grievance when no other AP, District departmental procedure, collective bargaining agreement, or statutory procedure applies.
- The language in the College catalog describes the purpose of student grievances and directs a student to contact the area Dean, Director of Student Life, or Vice President of Student Affairs.
- Forms for submitting a student complaint are accessible through the Office of Student Life, the Office of the Vice President of Student Affairs, and are part of AP 5530.
- Eligibility Requirement 20.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The student complaint files for the previous six years (since the last comprehensive evaluation) are available in the office of the Director of Student Life for review.
- Eligibility Requirement 20.

The institution posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

- Hartnell College maintains a webpage ([CP17](#)) that includes all institutional accreditation reports, activities, and communications. The College's website home page has a link under "About" that makes it one click away from the home page to access accreditation information.
- Representation of accredited status is published on the College's website home page ([CP18](#)), in the College catalog ([CP19](#)), on the accreditation web page ([CP17](#)), and through a link on the Consumer Information webpage ([CP20](#)). The language for representation of accredited status in the College catalog will be updated in the 2019-20 catalog to conform to the Commission's format.

- Contact information for programmatic accreditation is available in the *Nursing and Allied Health Student Handbook* ([CP21](#)) and on the College's accreditation web page ([CP22](#)).
 - Eligibility Requirements 20, 21.
-

Conclusion

The College complies with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints against institutions. The College meets the Commission's requirements upon review of the criteria regarding the Policy.

Supporting Evidence not Already Included in Standard Responses

- CP13 [BP-AP 3430 Prohibition of Harassment](#)
- CP14 [AP 3435 Discrimination and Harassment Investigations](#)
- CP15 [BP-AP 3540 Sexual and Other Assaults on Campus](#)
- CP16 [BP-AP 5530 Student Rights, Grievances, and Complaints](#)
- CP17 [Hartnell College Accreditation Web Page](#)
- CP18 [Hartnell College Home Page - Representation of Accreditation](#)
- CP19 [College Catalog Accreditation Statement](#)
- CP20 [Consumer Information Web Page](#)
- CP21 [Nursing and Allied Health Student Handbook](#)
- CP22 [Accredited Programs Web Page](#)



Institutional Disclosure and Advertising and Recruitment Materials

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Evaluation Items:

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- All advertisements, publications, promotional literature, and recruitment activities feature accurate and appropriately detailed information about educational programs and services offered by Hartnell College.
- Integrity of information contained in print and electronic publications and materials is assured through a multi-point review process including subject matter experts, area administrators, and the Director of Communications.
- Catalogs, class schedules, and other major publications are available online and in print. The catalog is revised and reissued every year, and the class schedule is published three times per year (fall, spring, and summer).
- The College catalog contains all information as required by Standard I.C.2 in accordance with the Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status. The catalog clearly and accurately describes career opportunities as well as national and/or state requirements for licensure for certificates and degrees offered.
- See responses to Standard I.C.1, I.C.2, I.C.4, I.C.5, I.C.13

The institution provides required information concerning its accredited status as described in the section on Student Complaints.

- See section above on Student Complaints

Conclusion

Hartnell College is in full compliance with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.

Title IV Compliance

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Evaluation Items:

The institution has presented evidence on the required components of the Title IV program, including findings from any audits and program or other review activities by the U.S. Department of Education (III.D.15).

- The District participates in annual independent financial audit that includes financial and regulatory compliance for the District's Title IV programs. The audit findings are sent to the U.S. Department of Education. The College takes action to resolve any findings when applicable.
- The independent audit reports for 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, and 2017-18 have no audit findings for Title IV financial aid programs.

The institution has addressed any issues raised by the U.S. Department of Education as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements (III.D.15).

- At this time, Hartnell College has not received any issues related to financial aid responsibility requirements, record keeping, etc. that need to be addressed by the U.S. Department of Education.
- The financial aid office ensures that the College is in compliance with all federal requirements in the packaging and disbursement of federal financial aid. The Financial Aid Department and the Business Office work collaboratively with dual responsibility in monitoring Title IV funds. The College has jointly developed written Financial Aid disbursement/Business Office Workflow processes, which include a reconciliation process.

The institution's student loan default rates are within the acceptable range defined by the U.S. Department of Education. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range (III.D.15).

- The College has contracted with a third-party servicer, Ed Financial Services, to manage the loan portfolio and assist students who are delinquent before they default on their Federal Student Loan. Ed Financial assists students and families in their efforts to plan and pay for college.
- The CCCCO began offering a system-wide default prevention initiative in the summer of 2013 that would help colleges address both short- and long-term loan default issues. As a result, the College also works with the free consulting services of Parker, Pierson and Associates.
- When the U.S. Department of Education implemented the three-year cohort default rate, Hartnell's new default rate was 47.5%, requiring Hartnell to create a Default Prevention and Management Plan, which was submitted to the U.S. Department of

Education in December 2013. The College also formed a Default Prevention Team, which met during the 2014-2015 year. Since then, College default rates are within federal guidelines. The latest default rates and projections the College has received from the CCCCO are as follows: 2012-2013 – 27.36%; 2013-2014 – 25%; 2014-2015 – 10.71%; 2015-2016 – 15.38%. Beginning in the 2012-2013 academic year, Hartnell discontinued participation in the Direct Loan and Federal Perkins Loan programs. However, the College will be re-entering into the Federal Direct Loan Program in 2019-2020 and has already received loan compliance training from the U.S. Department of Education loan division.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- The College has numerous agreements and contracts to offer and receive educational, library, and student support services that are appropriate for an institution of higher education.
- The College has no agreements or contracts that require substantive change approval.
- Agreements and contracts support the College mission, goals, and priorities and are in compliance with board policies and administrative procedures.
- See response to Standards I.B.5, III.D.16.
- Eligibility Requirement 5

Conclusion

The College complies with the Commission Policy on Institutional Compliance with Title IV. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.





STANDARD I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

STANDARD I

Mission, Academic Quality and Institutional Effectiveness, and Integrity



The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A.

MISSION

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. (ER 6)

Evidence of Meeting the Standard

The College’s current mission statement is stated in Board Policy (BP) 1200, “District Vision, Mission, and Values Statements” ([IA1.1](#)), and describes the College’s broad educational purposes, intended student population, types of degrees and other credentials offered, and its commitment to student learning and student achievement. Vision, mission, and values statements were revised during 2017-2018 and approved by the Governing Board at its meeting on May 1, 2018 ([IA1.2](#)).

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 opportunities for students to reach career and/or academic goals (associate degrees, certificates of achievement, and transfer to four-year institutions) in an environment committed to student learning, achievement and success.

Values

Values are the essential enduring tenets that guide Hartnell College in fulfilling our mission. They set forth what we believe, and they define how we conduct ourselves. At the core of these values is the student.

Students First

We believe the first question that should be asked when making decisions is “What impact will the decision have on student access, learning, development, achievement, leadership, and success?”

Academic and Service Excellence

We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student.

Diversity, Equity, and Inclusion

We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds.

Ethics and Integrity

We commit to respect, civility, honesty, responsibility, and transparency in all actions and communications.

Alliances

We develop strategic relationships within the College and community, locally and globally, that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve.

Leadership and Empowerment

We commit to growing leaders through opportunity, engagement, and achievement.

Innovation

Through collaboration, we seek and create new tools, techniques, programs, and processes that improve student learning, student achievement, and institutional effectiveness.

Stewardship of Resources

We commit to effective utilization of human, physical, financial, and technological resources.

Health, Safety, and Security

We commit to providing a healthy, safe, and secure environment for all students, employees, and visitors.

In 2014, the College integrated values statements into its vision and mission process for the first time. Combined, the vision, mission, and values statements are the essential tenets that guide the College. They provide the foundation for all planning and decision-making, set forth



what the College believes, and define how it conducts itself. The student is at the core of the statements. The vision and mission provide direction and serve as guides for choosing present and future action. They define that for which Hartnell stands. They define the purpose of Hartnell College and those whom it serves. They demonstrate the College's commitment to meeting the learning needs of the Salinas Valley through diverse educational opportunities that lead to student success.

Broad Educational Purposes

The mission statement is very broad in its educational purposes focusing on the education and workforce needs of the communities served by the college. Opportunities are intentionally broad (career and/or academic goals) to ensure that the opportunities align with the education and workforce needs of students as these needs shift and evolve. The vision statement also describes broad intent to develop leaders who will contribute to the intellectual, social, cultural, and economic vitality of the region and global community.

Intended Student Population

The mission statement identifies the intended student population as all students from the communities served by the Hartnell Community College District (the Salinas Valley). The mission statement is intentionally broad in its use of the term “students” to be inclusive of all individuals regardless of background, education preparation, or education goal.

Degrees and Other Credentials

The mission statement describes the types of degrees and credentials offered by the College (associate degrees, certificates of achievement, and transfer to four-year institutions). The College offers degrees and certificates appropriate for the associate degree level. Degrees include Associate of Arts and Associate of Science degrees, and Associate of Arts and Associate Degree of Science for Transfer (collectively, ADTs) to the California State University (CSU) system. Certificates available to students are focused on career technical subjects aligned with workforce preparation. The College also offers foundational courses, primarily in the areas of reading and writing, English as a Second Language (ESL), and mathematics. Requirements for various degrees, certificates of achievement, and transfer preparation are readily accessible through the College catalog and other printed and online sources.

Commitment to Student Learning and Achievement

The mission statement clearly includes a commitment to “student learning, achievement, and success.” Standard I.A.1 asks that a college mission should describe “a commitment to student

learning and achievement.” Evidence in support of outcomes related to student learning and achievement is provided in many other standards in this report.

Analysis and Evaluation

The College’s mission statement defines its overarching purposes in terms of its broad range of educational opportunities, degrees, and credentials, its inclusiveness of learners from all communities served, and its commitment to student learning, student achievement, and student success.

Conclusion

Hartnell College meets Standard I.A.1 and ER 6.

Supporting Evidence

- IA1.1 [BP 1200 District Vision, Mission, and Values Statements Revised](#)
- IA1.2 [Governing Board Approval of Vision, Mission, Values Statements May 1, 2018](#)

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Hartnell College systemically uses data to provide efficient and effective planning and reviewing of its academic and non-academic programs and services. The College continuously strives to maintain a culture of evidence-based and data-informed decision making. From cohort tracking to Student Learning Outcomes (SLO) assessment to large-scale strategic planning, data and inquiry are the basis for how Hartnell College evaluates effectiveness.

Hartnell College launched the process for developing its next Strategic Plan (2019-2024) ([IA2.1](#)) in the 2017-2018 academic year. In August of 2017, the institution’s Governing Board adopted a set of focused outcomes, which the College will continue to improve over the course of the plan’s implementation. This approach replaced the previous college process of beginning improvement with focus on institutional priorities ([IA2.2](#)).

These outcomes are as listed:

- Completion of Degrees and Certificates
- Time and Units to Degree Completion
- Transfer to Four-Year Institutions
- Student Employment Following Training or Degree/Certificate Completion



The stated four outcomes were intentionally designed to be data driven. They serve as the conduits for the College's strategic planning processes, specifically its Program Review and Annual Planning process; the Continuous Improvement (CI) process; and the development of local, state, and federal student success plans. Each of these institutional effectiveness processes and student success plans, such as the Student Equity Plan, Student Success and Support Plan, Basic Skills Initiative Action Plan, federal

Hispanic Serving Institution (HSI) grants, and National Science Foundation grants, are all developed and implemented with data-driven methodologies ([IA2.3](#), [IA2.4](#), [IA2.5](#), [IA2.6](#), [IA2.7](#)). Objectives and outcomes for these plans are clearly guided by measurable qualitative and quantitative data, as well as formative and summative evaluation methods.

The College's Strategic Plan is intentionally designed with data-centered goals and outcomes ([IA2.8](#)). The outcomes were created to show measurable deliverables, such as increased enrollment rates, improved levels of student engagement, increased student success rates, and increased diversity. The Strategic Plan's stages of development also keep data at the forefront of measurable institutional effectiveness ([IA2.10](#)). Over a period of four years, stages begin with the development of time lines. A process of research, inquiry, and environmental scan leads to the establishment of core outcomes and metrics prior to final draft review and eventual approval by the Governing Board.

Hartnell College uses an integrated planning model for sustainable continuous quality improvement ([IA2.9](#)). The model informs and impacts all key institutional processes and decisions. The model is defined by the goal-oriented mission and vision statements, which in turn drive the strategic and long-term institutional plans. For example, the College's Program Planning and Assessment (PPA) process provides for links to the College mission, vision, and long-term plans and involves participatory governance, budget development, resource allocation, plan implementation, and outcome assessment ([IA2.10](#)). Data-driven evaluations and assessments are critical in that they form the basis for implementing program improvements from year to year, and may further result in modifications to mission, vision, and or long-term plans.

In 2015, Hartnell College made the significant effort to strengthen its Institutional Research capacity by establishing an Institutional Research (IR) Function ([IA2.11](#)). The purpose of the IR Function is to promote a culture of evidence by supporting and engaging the College's constituencies in gaining insights from quantitative and qualitative data and research. The IR Function's goal is to enable faculty, staff, administrators, students, and governing board members to develop and establish a comprehensive approach toward institutional data, statewide aligned metrics, and research findings. The IR Function includes the following priorities:

- Accreditation and Institutional Self Evaluation Reporting
- State and Agency mandated reports
- Strategic Planning
- Guided Pathways

- Program Planning and Assessment
- Assembly Bill 705 and Multiple Measures Assessment
- CORE Outcomes: Completion of Awards, Time and Units, Transfer and Employment
- Strategic Enrollment Management
- Grant Applications and Evaluations
- Strong Workforce

Analysis and Evaluation

Hartnell College has created a culture of evidence-based and data-informed decision-making by utilizing comprehensive and systemic planning and evaluation modules. These planning modules provide the College the methods necessary for high-quality program design, effective student learning assessment, and long-term institutional planning. These college-wide planning and evaluation modules are intentionally aligned with the mission, vision, and values statements.

Conclusion

Hartnell College meets Standard I.A.2.

Supporting Evidence

- IA2.1 [Strategic Plan 2019-2024 Stages of Development](#)
- IA2.2 [Governing Board Adoption of Core Outcomes for Strategic Plan 2019-2024](#)
- IA2.3 [Student Equity Plan](#)
- IA2.4 [Student Success and Support Program Plan 2015-2016](#)
- IA2.5 [Basic Skills Initiative Action Plan](#)
- IA2.6 [HSI Title III \(2016\) and Title V \(2017\) Grant Abstracts](#)
- IA2.7 [NSF S-STEM Grant-Replication of a Cohort Based Computer Science Bachelor's Degree Model](#)
- IA2.8 [Hartnell Strategic Plan 2013-2018](#)
- IA2.9 [Integrated Planning Model Webpage](#)
- IA2.10 [Program Planning and Assessment](#)
- IA2.11 [Institutional Research Function](#)

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Hartnell College’s commitment to aligning student learning programs and services with its mission is evidenced in the following:

- Hartnell College values are the essential, enduring, and guiding institutional tenets. At the core of these values are students first, academic and service excellence, diversity and equity, ethics and integrity, partnerships, leadership and empowerment, innovation, and stewardship of resources ([IA3.1](#), [IA3.2](#)).
- In accordance with its mission, it is also the College’s responsibility to ensure that students who graduate with an Associate of Arts or Associate of Science degree should be able to demonstrate different competencies in the following areas: global engagement, personal growth aesthetic analysis and application, communication information competency, and inquiry and reason ([IA3.3](#)).
- Hartnell College offers diverse groupings of educational courses ranging from ESL, high school equivalency, and career and technical education programs to lower division postsecondary education for students who wish to transfer to four-year institutions. Hartnell educators design these courses to ensure student achievement of foundational skills in mathematics and English, development of critical thinking skills in all subject areas, and growth in communication skills throughout curriculum ([IA3.4](#)).
- The College offers a wide range of student support programs aimed at meeting the needs of diverse student populations. These include, but are not limited to, disability support services, financial aid, CalWORKs, veterans’ services, programs such as TRIO and EOPS aimed at helping increase income for first-generation students, mentoring programs for women and men, and programs for DREAMers ([IA3.5](#)).
- Hartnell College distance education, face-to-face instruction, open enrollment, day and evening classes, and off-campus classes at the Alisal Campus and the King City Education Center as well as in Greenfield, Soledad, Gonzales, and various other locations throughout the District, serve the educational needs of the Salinas Valley ([IA3.6](#)).
- The updated Hartnell College mission statement includes a focus on education and workforce development as well as career and/or academic goals in the areas of associate degrees, certificates of achievement, and transfers to four-year universities ([IA3.7](#)).

To ensure that the mission guides institutional decision-making, planning, and resource allocation, Hartnell College follows the Governance and Decision-Making Model ([IA3.8](#)), which is composed of a wide range of governance councils. These include and are not limited to Academic Affairs, Academic Senate, Student Affairs, Accreditation, and Advancement ([IA3.9](#)). These councils review, analyze, and make recommendations to the College Planning Council, which in turn makes recommendations to the College president regarding matters

that involve and affect the College as a whole. In addition, the Hartnell College five-year Strategic Plan (2013-2018) is driven by the institutional priorities set for the College by the College's governing board, which include Student Success, Student Access, Employee Diversity and Development, Effective Utilization of Resources, Innovation and Relevance for Educational Programs and Services, and Partnerships with Industry, Businesses, Agencies, and Education ([IA3.10](#)). One or more goals are linked to the aforementioned six strategic priorities, and each goal is assessed annually through a progress report containing the plan of action and progress made over the course of the past year along with a scorecard displaying the most recent status of relevant key performance indicators (KPIs) for that goal ([IA3.11](#)). In addition, the Continuous Improvement Plan (2013-2018), Facilities Master Plan (FMP), Hartnell College Technology Plan, President's Funding Plan, and Student Equity Plan inform institutional goals for student learning and achievement ([IA3.12](#), [IA3.13](#), [IA3.14](#), [IA3.15](#), [IA3.16](#)).

The Office of Institutional Planning, Research, and Effectiveness (IPRE) publishes annual data with disaggregated student information to support each planning cycle. All Hartnell College Areas participate in the annual cycle of the PPA in which faculty, administration, and classified staff analyze SLO, Program Learning Outcomes (PLO), and reflect on student learning and/or support services. This PPA process allows faculty and administrators the opportunity to complete a budget request on area initiatives and programs ([IA3.17](#)). New activities or initiatives and budget requests must be linked to the mission, vision, and/or Hartnell College Strategic Plan ([IA3.18](#)). All phases of the program planning model are guided by the Hartnell College mission to provide educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success ([IA3.1](#)).

Analysis and Evaluation

The College has developed and refined processes that integrate long-term, comprehensive planning and annual planning and assessment with resource allocation processes. Regular reflection and analysis have resulted in improvements to the process. The various college plans support institutional goals for student learning and achievement. In addition, the data-driven information captured in annual PPA allows the opportunity for instruction and service areas to reflect, evaluate, and align with the Hartnell College mission. The successful implementation of these processes demonstrates how significantly the mission and the commitment to focus on student success are used to guide and direct planning and resource decisions.

Conclusion

Hartnell College meets Standard I.A.3

Supporting Evidence

- IA3.1 [BP 1200 District Vision, Mission, and Values Statements Revised](#)
- IA3.2 [Hartnell College catalog pg.5](#)
- IA3.3 [Hartnell College catalog pg.54](#)
- IA3.4 [Hartnell College catalog pg.49-53](#)
- IA3.5 [Hartnell College catalog pg.31-34](#)
- IA3.6 [Hartnell College catalog pg.6](#)
- IA3.7 [Governing Board Adoption of Core Outcomes for Strategic Plan 2019-2024](#)
- IA3.8 [Governance and Decision-Making Model \(2016\)](#)
- IA3.9 [Governance Councils](#)
- IA3.10 [Hartnell Strategic Plan 2013-2018](#)
- IA3.11 [Strategic Plan Progress Report 2015-2016](#)
- IA3.12 [Continuous Improvement Plan 2013-2018](#)
- IA3.13 [Facilities Master Plan 2014-2024](#)
- IA3.14 [Hartnell College Technology Plan 2011-2018](#)
- IA3.15 [President's Funding Plan 2012-2017](#)
- IA3.16 [Student Equity Plan](#)
- IA3.17 [PPA Process](#)
- IA3.18 [Budget Request](#)

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. (ER 6)

Evidence of Meeting the Standard

The Hartnell College mission is referenced throughout the College website in areas such as the “About Us” tab as well as on official documents and publications including, but not limited to, the College Catalog ([IA4.1](#)), governance council handbooks ([IA4.2](#)), the Strategic Plan ([IA4.3](#)), the president’s weekly reports to the Governing Board ([IA4.4](#)), agendas and minutes of governance councils and committees ([IA4.5](#)), the Annual Hartnell Report to the Community (2015-2016) ([IA4.6](#)), press releases ([IA4.7](#)), fast fact sheets ([IA4.8](#)), and president’s forum presentations ([IA4.9](#)). These efforts ensure that the mission is widely published and communicated to employees, students, stakeholders, partners, and the community.

In March 2013, the Office of IPRE conducted a survey of all full- and part-time employees of the College to provide input about the College’s mission, vision, and values. The purpose of this survey was to gain perceptions of and input from internal constituents regarding current or modified statements that best represent the College at the institutional level. Survey results were reviewed, analyzed, and interpreted ([IA4.10](#), [IA4.11](#)). Survey results initialized the thorough review and revision of the Hartnell College mission statement. These cooperative efforts lead to the adoption of the new iteration of the statement by the Hartnell College Community District Board on February 4, 2014, under BP 1200 ([IA4.12](#), [IA4.7](#)).



An additional assessment of the College's mission statement occurred through a College-wide survey that was open to faculty, administrators, staff, and students from December 8, 2017 to January 19, 2018 ([IA4.13](#)). The process ensured full-campus constituent participation. Six hundred eighty-seven participants responded to this most recent survey: 206 faculty members, classified/confidential staff, and administrators (31%) and 481 students (70%) responded to the survey. Inquiry number five on

the survey specifically addressed the question of whether or not programs and/or services aligned with the mission statement: “provide an example of how programs, services, and/or activities support the mission statement.” Over 100 examples of support for the mission were provided. Furthermore, inquiry number six asked whether or not the mission statement accurately reflects the College's purposes. The survey results reveal over 90% of the participants agree that the Hartnell College mission statement reflects the College’s purposes ([IA4.14](#)).

Following the survey, the Ad Hoc Committee recommended revisions on March 21, 2018, and the College Planning Council approved the recommendation on April 4, 2018 ([IA4.5](#)). The Hartnell College Governing Board approved the revisions on May 1, 2018 ([IA4.15](#)). The effective date for the current vision, mission, and values statements is July 1, 2018. The vision, mission, and values statements are evaluated and revised (if necessary) on a regular basis. The review takes place in the year preceding the final year of the Strategic Plan.

Analysis and Evaluation

The Hartnell College mission statement is published on the College website and communicated throughout a wide range of official documents and publications. The mission is integrated into all aspects of campus life inclusive of events, processes, and practices. The mission statement is reviewed regularly and the latest revision went into effect in July 2018.

Conclusion

Hartnell College meets Standard I.A.4 and ER 6.

Supporting Evidence

- IA4.1 [2017-18 Hartnell College Catalog](#)
- IA4.2 [Governance Councils](#)
- IA4.3 [Hartnell Strategic Plan 2013-2018](#)
- IA4.4 [President’s Weekly Reports to Board](#)
- IA4.5 [College Planning Council Approval of Vision, Mission, and Values Statements](#)
- IA4.6 [Hartnell Report to the Community 2015-2016](#)

- IA4.7 [Hartnell New Vision, Mission, and Values Statements 2-10-14](#)
- IA4.8 [Fast Facts Sheet 2016](#)
- IA4.9 [President's Forum Presentation 2016-12-12](#)
- IA4.10 [Summary of MVV of HCR and Analysis of Survey Results \(9-3-2013\)](#)
- IA4.11 [Survey Summary of Mission, Vision 8.21.2013](#)
- IA4.12 [BP 1200 District Vision, Mission and Values Statements revised](#)
- IA4.13 [Survey Summary of Mission, Vision \(January 2018\)](#)
- IA4.14 [Mission Vision, Values Survey Results 2-5-18](#)
- IA4.15 [Governing Board Approval of Vision, Mission, and Values Statements \(May 1, 2018\)](#)

B.

ASSURING ACADEMIC QUALITY & INSTITUTIONAL EFFECTIVENESS

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The Institution engages in structured dialog regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialog occurs on a regular basis, is integrated across the institution, and stimulates plans for improvement that have involved all categories of the College's constituents.

Sustained and Substantive Dialog

Sustained and substantive dialog is robustly generated and supported by institutional processes and regularly occurring events, such as the annual fall convocation and spring student success conference, the state of the College address and president's forum, institutional planning retreats, circulation of collaborative grant proposals, facilities planning design teams, special faculty assignments, and professional development opportunities and resources, as described below:

Fall Convocation and Spring Student Success Conference: Institution-wide dialog is fostered and sustained through the annual convocation and student success conference (flex days) that includes participation of part-time faculty, all full-time faculty, and relevant staff ([IB1.1](#), [IB1.2](#), [IB1.3](#), [IB1.4](#)). These gatherings of faculty and staff have focused on various substantive issues directly applicable to teaching and student success, such as assessment, academic and early support, Habits of Mind, student engagement, and student equity. Sessions are initiated and led by Hartnell employees and guest speakers.



The State of College Address and President's Forum: Open to all employees and organized every semester, these gatherings provide opportunities for faculty and staff to be briefed on and to ask questions about the College's strategic direction, recent important events, and updates on such topics as accreditation, new initiatives, budget, academic calendar, and strategic and facilities planning. For those who are unable to attend a session, forum materials are made available on the College website ([IB1.5](#), [IB1.6](#)).

Institutional Planning Retreats: These regularly occurring events provide opportunities for college leaders across constituent groups – administrators, faculty/Academic Senate, staff/CSEA, and students/ASHC – to engage in dialog focused on strategic planning issues ([IB1.7](#), [IB1.8](#)). The retreats were initially held once annually, but leaders have more recently convened twice yearly due to the importance of collaborative planning in developing Strategic Plan 2019-2024 and the increased focus on integrated planning at the Institution.

Circulation of Collaborative Grant Proposals: The College has been successful in attracting grant funding to support initiatives and work on projects that address critical student needs. Grant proposals are developed through extensive dialog and are circulated for vetting through various governance bodies and other relevant groups. Each proposal is accompanied by a Grant Concept Form ([IB1.9](#)) that addresses how the proposed project aligns with the Institution's strategic priorities and may impact key areas of the College. An example is the Community College's Basic Skills and Student Outcomes Transformation Program, the purpose of which is to increase the placement of students directly into gateway English and mathematics courses that are transferable to the University of California (UC) and CSU systems through acceleration and student academic support programs ([IB1.10](#)).

Facilities Planning Design Teams: As a result of the passage of the Measure T Facilities Bond Measure in November 2016 (\$167M), there is increased substantive dialog about how facilities planning and implementation may foster student learning and achievement, academic quality, and institutional effectiveness ([IB1.11](#), [IB1.13](#)). The dialog is sustained through multiple planning groups ([IB1.12](#)) of relevant faculty, staff, students, and community members who provide regular input into design options and decisions for specifically planned facilities and renovations ([IB1.14](#)).

Special Faculty Assignments: These assignments provide opportunities for selected faculty to work with designated administrators and to engage directly with colleagues on specific one-time or ongoing projects. For example, ([IB1.15](#)) the Faculty PPA Specialist spends extensive time assisting faculty with their annual PPA reports ([IB1.16](#)), and the Student Success Specialist works with faculty to develop and improve approaches to basic skills education ([IB1.17](#)).

Professional Development Opportunities and Resources: Professional development represents another arena in which faculty and staff gain expertise and knowledge to bring to and share with the College community through topical presentations, facilitated interactions, and focused dialog.

- Campus workshops, either standalone or at major events ([IB1.3](#), [IB1.4](#)) with themes such as Helping Teachers see new Possibilities for Students and Themselves; Learning Beyond the Classroom; College Experiences in a Changing World; and Technology in Pursuit of Excellence.
- The STEM summit ([IB1.18](#)), involving the sharing of best practices on improving teaching and learning. Resulting from this summit are the new High Impact Teaching Strategies (HITS), a series of faculty development workshops designed to offer all faculty the opportunity to share their best and most effective classroom teaching strategies – a collaborative effort between faculty and the Hispanic Serving Institutions office ([IB1.19](#), [IB1.20](#)).
- The ACE (Academy for College Excellence) Faculty Experiential Learning Institute (FELI) provides professional development experience opportunities for community college faculty, staff, and administrators. Curriculum themes include Successful Students, Productive Conversations between Classmates, Becoming Aware of Perception and Judgment, and Recognizing Student Strengths. The most recent institute was hosted at the National Steinbeck Center in June 2017 ([IB1.21](#)).
- The Educator in Residence program, with education experts who facilitate college-wide conversations to improve academic quality and to grow leaders ([IB1.22](#), [IB1.23](#), [IB1.24](#)).
- Funded professional development activities for faculty and staff to participate at workshops, conduct research, work on projects, and share their findings/new knowledge with others. The professional development conference/travel reimbursement program ([IB1.25](#)) provides employees access to outside professional development and training to improve student learning and success ([IB1.26](#)) and subsequently give presentations at the College, at least one of which must be in a college-wide forum.
- Other workshops and conferences focusing on dialog about academic quality and student success and growth include, but are not limited to, the Hartnell Reads ([IB1.27](#)) book club, sponsored by the Student Success Committee, through which students, staff, and faculty are invited to participate in a series of joint student/faculty-led discussions.

Collegial Dialog

Dialog is not only sustained at the institution, it is also approached in a collegial manner through the understanding that decision- and policy-making processes are optimized when input is actively considered, evaluated, and vetted from diverse perspectives. Collegial dialog is deliberately encouraged in substantive discussions on topical issues and supported as such through the governance system in governance council handbooks ([IB1.28](#)) and through the recently enacted organizational structure for College Re-Design ([IB1.29](#)).

Beyond the collegial nature of deliberations occurring at governance council and College Re-Design meetings, collaborative input and collegial conversation are hallmarks of Hartnell's institutional processes and initiatives, such as dialog that occurs through regular review of BPs and APs, the development of long-term institutional plans, the annual PPA process, departmental and program meetings, focused discussion on timely topics, and collaboration with external partners and community stakeholders, as delineated below:

Review of Board Policies (BPs) and Administrative Procedures (APs): Per AP 2410 ([IB1.30](#)), the language for a proposed or revised BP and/or AP is routed to constituent groups for their input and action. Any comments are recorded and subsequently considered at relevant governance council meetings prior to the superintendent/president's review and action (if AP) or recommended to the Governing Board (if BP). Even the Governing Board has the opportunity to review input received from the various groups.

Development of Long-Term Institutional Plans: The process of developing and approving externally mandated and internal, long-term plans typically include committees or large-scale gatherings of constituent group members who write and/or vet content and dialog about proposed plans, as the plans are presented at multiple governance venues. The development of Strategic Plan 2013-2018, for example, involved cross-constituent participation in six strategic planning groups, with each group focused on fleshing out content directly relevant for a specific institutional priority ([IB1.31](#)). The development of Strategic Plan 2019-2024 has involved much more extensive participation due to the dialog required regarding the results of several research studies and the more systematic approach utilized through the stages of development involving various stakeholders ([IB1.32](#)). A work group comprising faculty and staff developed the content of the (Basic Skills Initiative/Student Equity/Student Success and Support Program) Integrated Plan, and that plan was considered by multiple governance bodies, ultimately the Governing Board ([IB1.33](#)).

Annual Program Planning and Assessment (PPA): The annual PPA process is structured to initiate dialog at the department level ([IB1.34](#)). Actions are taken using the analysis of evidence, data, and research in the evaluation ([IB1.35](#)). Systematic dialog is central to the process of integrating various program and service components, such as within the Student Affairs Division, where each of the student programs and services ([IB1.36](#)) follows the same diligent dialog and process previously exemplified ([IB1.37](#)).

Department and Program Meetings: As especially large departments, English and Mathematics have regular meetings and often focus on important institution-level issues, such as AB 705/acceleration of students in developmental courses. More generally, the embedding of HSI grant activities into the everyday work of the College has reinforced the critical importance of dialog about how to best serve student needs through pedagogical innovations and academic and other forms of student support. Representative examples include the minutes of the meetings from these academic departments ([IB1.38](#), [IB1.39](#), [IB1.40](#)) and HSI-Guided Pathways to STEM ([IB1.41](#), [IB1.42](#)).

Focused Discussion of Timely Topics and Collegial Resolution of Issues: Hartnell has well defined evaluation processes for various categories of faculty and instructional staff ([IB1.43](#), [IB1.44](#), [IB1.45](#)) that include dialog with peers and academic deans; the process itself is

regularly evaluated based on a campus-wide conversation ([IB1.46](#), [IB1.47](#)). For example, a brown bag series of roundtable discussions was held to consider issues associated with the transition to a 16-week academic calendar ([IB1.48](#)).

Collaborative Initiatives with External Partners and Community Stakeholders: A semi-annual Curriculum Institute involves dialog with regional school districts and organizations focused on student access, success, and achievement ([IB1.49](#), [IB1.50](#)); the Bridging the Gap initiative brings regional partners together ([IB1.51](#)); and the Ag Tech summit attracts leaders both from the local region and the Silicon Valley ([IB1.52](#)).

Dialog about Continuous Improvement of Student Outcomes & Institutional Effectiveness

Within and across the aforementioned venues and other committees, meetings, scheduled events, and ad hoc events, the College provides a wide variety of both regular and special opportunities for focused consideration of and dialog about SLO, student equity, academic quality, institutional effectiveness, and continuous improvement of student achievement and institutional outcomes, prime examples of which are noted below.

Student Learning Outcomes: The development and implementation of a SLO assessment cycle ([IB1.53](#), [IB1.54](#)) assures that all courses, programs, and service areas at Hartnell have outcomes that are assessed regularly and reviewed in an ongoing collegial dialog. As part of the integrated planning and resource allocation for programs, SLO and PLO are used to help determine discipline and program needs on an annual basis ([IB1.55](#), [IB1.56](#)). Additionally, Services Area Outcomes (SAO) for all student support activities that supplement learning are assessed regularly. Data from these outcomes are assessed and analyzed as part of the continuous improvement process ([IB1.57](#)).

Student Equity: A prime example of inter-collegial dialog has been occurring with respect to the former (separate, more recently combined into the Integrated Plan) Basic Skills Initiative (BSI) Action Plan ([IB1.58](#)). Such dialog frequently raises equity issues. Iterations/updates of that plan were regularly reviewed and approved through the Student Success Committee, other participatory governance groups, and the Governing Board. Conversation about the former (separate) Student Equity Plan ([IB1.59](#)) generated increased interest in equity as an institutional imperative, and resulted in the Equity Summit ([IB1.60](#)): Creating a Campus of Equity. Sample topics for consideration included: equitable campus cultures and institutional practices; integrating equity in the classroom; peer-to-peer discussions of what equity looks, feels, and sounds like in the everyday classroom; and Hispanic/Latinx student retention and persistence.

Academic Quality: The purpose of the Curriculum Committee is to maintain the quality and integrity of educational programs offered at Hartnell College ([IB1.61](#)). The broad composition of the committee ([IB1.62](#)) assures that dialog and review are thorough and student-centered. Courses and programs are evaluated for their educational content and their appropriateness and value to the students served.

Academic quality is otherwise an important consideration in various ongoing discussions, such as minimum qualifications for faculty members ([IB1.63](#), [IB1.64](#)), PPA, and assessment of SLO. In addition, the Outcomes and Assessment Committee (OAC) coordinates and documents course- and program-level outcomes, which are assessed on a continuing basis ([IB1.54](#)).

Institutional Effectiveness: Measures of institutional effectiveness, especially student achievement outcomes and institutional performance, are frequent discussion and action items at College Planning Council and Governing Board meetings. Presentations to and interactions with the Governing Board, College leaders, and employees and students more broadly on strategic and integrated planning have increased not only as annual progress on the Strategic Plan 2013-2018 has been considered ([IB1.65](#), [IB1.66](#), [IB1.67](#)), but also as the College has begun preparing for the launch of Strategic Plan 2019-2024 ([IB1.68](#)). The latter has generated college-wide dialog in various venues including focused retreats ([IB1.7](#), [IB1.8](#), [IB1.69](#), [IB1.70](#)) centered on core student success outcomes that the College seeks to improve over the course of the plan's implementation ([IB1.71](#)). Dialog about the assessment of long-term plans ([IB1.72](#)) also helps ensure linkage and alignment with the umbrella Strategic Plan.

Continuous Improvement of Student Achievement and Institutional Outcomes: The Office of IPRE ([IB1.73](#)) coordinates activities, hosts events, and makes presentations. It leads discussions and participates in meetings pertaining to, and providing information that supports, quality dialog on continuous improvement of student achievement and other institutional outcomes. Evidence of this work is provided as follows:

- Integrated planning model ([IB1.55](#)) to enhance institutional effectiveness via sustainable continuous quality improvement.
- The continuous improvement plan and processes ([IB1.74](#)).
- Institutional effectiveness measures ([IB1.75](#)), including institution-set standards for student achievement and goals for institutional effectiveness.
- The student success scorecard ([IB1.76](#)), presented annually through structured dialog and interaction with the Governing Board ([IB1.77](#)).
- Guided Pathways to facilitate dialog about College redesign aimed at markedly improving student achievement outcomes. College-wide dialog began to occur with the rollout of the Guided Pathways framework in spring 2018, and with purposeful alignment with the development of Strategic Plan 2019-2024, including, for example, the Introduction to Guided Pathways session during the Student Success Conference ([IB1.78](#)), shared data handouts that display critically important data on core student success outcomes, Guided Pathways metrics mandated by the California Community Colleges Chancellor's Office (CCCCO), and discussions at the Academic Senate ([IB1.79](#)).

Deepening Institutional Dialog: Considerable discussion about deepening institutional dialog occurred at College Planning Council at the end of spring 2018. California State Employee Association Chapter 470 representatives led a discussion on elements that support effective participation resulting in formal action taken by College Planning Council to explore issues relevant to deepening institutional dialog ([IB1.80](#)). A multi-constituent work group of the

College Planning Council was formed and will convene during 2018-2019 to make recommendations for improving institutional dialog.

Analysis and Evaluation

The Institution has structured dialog on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Sustained, substantive, and collegial dialog occurs on a continuous basis and stimulates plans for improvement. The College invested significant efforts and resources not only to provide opportunities for dialog that utilize the analysis of evidence, data, and research in the evaluation of student learning and achievement, but also to grow a culture where this dialog has increasingly become the norm and integrated throughout all key institutional processes and decisions as shown in the College's Model for Integrated Planning & Sustainable Continuous Quality Improvement. Evaluations and assessments are critical in that they form the basis for implementing institutional and program improvement year over year and from one strategic planning cycle to the next. Despite the broad level of participation in dialog within and across divisions, constituent groups, and other stakeholders, the Institution continues to reflect on how to improve dialog in view of the challenge of interacting regularly and communicating effectively given the context of an increased number of internal and externally mandated initiatives.

Conclusion

Hartnell College meets Standard I.B.1.

Supporting Evidence

- IB1.1 [Convocation Agenda Aug 2016](#)
- IB1.2 [Convocation Agenda Aug 2017](#)
- IB1.3 [Student Success Conference Program 2016](#)
- IB1.4 [Student Success Conference Program 2017](#)
- IB1.5 [President's Forum, April 8, 2016](#)
- IB1.6 [Fall 2017 President's Forum, November 17, 2017](#)
- IB1.7 [IPRE Institutional Planning Retreats](#)
- IB1.8 [Institutional Planning Retreats Agenda -The Ascent](#)
- IB1.9 [Hartnell College Grant Concept Form](#)
- IB1.10 [Hartnell Concept Form CCCCCO BSI HCGCF AA KM](#)
- IB1.11 [Community Forum to Introduce Four Facilities Improvement Projects](#)
- IB1.12 [Facilities Design Teams - Members and Documents](#)
- IB1.13 [Hartnell Seeks Applicants for Citizens Oversight Committee](#)
- IB1.14 [Design Teams for Hartnell College Facilities Projects](#)
- IB1.15 [Hartnell Student Learning Outcomes Website](#)
- IB1.16 [PPA Specialist Position Description](#)
- IB1.17 [SS Specialist Position Description](#)

IB1.18	<u>Hartnell College-STEM Summit Meeting Notes</u>
IB1.19	<u>Hartnell HITS (High Impact Teaching Strategies) Series</u>
IB1.20	<u>HITS 2018- Hartnell High Impact Teaching Strategies</u>
IB1.21	<u>Experiential Learning Institute</u>
IB1.22	<u>Educator in Residence 2017-18</u>
IB1.23	<u>Hartnell College Educator in Residence 2016-17</u>
IB1.24	<u>Educator in Residence Rushton Hurley</u>
IB1.25	<u>Combined Conference Travel and Rubric</u>
IB1.26	<u>List of Funded Travel Awardee List- 2017</u>
IB1.27	<u>Updated Hartnell Reads</u>
IB1.28	<u>Expectations for Participating in Governance</u>
IB1.29	<u>College Re-Design Organizational structure second reading</u>
IB1.30	<u>AP 2410 BP & AP</u>
IB1.31	<u>Strategic Plan 2013-2018 Planning Groups</u>
IB1.32	<u>Roles of Stakeholders in Strategic Planning</u>
IB1.33	<u>Timeline for the Integrated Plan 2017-19</u>
IB1.34	<u>IPRE Program Review & Annual Planning</u>
IB1.35	<u>PPA Data</u>
IB1.36	<u>Student Affairs Division - Student Programs and Services</u>
IB1.37	<u>VP of Student Affairs PPA 2017 Report</u>
IB1.38	<u>English Department Meeting Highlights Feb 3 2017</u>
IB1.39	<u>9-22-Fall 2017 Math Department Meeting</u>
IB1.40	<u>Hartnell Strategic Plan 2013-18</u>
IB1.41	<u>8.22.17 HSI Leadership Team Agenda Meeting Notes</u>
IB1.42	<u>9.05.17 HSI Leadership Team Agenda and Notes</u>
IB1.43	<u>HCCD-HCFA TA on ARTICLE 13</u>
IB1.44	<u>HCCD-HCFA ARTICLE 14 TA</u>
IB1.45	<u>Art. 11.Final TA.041515.Academic Calendar</u>
IB1.46	<u>Special Meeting of the Academic Senate</u>
IB1.47	<u>MOU - Faculty Evaluation Signed</u>
IB1.48	<u>16 week Calendar - Brown Bag discussion</u>
IB1.49	<u>Draft Curriculum Institute Agenda</u>
IB1.50	<u>2016 Fall Curriculum Institute-Final</u>
IB1.51	<u>Bridging the Gap Spring Convening 2018</u>
IB1.52	<u>Salinas Valley Ag Tech Summit</u>
IB1.53	<u>Faculty SLO Assessment Calendars</u>
IB1.54	<u>Student Learning Outcomes (SLO) Assessment</u>
IB1.55	<u>IPRE Integrated Planning Model & Sustainable Continuous Quality</u>
IB1.56	<u>Budget Development Funding Decision Processes</u>
IB1.57	<u>Continuous Improvement Annual Assessment Report</u>
IB1.58	<u>Annual Assessment of BSIP 2015-16</u>
IB1.59	<u>Student Equity Plan-SEP</u>
IB1.60	<u>Equity Summit - Creating a Campus of Equity (2017)</u>
IB1.61	<u>Hartnell College Curriculum Committee Site</u>
IB1.62	<u>Hartnell College Curriculum Committee Members</u>
IB1.63	<u>Disciplines and Disciplines List Training Opportunity</u>
IB1.64	<u>Min Quads Disciplines List Training on Curriculum Agenda</u>

- IB1.65 [IPRE 2015-2016 Strategic Planning](#)
- IB1.66 [Math Department Meeting 7-25-2017 Fall](#)
- IB1.67 [Strategic Plan Progress Report Fall 2014](#)
- IB1.68 [IPRE Strategic Plan 2019-2024 Stages of Development](#)
- IB1.69 [Evaluation of Planning Retreat](#)
- IB1.70 [Invitation 2018 Spring Institutional Planning Retreat](#)
- IB1.71 [Core Outcomes for Strategic Plan 2019-2024](#)
- IB1.72 [IPRE Long Term Planning](#)
- IB1.73 [Office of IPRE](#)
- IB1.74 [IPRE- Continuous Improvement Plan and Structure](#)
- IB1.75 [IPRE Institutional Effectiveness Measures](#)
- IB1.76 [IPRE Student Success Scorecard Presentation and Resources](#)
- IB1.77 [Agenda 2016 Student Success Scorecard](#)
- IB1.78 [Guided Pathways Webpage-Dialog](#)
- IB1.79 [Academic Senate Meeting-Guided Pathways](#)
- IB1.80 [Minutes of CPC Meeting April 18, 2018](#)

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Assessment of well-defined SLO for instructional programs and student learning support services is an important component of evaluation at Hartnell College. All programs and service areas participate in systematic and continuous outcome assessment processes that support development, assessment, and revision of SLO and SAO. Assessment of student support and services programs follow the same approach as SLO assessment. Vetted policies and practices promote the iterative, collaborative, and time-intensive processes used to define and assess SLO and SAO at the institutional, program, and course levels ([IB2.1](#)).

Faculty and staff define institutional, program, and course SLO by articulating what is essential to student learning in their instructional and student support programs. As a curriculum matter, SLO assessment falls under the jurisdiction of the Academic Senate, which oversees curricular content and standards for the development of outcomes. The OAC, a subcommittee of the Academic Senate with broad-based membership ([IB2.2](#)), is charged with facilitating discussions among instructional and non-instructional areas on the development and implementation of outcome assessment policies, procedures, and processes. Structured discussions within and across academic sectors take place at academic program meetings, student success events ([IB2.3](#)), and Curriculum Committee meetings.

Course Outlines of Record and SLO are entered and revised in CurricUNET (curriculum management software) and included in course syllabi ([IB2.4](#)). Faculty members use SLO as guides for assessing effectiveness in teaching and learning regardless of teaching modality. Online courses are subject to the same assessment standards and policies as their on-campus and hybrid counterparts. The Distance Education Committee, a committee of the Academic Senate, engages faculty in monthly discussions about pedagogy of online courses ([IB2.5](#)).

Resources for both online and on-campus courses and services are available and accessible ([IB2.6](#)).

eLumen database software provides the tool for storing and organizing the results from SLO assessment and allows for mapping the outcomes to the Institutional Learning Outcomes (ILO). After assessment occurs, time is taken to discuss the results with colleagues, examine the data, and determine if modifications are needed ([IB2.1](#)).

The results from SLO assessments have led to changes in instructional and/or student support services. Alcohol and Other Drugs (AOD) is an example of an academic program that was improved after a comprehensive evaluation of SLO and PLO in accordance with the AP 4021 process. BP 4201 and AP 4021, “Establishing, Revitalizing, or Discontinuing Academic Programs” ([IB2.7](#), [IB2.8](#)), delineate the systematic process used when evaluating a program’s status in relation to the overall educational mission of the College. The purpose of AP 4021 is to critically review a program and to either recommend possible remediation that will result in a more viable program or recommend the discontinuance of the program. The summative evaluation of the AOD program’s viability, possible steps necessary to revitalize the program, and recommendations for continuation of the program were reliant on the findings included in annual and comprehensive PPA reviews. The AOD proposal is included as evidence that improvement to courses and programs has occurred as a result of comprehensive evaluation processes ([IB2.9](#)). In contrast, academic programs, such as Real Estate, have been discontinued based on the same critical analysis of data and consideration of all parties potentially affected by the decision: faculty, staff, administrators, students, advisory committee members, employing businesses and industry, and the community ([IB2.10](#)).

Institutionally, it is the administration’s role to provide technical and operational support that aids in the development of valid and reliable assessment tools, assistance with the analysis and use of assessment results, and resources to implement changes suggested by the data. The SLO assessment process is sustained with assistance from the Office of IPRE, which provides statistical analysis and technical support. As part of the continuous cycle of improvement, SLO results obtained using vetted assessment practices are shared with internal and external stakeholders. Results are publicly available on the Academic SLO ([IB2.11](#)) and SAO webpages and the webpages for the specific programs ([IB2.12](#)). SAO and results are posted on relevant webpages and cross-referenced when indicated ([IB2.13](#)). Data managed by the Office of IPRE are stored in the College’s intranet portal (R drive) that is accessible to all employees. Institutional, program, and course SLO as well as outcomes related to the labor market, graduation, and transfer rates are made available to internal and external stakeholders by the Office of IPRE ([IB2.14](#)).

Instructional programs and student and learning support services are assessed according to a predetermined schedule and on an ad hoc basis. Each instructional area has a three-year assessment cycle for courses with the fourth year used for program-level assessment through spring 2023 ([IB2.11](#), [IB2.15](#)). Student support programs and other service area programs are assessed annually. Schedules are posted on the Hartnell website with links to relevant webpages and the IPRE webpage ([IB2.16](#), [IB2.11](#)).

Timelines, assessment processes, and resources are posted on multiple Hartnell website pages, with links to SLO results and analysis ([IB2.11](#), [IB2.17](#)). Program outcomes are published in the College Catalog ([IB2.18](#)) and are included on the program pages in CurricUNET.

Analysis and Evaluation

Evidence demonstrates that the College has defined SLO (and SAO where appropriate) for all instructional programs and student and learning support services at the course, program, certificate, degree, and institutional levels. All SLO and SAO are developed and assessed through established processes and procedures. Results from assessments are discussed and used for making improvements. Assessment and evaluation occur in a continuous cycle of quality improvement.

Conclusion

Hartnell College meets Standard I.B.2 and ER 11.

Supporting Evidence

- IB2.1 [Student Learning Outcome \(SLO\) Assessment](#)
- IB2.2 [Outcomes and Assessment Committee Handbook](#)
- IB2.3 [Student Success Conference 2017](#)
- IB2.4 [Fall 2017 Syllabus with SLOs](#)
- IB2.5 [Distance Education Committee Minutes](#)
- IB2.6 [Professional Development Resource Page](#)
- IB2.7 [AP 4021](#)
- IB2.8 [BP 4021](#)
- IB2.9 [4021 AOD Recommendation Report](#)
- IB2.10 [4021 Real Estate](#)
- IB2.11 [Assessment Calendars Webpage](#)
- IB2.12 [Service Area Outcomes SAOs](#)
- IB2.13 [SAO from DSPS](#)
- IB2.14 [IPRE Screenshot of Employment Data Available on R Drive](#)
- IB2.15 [2016-2023 Program Assessment Schedule](#)
- IB2.16 [Schedule of Annual and Comprehensive Reviews](#)
- IB2.17 [SLO Procedures and Timeline](#)
- IB2.18 [Degrees- PLO Samples](#)

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The formal process of developing institution-set standards began in the fall 2014 semester with the formation of a task force representing different constituency groups. A timeline was created to develop the first set of institution-set standards ([IB3.1](#)). The institution-set standards for student achievement established for 2014-2015 include four metrics: course completion, retention, certificates, and degrees. The 2014-2015 standard was approved by the Board on April 7, 2015 ([IB3.2](#)). After thorough discussion and research, the College decided to set the standard for each metric at 5% below the mean of the most recent five years.

In addition, in 2015-2016, Hartnell established institution-set standards for two more key metrics: student transfer and Career Technical Education (CTE) job placement ([IB3.3](#), [IB3.4](#)). The proposed institution-set standards for 2015-2016 were developed against the most valid and recent trend data that could be accessed. The College has also been setting standards for licensure examination passage rates annually as evidenced in the Accrediting Commission for Community and Junior Colleges (ACCJC) annual reports ([IB3.5](#), [IB3.6](#)). Hartnell College continues to set and/or update institution-set standards for student achievement, student transfer, and CTE job placement annually ([IB3.7](#)).

Assessment of the standards has been included in the Annual Program Planning and Assessment as shown in the following questions:

- How does your program’s performance compare to the institutional-set standards for job placements, transfer rates, and graduation rates that have been established? If you are currently underperforming, what actions are you taking to meet the standards?
- Does your program offer any industry/professional certificates or lead to a licensing exam? If so, how are you tracking them (please share data)? Please set standards for your program for future use if you have not done so already.
 - (Part G, CTE Programs – Labor Market & Achievement, question 1 & question 4, PPA, Spring 2017) ([IB3.8](#)).

The preliminary assessment of institution-set standards and goals against the actual data was discussed at the College Planning Council’s November 1, 2017 meeting ([IB3.9](#), [IB3.10](#)). The assessment results show that for the most recent three-year period, the College has met or exceeded the goals set for almost all metrics. The College’s actual data are consistently above the institution-set standards ([IB3.8](#)).

A more robust institutional effectiveness framework has been recently discussed through different shared governance councils. It was approved by the College Planning Council on November 15, 2017 ([IB3.11](#)). The framework includes three levels of targeted outcomes when setting institutional goals: minimum expectation, attainable goal, and aspirational goal. The

framework also includes four assessment zones indicating different levels of achieved outcomes and the type of action needed ([IB3.12](#)).

In addition to the above metrics, the College is aware of and uses the key metrics in the United States Department of Education (USDE) College Scorecard through the Integrated Postsecondary Education Data System (IPEDS) for different purposes, two of which are to identify peer and aspirant institutions for the College and for Strategic Plan metrics. As the College is embarking on a new strategic planning cycle (2019-2024), completion is one of the key metrics. Hartnell uses graduation rates obtained from IPEDS as one of the core metrics for the completion outcome. Other metrics from the scorecard that have been used by the College include, but are not limited to, student financial aid receipt, enrollment by gender and race, and retention rate ([IB3.13](#), [IB3.14](#), [IB3.15](#)).

Analysis and Evaluation

The College has established institution-set standards for student achievement, student transfer, and student job placement that appropriately align with its mission. The method used for setting the standards has been researched and discussed through broad participation and through participatory governance. The College has also developed an assessment framework, which includes levels of outcomes and types of actions to be taken. Outcomes from assessment of institution-set standards have demonstrated how well the College is achieving the standards, and the results are made available to all College constituents and the community through College website publication.

Conclusion

Hartnell College meets Standard I.B.3 and ER 11.

Supporting Evidence

- IB3.1 [Time Line for Dev & Approval of Institution Set Standards](#)
- IB3.2 [Institution Set Standards for 2014-15](#)
- IB3.3 [Institution Set Standard for Student Transfers for 2015-16](#)
- IB3.4 [Institution Set Standard for CTE Prog Job Placement](#)
- IB3.5 [ACCJC AAR](#)
- IB3.6 [Assessment of Standards 4-2-18](#)
- IB3.7 [Institution Set Standard for Student Achievement, Student Transfer, CTE JP](#)
- IB3.8 [Assessment of Institution Set Standard in Program Planning and Review](#)
- IB3.9 [Draft Assessment of Institutional Standards Goals](#)
- IB3.10 [CPC Min for 11-01-17 Mtg](#)
- IB3.11 [CPC Min for 2017-11-15 Mtg](#)
- IB3.12 [Institutional Effectiveness Framework](#)
- IB3.13 [Strategic Plan 2019-24 Core Outcomes](#)
- IB3.14 [Procedure for Identifying Comparison Groups and Institutional Performance](#)

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Assessment data drive Hartnell College planning to improve student learning and student achievement. Institutional processes are organized and implemented to support student learning and student achievement. Evaluations and assessments are critical in forming the basis for implementing annual program improvements.

The Program Planning and Assessments (PPA) process provides for links between the College mission, vision, and long-term planning. It directly involves participatory governance, budget development, resource allocation, plan implementation, and outcome assessments. Annual PPA work provides feedback from various College constituent groups regarding assessment results ([IB4.1](#), [IB4.2](#)), which are easily and regularly accessible through the PPA webpage ([IB4.3](#) [IB4.4](#)) according to a well-defined timeline ([IB4.5](#)).

PPA reports are available online to all College constituents. They are accessible annually through dedicated webpages ([IB4.6](#)) and organized by division and service or program. Examples are the PPA reports for Academic Programs ([IB4.7](#)) and the PPA reports for Instructional Services ([IB4.8](#)) available under the Academic Affairs Division PPAs section ([IB4.9](#)). Actions are taken as a result of the analysis of evidence, data, and research from evaluation ([IB4.10](#)). This includes using eLumen templates ([IB4.11](#),[IB4.12](#)) for integrated access to data, SLO, and alignment and submission of completed PPAs.

Budget development funding decision processes are clearly defined and mapped within the PPA process ([IB4.13](#)). Systematic dialog is part of the process to integrate various components from academic programs, instructional services, and offices and campus center services. Programs, services, and grants are aligned with relevant supervisory programs and services. For example, the Student Affairs Division – Student Programs and Services ([IB4.14](#)) has 14 services. Each assessment maintains the same level of diligence in dialog and process as exemplified in the VP of Student Affairs PPA 2017 Report ([IB4.15](#), [IB4.16](#)). The PPA reports from the Astronomy, Business, Mathematics, and Nursing programs ([IB4.17](#), [IB4.18](#), [IB4.19](#), [IB4.20](#)) show examples of such rigor in analysis, use of data, and integration and alignments with other programs.

eLumen ([IB4.21](#)) is the system used by all programs and employees to manage, align, and analyze outcomes including SLO, PLO, and Core Competencies. Outcomes are mapped and aggregated as necessary for program analysis and improvement. Outcomes support the College strategic priorities, mission, vision, and values. Hartnell College maintains clearly defined program outcomes for instructional programs leading to a degree or certificate. These outcomes explicitly state the skills, knowledge, and abilities a student should have upon program completion. To ensure that Hartnell students are achieving program outcomes, faculty conduct ongoing assessment to examine and improve teaching and learning processes.

All programs are assessed at least once in a four-year period, and program courses are assessed on a three-year cycle with reassessment taking place during years five through seven ([IB4.22](#), [IB4.23](#), [IB4.24](#)).

The OAC collaborates with faculty to set assessment calendars and posts them on the OAC webpage ([IB4.22](#)). Calendars show a timeline of a three-year assessment cycle of all courses followed by a fourth-year focus on PLO ([IB4.24](#), [IB4.25](#)); the cycle repeats after year four ([IB4.23](#)). These discipline calendars facilitate consistent and cyclical course/program assessment/reassessment by full-time and adjunct faculty members. They also help ensure that assessments at all levels are conducted and evaluated following the calendared timeline to support college wide planning and improvement ([IB4.26](#)).

The College assessment cycle adopted in 2016 facilitates the discussion of continuous improvement in teaching and learning by scheduling courses for assessment and reassessment based on an intervention, in order to “close the loop.” The procedure is described as follows. Assessment results are entered into eLumen by faculty at the same time as final grades ([IB4.11](#)). Assessment reports are reviewed, analyzed, and discussed by discipline faculty ([IB4.27](#)) who complete a course action plan based on analysis and discussion ([IB4.12](#)). The College uses course-level assessment data to examine PLO as part of the annual PPA process. The results post to the OAC website ([IB4.28](#)). These summaries address examined information, facilitated actions, and identified next steps. In addition, a comprehensive four-year PLO review, scheduled for 2019–2020, will use aggregated course-level data from eLumen to examine if students are obtaining appropriate course-level knowledge/skills to meet program outcomes ([IB4.24](#)). The Curriculum Committee began a comprehensive review of all degrees and their associated PLO in fall 2018 to ensure outcome alignment with programs as well as with Guided Pathways ([IB4.29](#)). Core Competencies and Service Area Outcomes are assessed annually ([IB4.30](#), [IB4.31](#)).

Diligent evaluation of faculty and other learning support staff is also paramount in the improvement of learning and student achievement. Hartnell has well defined evaluation processes for various categories of faculty and instructional staff ([IB4.32](#), [IB4.33](#), [IB4.34](#)). The basic reasons for evaluation are to (1) improve the educational programs of the College, (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, and (5) document unsatisfactory performance. All parties to the evaluation process adhere to the District's policy on integrity and ethics ([IB4.35](#)) and are sensitive to the diversity of areas in the College ([IB4.36](#), [IB4.37](#), [IB4.38](#), [IB4.39](#)). Periodic surveys are used to obtain meaningful program evaluation information based on student perspectives and precursory actions established through the PPA process ([IB4.33](#), [IB4.34](#), [IB4.39](#), [IB4.40](#)).

The Guided Pathways initiative provides a useful framework that will ultimately help thousands of students moving forward. Hartnell College has joined this growing national movement aimed at greatly improving student success ([IB4.41](#)). The Guided Pathways framework “creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promote better enrollment decisions and prepare students for future success.” A campus-wide dialog began with presentations given during the

Introduction to Guided Pathways session portion of the Student Success Conference in 2017 ([IB4.42](#)). Concurrent information regarding critically important metrics of Hartnell College's core student success outcomes (graduation rates and time and units to completion) has been made available on the Shared Data handout. Equally accessible Guided Pathways metrics mandated by the CCCCO and Academic Senate discussions ([IB4.43](#)) exemplify the positive progress possible through Hartnell College's already in-process work toward Guided Pathways implementation. The development of the Strategic Plan 2019-2024 concurrent with Guided Pathways and a PPA cycle and calendar inclusive of such has already begun ([IB4.44](#)).

The Office of IPRE supports the College in accomplishing its mission through ongoing efforts focused on student success and institutional improvement. It encourages and supports data-informed decisions across the College. To this end, the IPRE ([IB4.45](#)) coordinates activities pertaining to, and provides information that supports, the organization, planning, assessment, and evaluation of academic and institutional processes to support student learning and student achievement exemplified as follows:

- Institutional research and data requests ([IB4.46](#)).
- Continuous improvement plans and processes ([IB4.47](#)).
- Guided Pathways framework, presentations, data, and assessment ([IB4.48](#)).
- Institutional Effectiveness Measures ([IB4.48](#)) for acceptable standards for student achievement and goals for institutional effectiveness, such as Student Success Scorecard ([IB4.49](#)).
- Integrated Planning Model ([IB4.50](#)) to enhance institutional effectiveness via sustainable continuous quality improvement.
- Long Term Planning ([IB4.51](#)) develops, approves, implements, evaluates, and revises long-term institutional plans ([IB4.51](#), [IB4.52](#), [IB4.53](#), [IB4.54](#), [IB4.55](#), [IB4.56](#)).
- Program Review and Annual Planning, implements a PPA process on an annual cycle ([IB4.57](#)). Each designated program, service, office, and campus is required to submit a PPA report that includes an annual review and action plan; a comprehensive review is due at least once every five years. The purpose is to ensure that regular assessment leads to the continuous improvement of programs, services, functions, and offices. Integrated planning, budgeting, and resource allocation provide the critical mechanisms for prioritizing and providing resources that can assist in supporting improvement.
- Each goal, linked to the six strategic priorities ([IB4.58](#), [IB4.59](#), [IB4.60](#)), is assessed annually through a progress report containing the plan of action and progress made over the course of the past year and a scorecard displaying the most recent status of relevant key performance indicators for that goal. The scorecards also allow for a comparison between current and previous actual data that reflect the most recent two years of available data. Current actual data/information are color coded: green if they are on or approaching the established target, yellow if they are moderately below the established target, and red if they are significantly below the established target ([IB4.61](#), [IB4.62](#), [IB4.63](#), [IB4.64](#), [IB4.65](#), [IB4.66](#), [IB4.67](#)).

Analysis and Evaluation

The College regularly uses data to evaluate the effectiveness of its programs, practices, and processes that support student learning and achievement, and does so by examining the data to better understand the learning needs of its student populations. Efforts in program improvement focus on reviewing data to determine student impact in order to improve student learning and student achievement. College planning processes use assessment data in short- and long-term planning, and there is systematic review of student outcomes data to reflect on program performance and to document progress toward achieving institutional goals. By fostering an environment that is evidence-based, the College enhances efforts to improve services and programs aimed at improving student learning and student achievement.

Conclusion

Hartnell College meets Standard I.B.4.

Supporting Evidence

- IB4.1 [PPA Process Email Reminder](#)
- IB4.2 [Curriculum RSVP List](#)
- IB4.3 [PAA Process Webpage with Links](#)
- IB4.4 [Schedule of Annual and Comprehensive Reviews](#)
- IB4.5 [Timeline for 2017 PPA Process](#)
- IB4.6 [PPA Reports Webpage](#)
- IB4.7 [Academic Affairs Division PPAs - Academic Programs 2017](#)
- IB4.8 [Academic Affairs Division PPAs- Instructional Services 2017](#)
- IB4.9 [Academic Affairs Division PPAs Webpage](#)
- IB4.10 [PPA Data](#)
- IB4.11 [Sample Reflection Assessment Reports](#)
- IB4.12 [Course Action Plan Sample](#)
- IB4.13 [Budget Dev Funding Decision Processes 2017](#)
- IB4.14 [Student Affairs Division - Student Programs and Services](#)
- IB4.15 [VP of Student Affairs PPA 2017 Report](#)
- IB4.16 [Academic PPA Template Spring 2016](#)
- IB4.17 [Strategic Initiative PPA Spring 2017 BUS](#)
- IB4.18 [Strategic Initiative PPA Spring 2017 MATH](#)
- IB4.19 [Strategic Initiative PPA Spring 2017 Astronomy](#)
- IB4.20 [Strategic Initiative PPA Spring 2017 Nursing](#)
- IB4.21 [eLumen Instructions for Faculty](#)
- IB4.22 [Assessment Calendars webpage](#)
- IB4.23 [SLO 7-year Timeline Slide](#)
- IB4.24 [SLO Procedures and Timeline](#)
- IB4.25 [Academic Senate Agenda 04-12-16 SLO timelines](#)
- IB4.26 [Discipline Assessment Calendar Sample](#)

IB4.27	<u>Annual Student Success Conference Agendas</u>
IB4.28	<u>2017 SPA PLO Summary</u>
IB4.29	<u>Hartnell College Mail-Curriculum News for 2018-19</u>
IB4.30	<u>Graduation Survey Evidence</u>
IB4.31	<u>Service Area Outcomes Executive Summary</u>
IB4.32	<u>Instructor Evaluation</u>
IB4.33	<u>2017 EOPS-CARE Semester Exit Survey</u>
IB4.34	<u>Hanover Research - Hartnell College Student Satisfaction Survey -2016</u>
IB4.35	<u>Final Review Checklist- Faculty Evaluation</u>
IB4.36	<u>Final Teaching Worksite Observation</u>
IB4.37	<u>PT Faculty Evaluation- Extract</u>
IB4.38	<u>FINAL Counselor Worksite Observation</u>
IB4.39	<u>O&A Committee Minutes Evaluation Grad Survey Results and SLO Determination</u>
IB4.40	<u>EOPS Student Satisfaction Survey</u>
IB4.41	<u>Guided Pathways Framework</u>
IB4.42	<u>Guided Pathways Webpage-Dialog</u>
IB4.43	<u>Academic Senate Meeting-Guided Pathways</u>
IB4.44	<u>Guided Pathways Timeline 2018 PPA Process</u>
IB4.45	<u>Office of Institutional Planning, Research and Effectiveness</u>
IB4.46	<u>Institutional Planning, Research and Effectiveness Data Request Forms</u>
IB4.47	<u>IPRE Continuous Improvement Plan and Structure</u>
IB4.48	<u>IPRE Institutional Effectiveness Measures</u>
IB4.49	<u>IPRE Student Success Scorecard Presentation and Resources</u>
IB4.50	<u>IPRE Integrated Planning Model & Sustainable Continuous Quality</u>
IB4.51	<u>IPRE Long Term Planning</u>
IB4.52	<u>IPRE Long Term Plans</u>
IB4.53	<u>Annual Assessment of Long Term Plan Timeline-07-15-16</u>
IB4.54	<u>Annual Program Planning & Assessment</u>
IB4.55	<u>Annual Assessment of Long Term Plan Timeline</u>
IB4.56	<u>Inventory of Annual Assessment of Long Term Institutional Plans</u>
IB4.57	<u>IPRE Program Review & Annual Planning</u>
IB4.58	<u>9-22-Fall 2017 Math Department Meeting</u>
IB4.59	<u>8-25-Fall 2017 Math Department Meeting</u>
IB4.60	<u>8-22-2017 HSI Leadership Team Agenda Meeting Notes</u>
IB4.61	<u>Institution-set Standards for 2014-15</u>
IB4.62	<u>Institution-set Standards for Student Transfer for 2015-16</u>
IB4.63	<u>Institution-set Standards for CTE Program Job Placement</u>
IB4.64	<u>Assessment of Institution-Set Standards in Program Planning and Review</u>
IB4.65	<u>CPC Minutes for 2017-11-15 Meeting</u>
IB4.66	<u>Strategic Plan 2019-24 Core Outcomes</u>
IB4.67	<u>BIO Ethnicity</u>

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Hartnell College assesses accomplishment of its mission to provide educational opportunities for students in an environment committed to student learning, achievement, and success using integrated evaluative processes. Hartnell’s approach to program review, or PPA, has been systematically used over the entire 2013-2018 strategic planning cycle to ensure that program-level assessment and planning occur regularly across the Institution and within divisions for both academic and non-instructional programs. Annual and comprehensive PPA reports have been completed at rates of 80 to 90% for most years within the 2013-2018 cycle ([IB5.1](#), [IB5.2](#)).

The annual PPA process includes questions that address goals and objectives of the academic program or service area. Examples of such questions are numbers three and four from the 2017 PPA:

- “*What trends do you notice for success percentage over the past 5 years?*” (*Has it improved, maintained or declined?*)
- “*What is the relationship between your discipline’s success and retention? To what extent can you improve one metric vs. another?*” ([IB5.3](#)).

Qualitative and quantitative data are collected and disaggregated by selected variables for analysis. In 2015, faculty answered PPA questions focused on mode of delivery. Quantitative and qualitative data from responses to questions number two and number four of the PPA were collected and analyzed:

- “*Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences?*”
- “*Compare student retention in the DE teaching environment with retention in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program? Student achievement by program*” ([IB5.4](#)).

In 2016, faculty were asked to review quantitative outcomes data and describe relevant factors regarding diverse teaching modalities and environments such as specific locations and scheduled times ([IB5.5](#)). Qualitative and quantitative data specific to distance education have been collected and assessed by the Distance Education Committee and the campus at large since 2013 ([IB5.6](#)). In 2017, SLO data were disaggregated by modality, age, gender, and ethnicity ([IB5.7](#)).

PPA Reports are posted on the Program Planning and Assessment Reports tab on the IPRE home page ([IB5.8](#)). Relevant data are stored on the internal network R-drive, which is

accessible to Hartnell College faculty and staff. College planning processes use assessment data in short-term and long-term planning. Systematic review of student outcomes data is conducted to reflect on program performance and to document progress toward institutional goals.

Analysis and Evaluation

Since 2013, the College has refined the integrated planning model used to systematically evaluate accomplishment of the College's mission through the PPA process that includes program review and evaluation of goals and objectives, SLO, resources, and student achievement. Data are disaggregated by a number of variables. The results of assessment and evaluation are discussed broadly throughout the College. The College's Strategic Plan includes long-term goals and desired outcomes aligned with the College's mission and core values. Review processes are integrated and linked to the College's mission to provide educational opportunities for students to reach academic goals in an environment committed to student learning, achievement, and success.

Conclusion

Hartnell College meets Standard I.B.6.

Supporting Evidence

- IB5.1 [Completion of PPA Reports 2013-2018](#)
- IB5.2 [Program Planning Assessment Reports 2013-2018](#)
- IB5.3 [2017 PPA](#)
- IB5.4 [2015 PPA](#)
- IB5.5 [2016 PPA](#)
- IB5.6 [Distance Ed, F2F, Hybrid Rates](#)
- IB5.7 [2017 Nursing PPA](#)
- IB5.8 [Webpage for IPRE](#)

I.B.6 **The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

Hartnell College disaggregates and analyzes student achievement data for student subpopulations to identify performance gaps and implement strategies to close performance gaps. The PPA process provides for assessment of student achievement by gender, ethnicity,

and age to identify performance gaps ([IB6.1](#)). Each designated program, service, office, and campus is required to submit a PPA report.

In addition, the College also uses disaggregated data in (Basic Skills Initiative/Student Equity/Student success and Support Program) Integrated Plan to identify subgroups with disproportionate impact using one or the combination of the three methods: 80 Percent Rule, Proportionality Index, and Percentage Point Gap. In the Student Equity Plan, student achievement data are disaggregated by gender, race/ethnicity, and Special Population subgroups such as foster youth, individuals with disabilities, low-income, and veterans. As a result of the analysis, the College sets goals to close the achievement gap and develop strategies to achieve the goals, with appropriate human, fiscal, and other resources ([IB6.2](#), [IB6.3](#)).

One of the outcomes for the College's 2013-2018 Strategic Plan is to achieve approximately equal success rates among racial/ethnic groups as well as for gender by the 2017-2018 academic year. To achieve this outcome, the College implemented strategies and tracked progress on student achievement by gender and by race/ethnicity. The strategic progress report and scorecard have been presented annually to the Board; and actions have been taken to close achievement gaps ([IB6.4](#), [IB6.5](#)).

The College plans to disaggregate data for the metrics included in Strategic Plan 2019-2024 ([IB6.6](#)). The four core outcomes include Completion, Completion Efficiency (the percentage of classes in which a student enrolled and successfully completed), Transfer to Four-Year Institutions, and Student Employment Following Training or Completion ([IB6.7](#)). Strategies to close the achievement gaps among disproportionately impacted subgroups will be considered with each iteration of the Integrated Plan, and resources will be allocated to achieve desired targeted outcomes.

Through a Graduate Students' Core Competencies Survey, the College collected disaggregated data on the six ILO based on gender and race/ethnicity ([IB6.8](#), [IB6.9](#), [IB6.10](#), [IB6.11](#)).

The OAC develops strategies and oversees implementation, compliance, and analysis ([IB6.12](#), [IB6.13](#), [IB6.14](#), [IB6.15](#), [IB6.16](#)), and all reflective analysis reports are made available online ([IB6.17](#)). The OAC has engaged in dialog regarding the integration of demographic and other categories of subpopulations of students into eLumen as an effort to link available information to SLO and PLO. Additional analysis, discussion, and dialog will continue concerning how to best disaggregate the results of SLO assessment. The focus will be on how this disaggregation can lead to improvement of SLO.

Analysis and Evaluation

Hartnell College disaggregates and analyzes student achievement data for student subpopulations to identify performance gaps and implement strategies to close the performance gaps. This includes student achievement by gender, race/ethnicity, age, foster youth, individuals with disabilities, low-income, and veterans. When the Institution identifies

performance gaps, it implements strategies to mitigate those gaps with appropriate human, fiscal, and other resources and evaluates the efficacy of those strategies. Moving forward, the College will continue to explore processes for disaggregating learning outcomes assessment data for subpopulations of students.

Conclusion

Hartnell College meets Standard I.B.6.

Supporting Evidence

- IB6.1 [Academic Program Plan and Assessment 2017](#)
- IB6.2 [Hartnell Student Equity Plan-SEP](#)
- IB6.3 [Hartnell College Integrated Plan](#)
- IB6.4 [Strategic Plan 2013-2018, Goal 2B Scorecard](#)
- IB6.5 [Strategic Plan 2013-2018, Goal 2B Progress Report](#)
- IB6.6 [Disaggregated Data for Strategic Plan 2019-2024 Core Outcomes](#)
- IB6.7 [Core Outcomes and Metrics for Strategic Plan 2019-2024](#)
- IB6.8 [Graduate Survey for Core Competencies 2017](#)
- IB6.9 [Graduate Student Survey Core Competencies 2017-Results](#)
- IB6.10 [Graduated Student Survey Core Competencies -2016-Results](#)
- IB6.11 [Graduate Students Core Competencies Survey-2016](#)
- IB6.12 [Outcomes and Assessment Committee Handbook](#)
- IB6.13 [Strategic Initiative PPA Spring 2017 Nursing](#)
- IB6.14 [2016 O&A Minutes Calendar for Programs](#)
- IB6.15 [Hartnell College Data Resource WebPage](#)
- IB6.16 [Outcomes Assessment Webpage and Documents](#)
- IB6.17 [SLO-Reports List-Analysis-REFLECTIONS SPRING 17](#)

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College consistently evaluates its BPs and APs on a regular cycle, with a group of BPs and APs undergoing review each year ([IB7.1](#), [IB7.2](#), [IB7.3](#)). The review of BPs and APs was identified as a CI process for 2013-2018 and the process was evaluated during this cycle ([IB7.4](#)). More evidence on the BP and AP review and discussion can be found in agendas and minutes of governance council web pages ([IB7.5](#)). Hartnell is a subscriber to the Community College League's Policy and Procedure Service, which provides templates for policies and procedure that meet all legal requirements. The College's BPs and APs cover Governing

Board operations, instructional programs, student and learning support services, resource management, governance processes, and other important institutional areas ([IB7.1](#)).

The College also regularly reviews practices in all areas of the Institution to improve their effectiveness in supporting academic quality and accomplishment of mission. The Continuous Improvement Plan 2013-2018 ([IB7.6](#)) and the Handbook of Continuous Improvement Processes ([IB7.7](#)) were developed and approved by the Board of Trustees on July 1, 2014. The Continuous Improvement Plan 2013-2018 was developed for the overall purpose of cultivating institutional effectiveness through the development, implementation, and assessment of purposefully designed processes of continuous development.

The Handbook of Continuous Improvement Processes comprises 30 processes, which are categorized into five groups: A) Organizational Effectiveness, B) Effectiveness of Strategic Planning, C) Effectiveness of Strategic Operations, D) Processes for Employee Hiring & Job Classification, and E) Performance Evaluation Procedures. In addition, the Framework for Evaluation of Continuous Improvement Process Implementation ([IB7.8](#)) was developed in the summer of 2015 to provide a clearer understanding of the entire evaluation process. Each of the CI process implementations has been evaluated on a regular basis with the evaluation cycle ranging from annually to every six years ([IB7.9](#)). The College has embedded 29 of these 30 CI processes in ongoing institutional practice with leads having been clearly defined, the CI processes largely incorporated into their role, and evaluation occurring to at least some degree as an expected outgrowth of implementation. The CI process that has not been embedded in ongoing practice is Non-Instructional Program Establishment, Revitalization & Discontinuance. This process is slated to be written into BP and AP, which will provide impetus for ensuring its embedding into organizational practice moving forward.

The extensive set of these CI processes includes practices regarding the evaluation of instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. For example, in the 2013-2018 strategic planning cycle, the great majority of academic and non-instructional programs have engaged in the annual planning and assessment process. Comprehensive program review for CTE programs takes place every two years and at least once every five years for non-CTE programs ([IB7.10](#)). SLO are assessed annually ([IB7.11](#)). Organizational Climate is evaluated periodically as needed. Budget Development and Resource Allocation are evaluated annually. The overall effectiveness of the College governance system is evaluated regularly ([IB7.12](#)). Long-term plans are also assessed annually ([IB7.13](#), [IB7.14](#)). Mission, vision, and values have been and continue to be evaluated on a regular cycle aligned with the development of strategic plans. The first review of mission, vision, and values was conducted during the second week of March 2013 ([IB7.15](#)). The second review was done between December 8, 2017 and January 22, 2018, and the result was presented and discussed at the College Planning Council on February 7, 2018 ([IB7.16](#)). The Governing Board approved the revised vision, mission, and values statements on May 1, 2018 ([IB7.17](#)).

Evaluation of the implementation of specific CI processes is conducted on an annual basis or otherwise according to assessment cycles. Evaluation results are used to develop and implement plans for improvement ([IB7.18](#), [IB7.19](#), [IB7.20](#)).

Recognizing the critical importance of utilizing human resources to improve student success and institutional performance, the College uses a multi-layer approach to evaluating the ongoing work of every individual at the Institution (e.g., Full-time Hiring, Part-time Hiring, Manager Evaluation, Tenured Faculty Evaluation, Probationary Faculty Evaluation, Classified Staff Evaluation, and Cyclical Job Classification Review for Classified Staff and Other Employees) ([IB7.21](#)). A classification and compensation study for administrative positions is in process and will be completed during 2018-2019.

Analysis and Evaluation

The College regularly reviews and updates its BPs and APs based on legal requirements and external and internal changes to assure their effectiveness in supporting academic quality and accomplishment of mission. The College evaluates its practices on a regular basis following established processes and frameworks that provide feedback on their effectiveness in supporting academic quality and accomplishment of mission.

Conclusion

Hartnell College meets Standard I.B.7.

Supporting Evidence

- IB7.1 [Hartnell CCD Governing Policies & Administrative Procedures \(N&R\)](#)
- IB7.2 [AP 2410 BP and AP](#)
- IB7.3 [BP & AP Review Schedule 2017-18](#)
- IB7.4 [BP & AP - Components of Continuous Improvement](#)
- IB7.5 [Governance Councils Web Pages](#)
- IB7.6 [Continuous Improvement Plan 2013-2018](#)
- IB7.7 [Handbook of Continuous Improvement Processes 2013-2018](#)
- IB7.8 [Framework for Evaluation of CIP Implementation](#)
- IB7.9 [Evaluation of CI Process Implementation by Evaluation Cycle](#)
- IB7.10 [Program Review and Annual Planning](#)
- IB7.11 [Annual SLO Assessment Reports](#)
- IB7.12 [2016-17 Governance Effectiveness Survey-Overall System](#)
- IB7.13 [Long-Term Planning and Assessment](#)
- IB7.14 [IPRE Long-Term Planning](#)
- IB7.15 [Summary of Mission, Vision, Values Survey 2013](#)
- IB7.16 [Mission, Vision, and Values Survey Results 2-5-18](#)
- IB7.17 [Revised Vision, Mission, and Values Statements](#)
- IB7.18 [Enrollment Management Evaluation Report](#)
- IB7.19 [Annual Program Planning and Assessment Evaluation Report](#)
- IB7.20 [Evaluation of Continuous Improvement Process Implementation](#)
- IB7.21 [Human Resources Evaluation Reports](#)

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Results of relevant assessment and evaluation activities are communicated college-wide by the president or key personnel at Student Success Conferences ([IB8.1](#)), President’s Forums ([IB8.2](#)), New Employee Orientations ([IB8.3](#)), and governance meetings ([IB8.4](#)). For example, results of the 2016 SENSE Survey were shared with Hartnell administrators, faculty staff, and students at an all-day workshop regarding Guided Pathways implementation ([IB8.5](#)).

Attendees broke into multiple work groups each focusing on one of the seven key elements included in the College's 2018-2019 work plan. Information from the SENSE Survey regarding perceived need and student use of academic counseling services will be used to prioritize initiatives to orient new students to counseling programs prior to future enrollment. Relevant assessment results and evaluations, including licensing rates and qualitative data from advisory committee members, are available to external stakeholders on the College website, in the President’s Weekly Board Reports ([IB8.6](#)) and Reports to the Community ([IB8.7](#)).

Analysis and Evaluation

Assessment results and evaluations are broadly communicated, accessible, and discussed in multiple settings by a variety of internal and external stakeholders, which has enabled a shared understanding of the Institution’s strengths and weaknesses. Assessment data are used when setting priorities and evaluating institutional effectiveness. Communication of assessment and evaluation findings has led to conversations regarding institutional effectiveness, student learning, and student achievement. Modifications to academic programs and student services have resulted from annual review of assessment activities.

Conclusion

Hartnell College meets Standard I.B.8.

Supporting Evidence

- IB8.1 [Student Success Conferences](#)
- IB8.2 [President’s Forums](#)
- IB8.3 [New Employee Orientations](#)
- IB8.4 [Governance Meeting](#)

- IB8.5 [SENSE Guided Pathways](#)
- IB8.6 [President's Weekly Board Report](#)
- IB8.7 [Report to the Community](#)

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Hartnell's Model for Integrated Planning & Sustainable Continuous Quality Improvement guides the College's planning process and plan implementation in order to achieve its mission



(as stated in the Strategic Plan 2013-2018) and to improve institutional effectiveness and academic quality. Institutional planning happens on a regular basis ([IB9.1](#), [IB9.2](#)). The College has a comprehensive strategic plan and various other long-term plans for which implementation is assessed every year ([IB9.3](#), [IB9.4](#), [IB9.5](#)). The College is at its final year of implementing the Strategic Plan 2013-

2018, and it is in the process of developing a comprehensive assessment of the plan by the end of its implementation cycle. The 2018-2019 academic year will be a transition year wherein the College will bring the Strategic Plan 2013-2018 to a close and finalize the Strategic Plan 2019-2024 for launch in the 2019-2020 academic year. A Strategic Plan 2013-2018 assessment template has been distributed to each lead, and assessment reporting is due on September 5, 2018 ([IB9.6](#)). Strategic Plan implementation is assessed every year and the progress reports are posted on the College's website ([IB9.7](#)).

The College is utilizing a broad-based planning process to develop Strategic Plan 2019-2024. In the spirit of continuous improvement, the College started the strategic planning process with an annual planning retreat in fall 2016 to gather input from different College constituents as to how to make the next strategic planning process most effective. This focus was actualized through the identification of training and data needs as well as strategies necessary to improve engagement, communication, and goal achievement throughout the Institution ([IB9.8](#)).

The annual PPA process is a crucial part of planning and assessment. The review uses valid data to assess both academic and non-instructional programs and follows a consistent annual process ([IB9.9](#)). The PPA process integrates with a budget development and funding process, thereby supporting resource request for both short- and long-term needs for educational

programs and services. Human, physical, technological, and financial resources are prioritized and directed toward the accomplishment of the College's mission ([IB9.10](#), [IB9.11](#), [IB9.12](#)). The planning and evaluation process at Hartnell involves wide participation across the College community through various means including, but not limited to, retreats, meetings, and surveys ([IB9.13](#), [IB9.14](#), [IB9.15](#), [IB9.16](#)). The College's Governance and Decision-Making Model encompasses a wide array of councils and committees, which include in their membership representatives of faculty, staff, student, and administrator constituent groups who participate regularly in College planning and decision-making ([IB9.17](#)). For example, as the College approached the end of the 2013-2018 strategic planning cycle, various governance groups, most notably the College Planning Council, Academic Senate, and Academic Affairs Council, engaged in broad-based discussions concerning how the 2019-2024 strategic planning cycle for the PPA process should be structured. The College is currently engaged in a broad-based discussion amongst different collegial governance groups such as College Planning Council, Academic Senate, Joint Deans Meetings, and Academic Affairs Council as to how the 2019-2024 PPA cycle will be structured ([IB9.18](#), [IB9.19](#), [IB9.20](#), [IB9.21](#)).

Analysis and Evaluation

Planning and evaluation are continuous through regular meetings and the convening of governance councils, committees, task forces, and planning teams. Participation is broad-based as evidenced by the diversity of participants in planning and evaluation sessions, retreats, and activities. Planning and evaluation efforts are systematic, following well-defined processes as delineated in the College's Continuous Improvement Handbook.

Evidence supports that the College integrates program review, planning, and resource allocation into a comprehensive process that leads to the accomplishment of its mission and the improvement of institutional effectiveness and academic quality. Continuous improvement has been embraced; approaches for achieving integrated planning goals will continue to improve through the collaborative efforts of all constituents. The College seeks both to create promising practices and to implement externally proven best practices in planning and decision-making. The College has explored various integrated planning software options and has begun implementing the Nuventive Platform toward the aim of optimizing integration of planning, implementation, and evaluation processes.

The College's planning processes address both short-term and long-term needs of the College and focus on the College's mission, as reflected in the annual budget request accompaniment to PPA reporting and emails from the Superintendent/President detailing how allocating for budget requests have been made and expended.

Conclusion

Hartnell College meets Standard I.B.9 and ER 19.

Supporting Evidence

- IB9.1 [IPRE Integrated Planning Model & Sustainable Continuous Quality](#)
- IB9.2 [Hartnell Strategic Plan 2013-18](#)
- IB9.3 [Long Term Planning and Assessment](#)
- IB9.4 [Long Term Plans](#)
- IB9.5 [IPRE Long Term Planning](#)
- IB9.6 [Strategic Plan 2013-2018 Assessment Template](#)
- IB9.7 [Strategic Plan 2013-2018 Progress Report](#)
- IB9.8 [Fall 2016 Institutional Planning Retreat](#)
- IB9.9 [Program Planning and Assessment \(PPA\)](#)
- IB9.10 [Budget Development Funding Decision Processes 2017](#)
- IB9.11 [2015-16, 2016-17, 2017-18 Resource Allocation Request and Funding Decisions](#)
- IB9.12 [Integrated Planning - Continuous Improvement 2010-2018](#)
- IB9.13 [IPRE Institutional Planning Retreats](#)
- IB9.14 [College Planning Council's Meeting Agendas, Minutes and Documents](#)
- IB9.15 [Agenda for 11-15-17 Administration Meeting Presentation](#)
- IB9.16 [Review of Mission, Vision, Values Survey](#)
- IB9.17 [Governance and Planning Model](#)
- IB9.18 [2019-2024 Cycle of PPA Reporting](#)
- IB9.19 [Academic Affairs Council 1-04-11-18 Meeting Minutes](#)
- IB9.20 [CPC March 21st Meeting Minute](#)
- IB9.21 [Proposed Revision of PPA Process](#)



C.**INSTITUTIONAL INTEGRITY**

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College mission statement is readily available and accessible on the Hartnell College webpage under “About Hartnell College” ([IC1.1](#)) and in the College Catalog on page 3 ([IC1.2](#)). In addition, the mission statement is listed on all Governing Board and governance council meeting agendas. In accordance with BP 1200, “District Vision, Mission and Values Statements,” the College regularly reviews the vision, mission, and values statements to ensure relevancy ([IC1.3](#)). This review takes place in the year preceding the final year of the Strategic Plan. In 2017-2018, the College initiated a review of the vision, mission, and value statements. The statements were revised, vetted and approved by the College Planning Council and subsequently adopted by the Governing Board ([IC1.4](#)).



Information regarding SLO is readily available and accessible on the College’s OAC page ([IC1.5](#)) and Hartnell’s CurricUNET webpages ([IC1.6](#)). Program Outcomes for academic and career technical education programs are also readily available and accessible in the College Catalog ([IC1.7](#)) and on the website ([IC1.8](#)).

Faculty are required to insert SLO on course syllabi and to discuss the SLO with their students. Each semester, faculty are required to submit syllabi to their Division Office for reference. Faculty are in the process of developing an online course syllabi template to ensure consistency and the inclusion of required information.

A comprehensive list of all academic programs offered by the College is readily available and accessible on page 49 of the College Catalog ([IC1.9](#)). The College Catalog is updated annually ([IC1.10](#)). To ensure clarity, accuracy, and integrity, the catalog is reviewed in multiple ways. This includes review by content-knowledgeable departments, review by administrators, and review by the Curriculum Specialist ([IC1.11](#)).

Information regarding available student support services is provided on the College webpage under the Student Support Services and in the College Catalog on page 25 ([IC1.12](#)). This information is updated annually by deans of students and Student Affairs staff members, and

it is reviewed for accuracy by the Vice President of Student Affairs, as well as the Student Services administrative team ([IC1.13](#)).

Information regarding the College's accreditation by the Accrediting Commission is available on the College's homepage ([IC1.14](#)) and on the first inside page of the College Catalog ([IC1.15](#)). In addition, all pertinent accreditation documents, including communications and certification, are available on the College accreditation webpage.

Analysis and Evaluation

Hartnell College provides accurate and relevant information to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services.

The mission statement is accessible on the College's website, readily available in print and online in the College Catalog, and it is published on the Governing Board, as well as College governance committee meeting agendas. SLO are provided to students via course syllabi, and they are available through the College CurricUNET webpage. PLO are available in the College Catalog both printed and online. The College's accrediting agency is listed on the College's homepage and pertinent documents related to accreditation can be easily found on the College's accreditation webpage.

Conclusion

Hartnell College meets Standard I.C.1 and ER 20

Supporting Evidence

- IC1.1 [Webpage Section About Hartnell College](#)
- IC1.2 [2017-2018 College Catalog - Mission](#)
- IC1.3 [Board Policy 1200](#)
- IC1.4 [Presentation Vision Mission Values to the Board](#)
- IC1.5 [Hartnell SLO Website](#)
- IC1.6 [SLO on CurricUNET](#)
- IC1.7 [2017-2018 College Catalog - Degrees and Certificates - p.62](#)
- IC1.8 [Hartnell Website - Program Learning Outcomes](#)
- IC1.9 [2017-2018 College Catalog - List of Degrees - p.49](#)
- IC1.10 [Catalogs on the Web](#)
- IC1.11 [2018-2019 Catalog Production Timeline](#)
- IC1.12 [2017-2018 College Catalog - Student Support Services - p.25](#)
- IC1.13 [Student Support Services Catalog Update](#)
- IC1.14 [Hartnell Accreditation Status Home Page](#)
- IC1.15 [2017-2018 College Catalog - Accreditation Status - p.2](#)

I.C.2 **The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)**

Evidence of Meeting the Standard

The College Catalog ([IC2.1](#)) provides current and prospective students with accurate, up-to-date descriptions of services, programs, policies, and procedures. The College Catalog is reviewed annually for accuracy and currency through an established process ([IC2.2](#)). To ensure clarity, accuracy, and integrity, the Catalog is reviewed in multiple ways. This includes review by content knowledgeable departments, review by administrators, and review by the Curriculum Specialist ([IC2.3](#)). In April of each academic year, an annual catalog review meeting is held where deans and faculty review their courses and program pages for accuracy. College procedures and student services are also reviewed for accuracy by those most closely associated with the policy, procedure, or service. The College Catalog is available on the College’s website ([IC2.2](#)) and in print.

The Schedule of Classes ([IC2.4](#)) is produced three times a year: fall, spring, and summer. The Schedule of Classes contains additional information on enrollment policies and procedures.

Analysis and Evaluation

The College provides a printed and online catalog, which is readily available and accessible on the College’s website. The College Catalog contains all facts, requirements and policies, and procedures. In addition, the Schedule of Classes contains additional information on policies and procedures.

Conclusion

Hartnell College meets Standard I.C.2 and ER 20

Supporting Evidence

- IC2.1 [2017-2018 College Catalog](#)
- IC2.2 [College Catalog on the web](#)
- IC2.3 [2018-2019 Catalog Production Timeline](#)
- IC2.4 [Schedule of Classes on the Web](#)

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Hartnell College regularly assesses and documents the learning achievements of the students.



The PLO are established and are publicly available in the Course Catalog ([IC3.1](#)). All up-to-date course-level learning outcomes are found on the CurricUNET website ([IC3.2](#)). PLO are assessed cyclically, according to a publicized timeline ([IC3.3](#)) and will be included in PPA documentation starting in the year 2020. All course-level outcomes are assessed on a three-year cycle, as designed by the discipline faculty and demonstrated by the timeline of mathematics course assessment

([IC3.4](#)). After completing the assessment process, reflection reports are compiled ([IC3.5](#)) and shared with the Institution and with the public through the web ([IC3.6](#)). Furthermore, assessment results are communicated to and analyzed by the faculty during the PPA process ([IC3.7](#)). All compiled PPA documentation is available on the website to all interested public constituents ([IC3.8](#)).

Documented evaluation of student achievement is communicated through several methods, including but not limited to:

- Publishing of student achievement outcomes on the College website ([IC3.9](#), [IC3.10](#))
- President’s Forums/Convocations/State of the College Address ([IC3.11](#))
- Press Releases and Press Conferences ([IC3.12](#))
- Report to the Community ([IC3.13](#))
- Presentations across the communities served by the College ([IC3.11](#))
- Strategic Planning Advisory Group ([IC3.14](#))

Analysis and Evaluation

Hartnell College assesses program- and course-level outcomes regularly and documents and communicates the results of the assessments through its website and through the program planning process that takes place in every discipline.

Conclusion

Hartnell College meets Standard I.C.3

Supporting Evidence

- IC3.1 [2017-2018 College Catalog](#)
- IC3.2 [SLOs on CurricUNET](#)
- IC3.3 [SLO Timeline](#)
- IC3.4 [Sample SLO Assessment Timeline \(Math\)](#)
- IC3.5 [SLO Reflection Report MAT 3A](#)
- IC3.6 [Spring 2017 SLO Assessment Webpage](#)
- IC3.7 [Math PPA Spring 2016](#)
- IC3.8 [Compiled PPA reports](#)
- IC3.9 [Reports of Student Achievement Outcomes](#)
- IC3.10 [IPRE Student Success Scorecard Presentation and Resource](#)
- IC3.11 [Superintendent-President Presentations](#)
- IC3.12 [Press Releases](#)
- IC3.13 [Reports to the Community](#)
- IC3.14 [Strategic Planning Advisory Group](#)

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Hartnell College clearly describes all offered degrees and certificates in the Course Catalog on page 49 ([IC4.1](#)). Starting on page 62, for every degree and certificate, the Catalog lists the program description, PLO, and courses necessary to complete each degree/certificate ([IC4.2](#)). General Education requirements are included on pages 50-53 ([IC4.3](#)) and Core Competencies are listed on page 54 ([IC4.4](#)). In addition to the College Catalog, all PLO assessment reports can be found on the OAC website ([IC4.5](#)).



Analysis and Evaluation

The Hartnell College Catalog lists all the up-to-date academic requirements for degree and certificate attainment. This information includes descriptions of the program, required course work, and expected learning outcomes.

Conclusion

Hartnell College meets Standard I.C.4.

Supporting Evidence

- IC4.1 [2017-2018 College Catalog - List of Degrees - p. 49](#)
- IC4.2 [2017-2018 College Catalog - Degrees and Certificates - p. 62](#)
- IC4.3 [2017-2018 College Catalog - General Degree Requirements - p. 50-53](#)
- IC4.4 [2017-2018 College Catalog - Core Competencies - p. 54](#)
- IC4.5 [Hartnell Website Program Learning Outcomes](#)

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College regularly reviews its policies and procedures in accordance with BP 2410, BPs, and APs ([IC5.1](#)). All adopted policies and procedures are readily available and accessible through the College website, under Hartnell College Governing Board, HCCD, Governing Board Policies, and Administrative Procedures. The College maintains a master list that is reviewed by the President's Executive Cabinet to determine policy and procedure development/review for the upcoming year ([IC5.2](#)). In addition, the College subscribes to a policy and procedure service that is provided by the Community College League of California (CCLC) to ensure legal compliance and practice. New and revised BPs and APs are vetted by employee and student groups and governance councils. Recommendations are made to the superintendent/president. The superintendent/president forwards recommended policies and procedures to the Governing Board ([IC5.3](#)).

The College catalog is reviewed and updated annually to ensure that both current and prospective students receive timely and accurate information ([IC5.4](#)). Other College publications, including discipline-specific handbooks, are updated on a regular cycle by various departments ([IC5.5](#), [IC5.6](#)).

Analysis and Evaluation

The College has a process to review its policies and procedures in accordance with BP 2410 and AP 2410. In addition, all BPs and APs are readily accessible on the College website. College publications are also reviewed and updated on a regular and consistent cycle.

Conclusion

Hartnell College meets Standard I.C.5.

Supporting Evidence

- IC5.1 [BP 2410, Board Policies and Administrative Procedures](#)
- IC5.2 [BP and AP Review List 2017-18](#)
- IC5.3 [President's Executive Cabinet Agenda](#)
- IC5.4 [2018-2019 Catalog College Webpage](#)
- IC5.5 [Nursing and Allied Health Policy and Procedure Manual](#)
- IC5.6 [Hartnell College Scholarship Webpage](#)

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Hartnell College provides the most up-to-date information regarding the total cost of education in several ways. Pages 22 and 23 of the Hartnell College Course Catalog ([IC6.1](#)) list all mandatory student fees including, but not limited to, enrollment, resident and non-resident tuition fees, materials, activities, and printing fees. The Course Catalog also lists the schedule of refunds in case of student withdrawal. Additionally, the Admissions and Records webpage contains a link to the Fees and Refunds page ([IC6.2](#), [IC6.3](#), [IC6.4](#)), which lists the cost of one credit hour, additional information about non-resident tuition, and parking fees. The Financial Aid webpage ([IC6.5](#)) provides informative links to a price calculator ([IC6.6](#)), timetables of financial aid deadlines and disbursements, and the forms necessary for financial aid processing. The online textbook store ([IC6.7](#)) ensures that students have access to the cost of required textbooks and other instructional materials.

Analysis and Evaluation

Hartnell College accurately informs current and prospective students of the cost of attendance. All the up-to-date information on tuition, activities, parking, and printing fees can be found in

the Course Catalog, as well as on several College website pages including, but not limited to, Admissions and Records, Financial Aid, and the online bookstore.

Conclusion

Hartnell College meets Standard I.C.6.

Supporting Evidence

- IC6.1 [Hartnell College Course Catalog, p.22-23](#)
- IC6.2 [Fees and Refunds Website](#)
- IC6.3 [Additional Fees](#)
- IC6.4 [Nonresident Tuition](#)
- IC6.5 [Financial Aid Website](#)
- IC6.6 [Price Calculator](#)
- IC6.7 [Textbook Costs](#)

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Hartnell College ensures institutional and academic integrity by publishing the Academic Freedom Board Policy ([IC7.1](#)) in the Course Catalog ([IC7.2](#)) and on the College website. The policy supports the notion that “free expression of ideas should be limited only by the responsibility to express ideas with fairness and in the manner that respects differing ideas of others and distinguishes between fact and theories and one’s own opinion.” Additionally, the policy makes it clear that academic freedom extends to faculty, students, and classified employees who are welcome to express themselves freely in any campus venue.

Hartnell College also publishes the Professional Code of Ethics ([IC7.3](#)), which states that as a community, constituents are guided by the principles of excellence, fairness, and transparency. In order to achieve these standards, free discourse and unhindered dissemination of information must take place.

Analysis and Evaluation

Hartnell College assures academic freedom and integrity through its BP and Professional Code of Ethics, both of which encourage free expression of ideas, fairness, respect, and transparency. Both documents are publically available through the College website.

Conclusion

Hartnell College meets Standard I.C.7.

Supporting Evidence

- IC7.1 [Academic Freedom Board Policy](#)
- IC7.2 [2017-2018 Hartnell College Course Catalog, p.4](#)
- IC7.3 [College-wide Ethics Policy](#)

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Both the College-wide Ethics Policy ([IC8.1](#)) and the Hartnell College values statement ([IC8.2](#)) re-iterate the ideals of fairness, transparency, respect, civility, honesty, and responsibility in all actions and communications, while Collective Bargaining Agreement, article 16.1.A ([IC8.3](#)) requires that “All employees will uphold the highest level of academic and professional integrity and ethics. Faculty members, both contract or regular, are subject, in the event of just cause, to discipline, the imposition of penalties, or dismissal on grounds set forth in the California Education Code and in this article.”

BP 5500 ([IC8.4](#)) and its associated AP 5500 ([IC8.5](#)) set the college-wide standards of student conduct and behavior. Section M of AP 5500 emphasizes that “cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined in the College Catalog” may constitute grounds for suspension or expulsion. AP 5520 ([IC8.6](#)) outlines the means of addressing violations of student conduct and possible consequences students may face as a result of said violations. BP 4105 and AP 4105 ([IC8.7](#)) concerns academic integrity within the specific framework of Distance Education and states, “federal regulations pertaining to federal financial aid eligibility require that distance education courses and programs include processes to verify student identity and protect student privacy. The authentication approach currently used by the District is a secure credentialing/login and password through the campus student information system. As they emerge, the District may utilize new or more effective technologies and practices to verify student identification.” The expectations and standards of conduct are publicized on the Hartnell College website, in the Hartnell College Course Catalog pages 3 ([IC8.8](#)) and 45 ([IC8.9](#)), as well as in the faculty syllabi ([IC8.10](#), [IC8.11](#), [IC8.12](#)).

Analysis and Evaluation

Hartnell College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. To this end, the College publishes BPs and APs on academic freedom, an AP on student discipline and handling the breach of academic integrity, as well as BPs and APs regarding honesty and integrity in online courses. These BPs are further bolstered by the College's Ethics Policy, values statement, and collective bargaining agreement, all of which emphasize honesty and transparency in all actions and communications.

Conclusion

Hartnell College meets standard I.C.8.

Supporting Evidence

- IC8.1 [College Wide Ethics Policy](#)
- IC8.2 [Values Statement](#)
- IC8.3 [HCFA Article 16.1.A](#)
- IC8.4 [BP 5500 Standards of Student Conduct](#)
- IC8.5 [AP 5500 Standards of Student Conduct](#)
- IC8.6 [AP 5520 Student Discipline](#)
- IC8.7 [AP 4105 Distance Education](#)
- IC8.8 [2017-2018 College Catalog - Mission - p.3](#)
- IC8.9 [2017-2018 College Catalog - Academic Integrity and Dishonesty Policy - p.45](#)
- IC8.10 [Faculty Syllabus 1](#)
- IC8.11 [Faculty Syllabus 2](#)
- IC8.12 [Faculty Syllabus 3](#)



I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard



The Hartnell College values statement ([IC9.1](#)) maintains that as a community, faculty strive toward “respect, civility, honesty, responsibility and transparency in all actions and communications.” This means that ideas are transmitted professionally and without bias. This kind of professionalism also serves as a basis for faculty evaluation, as stated in the faculty bargaining agreement, Articles 13-C and 14-C ([IC9.2](#)): criteria for evaluation of tenured faculty (13-C) and probationary faculty (14-C) include “professional competence,” “professional conduct,” and “preparation of course materials that are consistent with approved curriculum.” Finally, student appraisals ([IC9.3](#)) also serve as a check point for faculty professionalism and clear, unbiased communication, allowing students to agree or disagree with the following statements: “In this class, I feel free to ask questions or express opinions relative to the subject,” and “The instructor is open to the presentations of other viewpoints,” respectively.

Hartnell College Academic Freedom Policy, BP 4030 ([IC9.4](#)), 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.” Furthermore, in case of noncompliance with the above policy, BP 5530 ([IC9.5](#)) outlines a mechanism that students may follow when filing a grievance against an instructor in case of “arbitrary imposition of sanctions” and against “prejudiced or capricious decision in the academic evaluation of a student’s performance.” Moreover, all courses go through a Curriculum Committee vetting and revisions ([IC9.6](#)) and become amended in accord with the Committee’s purpose “to maintain the quality and integrity of educational programs offered at Hartnell College.”

Analysis and Evaluation

Hartnell College distinguishes between personal conviction and professionally accepted views within a given discipline. The Academic Freedom BP is the overarching document that governs this distinction. Other processes that exist at the College, such as the Curriculum Committee’s vetting of course outlines, ensure that this Standard is upheld. Additionally, as per collective bargaining agreements, all faculty are regularly evaluated by their peers and by students to guarantee compliance with this Standard and may have a grievance filed against them in case of failure to do so, as per BP 5530.

Conclusion

Hartnell College meets Standard I.C.9.

Supporting Evidence

- IC9.1 [Values Statement](#)
- IC9.2 [HCFA, Articles 13-C and 14-C](#)
- IC9.3 [Student Appraisals](#)
- IC9.4 [BP 4030 Academic Freedom](#)
- IC9.5 [BP 5530 Student Grievances and Complaints](#)
- IC9.6 [Curriculum Committee](#)

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Hartnell College does not seek to instill any specific set of beliefs, but adheres to principles and values of excellence, openness and fairness, outlined in the college-wide Ethics Policy ([IC10.1](#)) and in the values statement ([IC10.2](#)).

Analysis and Evaluation

Hartnell College is a public institution that encourages equity, diversity, and integrity. It does not adhere to, nor seek to instill, any specific set of beliefs.

Conclusion

Hartnell College meets Standard I.C.10.

Supporting Evidence

- IC10.1 [College-wide Ethics Policy](#)
- IC10.2 [Values Statement](#)

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Hartnell College has three campuses, all located in Monterey County, California, within the United States.

Analysis and Evaluation

Hartnell College does not operate in a foreign location.

Conclusion

Hartnell College meets Standard I.C.11

Supporting Evidence

Not Applicable

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The Institution is committed to complying with accreditation Eligibility Requirements, Standards, and Commission Policies and to abiding by the required processes of such. The College and the District operate under AP 3200 and BP 3200 ([IC12.1](#), [IC12.2](#)), which define the District's policy of compliance with and ACCJC standards and processes.

The College has an Accreditation Council that monitors the status of the College's compliance with accreditation standards and is responsible for the coordination of the effort to prepare the self-study and mid-term reports. All recommendations from the College self-study and directives from the Accrediting Commission are referred to the College Planning Council. All interval reports, letters, and official documents are prepared as required and posted on the College's website ([IC12.3](#)).

The College further complies with public disclosure requirements. The College's accreditation status is clearly stated at the bottom of the District website's public home page. The accreditation page of the District website contains links to all accreditation reports and letters in the interest of full disclosure to the public ([IC12.4](#)). Furthermore, all accrediting agencies are listed on the first page of the College Catalog as well as on page one of the class schedule.

When directed to act by the Commission, the Institution responds to meet requirements within a time period set by the Commission as evidenced by the College's midterm report, which was furnished to the ACCJC on March 15, 2016 ([IC12.5](#)). The report was filed in response to the ACCJC action letter received June 29, 2015 ([IC12.6](#)) and discloses information required by the Commission to carry out its accrediting responsibilities through the accreditation webpage.

The College provides students and the public with clear guidance regarding types of complaints and grievances, and the Institution's policies and procedures for handling complaints. Complaints may be made in person or electronically submitted. The website and page 44 of the catalog provide information about how the public may make complaints directly to the CCCCO and the ACCJC ([IC12.7](#), [IC12.8](#)).

Analysis and Evaluation

The Institution complies with accreditation Eligibility Requirements, Standards, and Commission Policies as well as all related processes. All information regarding the College's accreditation status is made publicly available. Reports are provided to the Commission in a timely manner.

Conclusion

Hartnell College meets Standard I.C.12 and ER 21

Supporting Evidence

- IC12.1 [BP 3200 - Accreditation-Rev](#)
- IC12.2 [AP 3200 - Accreditation](#)
- IC12.3 [Accreditation Homepage](#)
- IC12.4 [Accreditation Reports Webpage](#)
- IC12.5 [Midterm Report 03-15-16 Final Report](#)
- IC12.6 [Action Letter Hartnell College - 06-29-15](#)
- IC12.7 [AP 5530 Student Rights and Grievances](#)
- IC12.8 [Student Complaint Processes](#)

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

As described in I.C.1 and I.C.12, the College communicates its accreditation status on the College website and in the College catalog to all constituencies, including external accrediting agencies, students, the Commission, and the public. The accreditation webpage ([IC13.1](#)) contains public links to the Accreditation Council Handbook ([IC13.2](#)) and all meeting agendas and minutes ([IC13.3](#)). The College complies with regulations and statutes of several external agencies and maintains positive relationships with all. Maintaining these accreditations requires full compliance with the external agencies' regulations. Hartnell College is also accredited by the following agencies:

- Accreditation Commission for Education in Nursing ([IC13.4](#))
- Commission on Accreditation for Respiratory Care ([IC13.5](#))
- California Board of Vocational Nursing and Psychiatric Technicians ([IC13.6](#))
- Monterey County Emergency Medical Services (EMS) ([IC13.7](#))
- California Board of Registered Nursing

Hartnell communicates any changes in its accredited status to the Commission through the accreditation webpage ([IC13.1](#)) and through the Accreditation Liaison Officer. Students and the public receive additional information through press releases and press conferences ([IC13.8](#), [IC13.9](#)). An accreditation Frequently Asked Questions document is posted on the website ([IC13.10](#)).

Analysis and Evaluation

The College complies with external regulations, and it communicates any changes in its accredited status to the Commission, students, and the public.

Conclusion

Hartnell College meets Standard I.C.13 and ER 21

Supporting Evidence

- IC13.1 [Accreditation Webpage](#)
IC13.2 [Accreditation Council Handbook](#)
IC13.3 [Accreditation Council Minutes 1-05-15-17 Minutes Final](#)

- IC13.4 [Accreditation Commission for Education in Nursing](#)
- IC13.5 [Accrediting Commission for Respiratory Care](#)
- IC13.6 [California Board of Vocational Nursing](#)
- IC13.7 [EMS Approving Authority](#)
- IC13.8 [Press Release Reaffirming Accreditation Status 13](#)
- IC13.9 [Hartnell College Probation Lifted Monterey Herald](#)
- IC13.10 [Accreditation FAQs](#)

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Hartnell College is a public institution with no investors or parent organizations. The College



is committed to providing its students with the highest quality education along with extensive student services to support student learning and student success as reflected in the College mission, vision, and values statements found on the College website ([IC14.1](#)). Hartnell’s overarching value is “Students First” ([IC14.2](#)). This focus on student achievement is evident in all documents that record the daily operations of the College, including committee meeting minutes, published reports, and initiatives that communicate those College goals and

achievements to the state and the local community.

Analysis and Evaluation

Hartnell College is a public institution. Hartnell College holds the overarching value of “Students First” paramount.

Conclusion

Hartnell College meets Standard I.C.14

Supporting Evidence

- IC14.1 [Vision, Mission, and Values Statement](#)
- IC14.2 [Dr. Lewallen's Email Regarding Students First](#)



STANDARD II

**Student Learning Programs
and Support Services**

STANDARD II

Student Learning Programs & Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.



A.

INSTRUCTIONAL PROGRAMS

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Hartnell College delivers instructional courses and programs across locations and delivery means consistent with the College's mission including transfer courses and programs, CTE, basic skills, noncredit courses, and community education. The College's next Strategic Plan, which is in development, will focus on the alignment of all courses and programs in accordance with the College's mission ([IIA1.1](#)). The College has recently updated its mission statement to reflect the way the College currently establishes educational opportunities for its service area ([IIA1.2](#)).

The College serves students on three campuses: The King City Center, The Center for Advanced Technology (Alisal Campus), and Main Campus ([IIA1.3](#)). The College has also

expanded instruction through dual enrollment (AB 288) and prison education (SB139) ([IIA1.4](#), [IIA1.5](#)).

The College offers the following courses, programs, and degrees:

- Associate degrees, including associate degrees for transfer (ADTs);
- Career and technical education degrees and certificates;
- Pre-collegiate, foundation skill courses;
- Noncredit courses;
- Community education courses ([IIA1.6](#)).

The College ensures that programs and courses are appropriate to higher education by complying with the requirements of the CCCCO and by meeting Title 5 regulations. The Curriculum Committee, as part of the curriculum review and approval process, reviews all degree and certificate programs to ensure they comply with higher education standards and regulations ([IIA1.7](#)). The Curriculum Committee also evaluates proposals for alignment with the mission and master planning of the College. The College ensures courses and programs meet the articulation requirements for transfer to other institutions of higher learning ([IIA1.8](#)). The Curriculum Committee actively engages in cyclical curriculum review of all courses and programs and includes an added review process for DE and hybrid courses to ensure they meet the same rigor as face-to-face courses ([IIA1.9](#)).

CTE programs are aligned with regional workforce needs, employment opportunities, and the College mission. CTE programs have employer advisory boards to ensure program and curriculum alignment with workforce needs ([IIA1.10](#)). As required by the CCCCO ([IIA1.10](#)), the Regional Consortium reviews CTE degrees and certificates.

DE is offered to provide access to quality education regardless of student location. Students enrolled in DE classes are expected to meet the same SLO as in the face-to-face versions of the courses. The Hartnell catalog notes on page 6 that “all distance education courses are academically rigorous, require the direction of and interaction with qualified faculty and are equivalent to traditionally taught classes” ([IIA1.11](#)).

The Transfer and Career Center provides a variety of services to support students with transfer and career goals ([IIA1.12](#)). The College has enhanced degree attainment through improved curricular processes and the addition of ADTs. The Office of IPRE has determined that 698 students achieved a degree in 2016-2017 ([IIA1.13](#)).

Over the last five years, Hartnell College has had a 90% increase in degree and certificate completion, and an increase of 159% in transfer rates to the UC and CSU systems ([IIA1.14](#)). The College also supports student attainment of employment. The CCCCO awarded the College several gold, silver, and bronze stars because of the College’s programs enhancing student attainment of increased earnings, regional living wages, and employment in a job similar to the students’ field of study ([IIA1.15](#)).

The College embraces the PPA process to promote regular review of curriculum, course, and PLO as well as student achievement ([IIA1.16](#)). Student retention, success, and completion rates in courses, degrees, and certificates are included in PPAs and displayed in the annual

Report to the Community ([IIA1.17](#)). The OAC oversees the advancement of course-level SLO and PLO and ensures assessment occurs regularly ([IIA1.18](#)). SLO and PLO align with Core Competencies. Students can view PLO on the College website and in the College catalog ([IIA1.19](#)). Course objectives, assessment methods, and course-level SLO are provided to students in course syllabi at the beginning of each semester ([IIA1.20](#)).

Analysis and Evaluation

The College has review processes in place that ensure courses and programs are appropriate to higher education and align with the College's mission. The College engages in cyclical and continuous review of all courses and programs, including DE and hybrid courses and programs. The OAC ensures that SLO and PLO align and are assessed regularly. The College has also continued to enhance degree and certificate attainment, transfer, and student employment at a living and or higher wage in the students' field of study.

Conclusion

Hartnell College meets Standard II.A.1.

Supporting Evidence

- IIA1.1 [Strategic Integrated Planning Map](#)
- IIA1.2 [Updated Mission Statement](#)
- IIA1.3 [Various Campus Sites](#)
- IIA1.4 [Hartnell Dual Enrollment Partnership Agreement](#)
- IIA1.5 [Hartnell MOU CDCR](#)
- IIA1.6 [Community Education Flyer \(in Spanish\)](#)
- IIA1.7 [AP 4020 Program Curriculum and Course development](#)
- IIA1.8 [Articulation Officer Review of Curriculum in C-Net](#)
- IIA1.9 [Distance Education Course Outline Addendum](#)
- IIA1.10 [CTE Advisory Board Meeting Minutes](#)
- IIA1.11 [DE from HCFA Contract](#)
- IIA1.12 [Transfer and Career Center](#)
- IIA1.13 [Institution-Set Standards for Student Achievement & Transfer 2016-17](#)
- IIA1.14 [Increase in Completion and Transfer](#)
- IIA1.15 [Gold, Silver, and Bronze Star Winners](#)
- IIA1.16 [ADJ PPA SP18](#)
- IIA1.17 [Report to Community](#)
- IIA1.18 [Outcomes and Assessment Committee Handbook](#)
- IIA1.19 [AGBUS PLO Catalog](#)
- IIA1.20 [ENG 1 Syllabus](#)

II.A.2 Faculty, including full time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through a systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

College faculty ensure the quality of courses through a systematic and cyclical review of the COR for credit and noncredit courses ([IIA2.1](#)). Full-time, part-time, and adjunct faculty participate on the Curriculum Committee to ensure the content, methods of instruction, and objectives meet accepted academic and professional standards ([IIA2.1](#)). The Curriculum By-laws and Handbook contain Title 5 information to guide faculty in defining unit values, contact hours, requisites, catalog descriptions, objectives, and content ([IIA2.2](#)). To ensure currency and continuous improvement, faculty engage in regular two- to five-year cycles of curriculum review in their disciplines, as defined by the Curriculum Committee and in collaboration with the PPA process. The articulation officer works closely with faculty to ensure courses and programs are in alignment with accepted academic and professional standards and expectations of the College and transfer institutions ([IIA2.3](#), [IIA2.4](#)).

Faculty from both Academic Affairs and Student Affairs make up over 75% of the Curriculum Committee membership. Included in the membership are Academic Affairs and Student Affairs faculty and administrators, including an articulation officer, enrollment management specialist, SLO coordinator, area faculty, and academic deans ([IIA2.5](#)). The Curriculum Committee ensures that courses, programs, and related services are evaluated appropriately. Curriculum Committee members review curriculum and discuss the depth of content, learning outcomes, methods of instruction, assessment and learning strategies, textbooks, transfer requirements, industry needs, the validity of prerequisites, transfer pathways, and course sequences to promote student success ([IIA2.6](#)). The College stays current with its offerings, creating Transfer Model Curriculum as newly aligned statewide transfer agreements arise, as well as tapping into new opportunities such as enhanced noncredit education ([IIA2.7](#)). Faculty further explore strategies to improve teaching and learning and promote student success in a variety of ways, such as by embedding tools in their curriculum that support engagement and contextualization (e.g., via role-playing) ([IIA2.8](#)), or with a mathematics course for CTE students ([IIA2.9](#)).

CTE areas review their programs every two years and make adjustments based on feedback from advisory boards ([IIA2.10](#), [IIA2.11](#)).

The annual PPA cycle has been Hartnell's systematic and regular review of instructional and student support services and resources since 2013. Course success and retention data are reviewed through the PPA process to improve teaching strategies. Together, the annual PPA cycle and the Student Learning Outcome Assessment processes are used when aligning stated goals to course curriculum, SLO assessment results, and resources necessary to reach defined goals ([IIA2.12](#)). Results of the SLO help shape decisions within academic programs and

service areas. The College assesses data in PPAs from multiple sources, including responses to customized questions on the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) ([IIA2.13](#)). The assessment evaluates student experience and its contribution to knowledge, skills, and personal development. The PPA process systematically promotes engagement in self-evaluation, reflection, and continuous improvement.

Analysis and Evaluation

Review processes are in place to ensure the College's curriculum complies with Title 5 of the California Code of Regulations and is in alignment with the academic and professional standards of higher education institutions. Faculty engage in the curriculum process, the PPA process, and SLO assessment. CTE faculty also utilize feedback from advisory boards to ensure curriculum currency and relevancy. Administrators oversee the curriculum, PPA, and SLO assessment processes to ensure they lead to the review and continuous improvement of courses and programs. The curriculum approval process assesses the elements of the COR, course descriptions, content, objectives, methods of instruction, methods of evaluation, and textbooks. Key Curriculum Committee members, such as the articulation officer and SLO coordinator, area faculty, the enrollment management specialist, and academic deans further contribute to the curriculum development and approval process.

Conclusion

Hartnell College meets Standard II.A.2.

Supporting Evidence

- IIA2.1 [Curriculum Committee Approval Process Course Revision, New Program, SLO](#)
- IIA2.2 [Hartnell Curriculum Checklist](#)
- IIA2.3 [AP 4050 Articulation Officer](#)
- IIA2.4 [Articulation Officer Review of Curriculum in C-Net](#)
- IIA2.5 [Curriculum Committee Membership](#)
- IIA2.6 [Hartnell Submission COR 101 Orientation](#)
- IIA2.7 [ESL Noncredit](#)
- IIA2.8 [COR SOC 20 MOE](#)
- IIA2.9 [Math for CTE](#)
- IIA2.10 [ADJ PPA SP18](#)
- IIA2.11 [Advisory Board Minutes](#)
- IIA2.12 [Integration of PPA , SLO and Budget Cycles](#)
- IIA2.13 [Guided Pathways Data Presentation 3-23-2018](#)

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that comprises learning outcomes from the institution's approved course outline.

Evidence of Meeting the Standard

Hartnell College identifies and publicizes outcomes for its instructional areas. Core Competencies, also known as Institutional-Level Outcomes (ILO), appear in the College catalog ([IIA3.1](#)) and on the OAC webpage ([IIA3.2](#)); PLO appear in the College catalog along with each program's certificates and degrees ([IIA3.3](#)). These are also present on the previously mentioned committee webpage ([IIA3.4](#)) along with SAO ([IIA3.5](#)). Course-Level Outcomes appear in the syllabus ([IIA3.6](#)) for each course as well as on the College website ([IIA3.7](#)).

Identification and Assessment of Outcomes

The College actively participates in the SLO Assessment Cycle for courses, programs, degrees, and certificates. It has continuously improved the quality and quantity of assessment of all levels of outcomes ([IIA3.8](#)). The dean of Academic Affairs, Languages, Learning Support, and Resources (LLS&R) collaborates with other College administrators, faculty, and staff to ensure that outcome assessment at all levels is ongoing, systematic, and used for continuous quality improvement. Faculty and staff demonstrate that student learning improvement is a priority. This is evidenced by the opportunity for discussion amongst colleagues regarding the analysis of outcome assessment data that begins at annual convocation events and continues within disciplines throughout the academic year ([IIA3.9](#)).



The OAC collaborates with faculty to set assessment calendars ([IIA3.10](#)) and posts them on the Outcomes and Assessment webpage ([IIA3.10](#)). Initially in fall 2013, discipline faculty developed five-year course assessment calendars. Upon review of assessment processes by a task force of faculty and managers, measures were taken to streamline and integrate assessment and planning processes. As a result, calendars were revised with a timeline of a three-year assessment cycle of all courses followed by a fourth-year focus on PLO ([IIA3.11](#), [IIA3.12](#)); the cycle repeats after year four ([IIA3.13](#)). These discipline calendars facilitate consistent and cyclical course/program assessment/reassessment by full-time and adjunct faculty members. They also help to ensure that assessments at all levels are conducted and evaluated following the calendared timeline to support college-wide planning and improvement ([IIA3.14](#)).

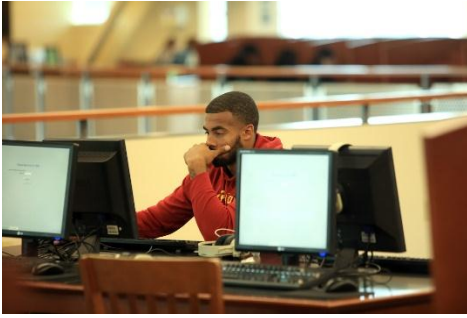
The College assessment cycle adopted in 2016 facilitates the discussion of continuous improvement in teaching and learning as follows:

- The College collects course datasets in a given semester for 1) courses scheduled for assessment and 2) courses in reassessment based on an intervention, in order to “close the loop;”
- Assessment results are entered into eLumen by faculty at the same time as final grades;
- During the semester break, reports are run for each assessed course and placed in discipline folders. These reports include the aggregated data results from each section as well as faculty feedback regarding the collected results ([IIA3.15](#));
- Assessment reports are reviewed, analyzed, and discussed by faculty members during Convocation of the fall semester and the Annual Student Success Conference held during flex days in the spring semester ([IIA3.9](#));
- Discipline faculty complete a course action plan based on analysis and discussion by indicating if any interventions will be made and/or resources requested ([IIA3.16](#)).

The College uses course-level assessment data to examine PLO as part of the annual PPA process. After faculty have examined and analyzed the course-level data, they respond to narrative prompts in the PPA document that address PLO. Administrators and faculty use the responses to complete PLO assessment summaries. The results post to the Outcomes and Assessment website ([IIA3.17](#)). These summaries address examined information, facilitated actions, and identified next steps. In addition, a comprehensive four-year PLO review, scheduled for 2019–2020, will use aggregated course-level data from eLumen to examine if students are obtaining appropriate course-level knowledge/skills to meet program outcomes ([IIA3.11](#)). The Curriculum Committee began a comprehensive review of all degrees and their associated PLO in fall 2018 to ensure outcome alignment with programs as well as with Guided Pathways ([IIA3.18](#)).

Through research and discussion, the OAC revised the College’s Core Competencies to better align with the mission and vision of the College as well as to reflect changes in the new 2014 ACCJC standards. College representatives presented recommended changes to the Academic Senate in fall 2015. The Academic Senate approved the changes in spring 2016 and they appear in the College catalog ([IIA3.1](#)) and on the Outcomes and Assessment website ([IIA3.2](#)).

The College assesses Core Competencies annually with a graduate survey ([IIA3.19](#)). The OAC in collaboration with the College’s Director of Institutional Research reviewed the original Graduation Survey questions (administered in 2012 and 2014) and revised questions to better assess and align with Core Competencies ([IIA3.19](#)). The new survey was first electronically administered in spring 2016. The results showed overall positive feedback from students. Of the six Core Competencies addressed in the survey, the questions that addressed Aesthetic Analysis and Application showed the lowest response rate ([IIA3.20](#)). This motivated a group of OAC members as well as other faculty in the STE MART FIG (Faculty Inquiry Group) to apply for innovative teaching grants with the goal of increasing awareness to both faculty and students through various presentations of its relationship to disciplines ([IIA3.21](#)). Innovation grant activities have included, but are not limited to, aesthetics workshops conducted for faculty, the creation of a hallway museum, and videos that explain the role of aesthetics in pedagogy and content ([IIA3.9](#), [IIA3.22](#)).



The 2017 Graduation Survey included an essay prompt to assess written communication competency. The prompt asked students to reflect on how their studies at Hartnell have prepared them to make ethical decisions, set goals, and make positive lifestyle choices. While the response rate was low (a sample size of 119 students with 66 useable samples), essays were evaluated based on a scoring rubric (IIA3.23). The OAC determined that repeating the essay prompt in 2018 will secure a larger sample size for analysis (IIA3.24). To maximize participation from graduates, the OAC decided that the 2018 graduation survey would only focus on the essay prompt and survey questions assessing the Aesthetics Core Competency (given the deliberate intervention implemented in 2017-2018). The 2019 Graduation Survey will revert to the original survey of questions for all Competencies without the essay prompt. The OAC will be discussing the future use of General Education writing assignments to obtain a sample of students' writing skills. This includes the use of course assessment embedded within the assignments uploaded to the College's course management system in place of a written prompt.

The College has developed SAO, which contribute to overall student success in all non-instructional areas. These areas support and supplement student learning and success by enhancing support services and removing potential barriers to attainment. Measurements in these areas of service to students are systematic and reoccurring. The College conducts assessment for each area, and when results do not meet expectation criteria, it plans and implements interventions before reassessment.

To provide assessment information to College constituents and the public, and to align with instructional reporting, service areas have provided summaries of their assessments by describing viewed information, findings, and next steps. These summary forms are populated from answers provided to prompts in PPA documents. They are accessible through the OAC webpage on the College's website. The College has assessed and analyzed 100% of SAO. Where necessary, interventions have been implemented, and reassessment will take place to "close the loop" (IIA3.25).

A stipend and reassigned time are provided to two faculty to support assessment activities (IIA3.26). A full-time Outcomes and Assessment Specialist was hired in the spring of 2018 to offer full-time support to assessment (IIA3.27). The College encourages the participation of adjunct faculty members in assessment activities by providing a stipend for meeting attendance during which discussions and analysis of assessment data occur. The dean of LLS&R, assessment specialists, the Curriculum Committee chair, and discipline deans working with faculty members and staff ensure that assessment reports reflect assessment activities across the campus.

To ensure transparency and to provide information to college constituents, the Outcomes and Assessment webpage contains committee meeting agendas and minutes (IIA3.28). It houses outcome and assessment data for all levels of outcomes. As noted above, it also includes assessment calendars.

Curriculum Processes

The OAC, a sub-committee of the Academic Senate, has a faculty chair. The dean of LLS&R supports the Committee and meets on the second and fourth Mondays of the month. The Committee has collaborated with the Curriculum Committee chair to establish a process to review all SLO for newly created and revised courses and programs. Both Committees recognize the importance of ensuring that course-level SLO are communicated in all locations (e.g., CurricUNET, syllabi, and eLumen)



accurately. Currently, the outcomes and assessment specialist attends Curriculum Committee meetings and assists discipline faculty with outcome development/revisions and assessment processes. As part of the course approval process, the Curriculum Committee monitors and reviews course-level SLO. Every COR in CurricUNET includes SLO ([IIA3.29](#)). The Curriculum Committee vets all elements that form the basis of course-level SLO, such as content, objectives, and methods of instruction. Once approved, the SLO and assessment results are housed in eLumen and used to improve teaching and learning. eLumen training is available to faculty. It is provided through the College's PDC on a face-to-face basis as well as through videos. A PowerPoint presentation is also available. The OAC evaluates the relevance and effectiveness of SLO, course-level SLO assessments, and related processes. The addition of a full-time Outcomes and Assessment Specialist in spring 2018 further supports regular and continuous assessment through systematic tracking and the provision of reports from the eLumen database. These reports help inform faculty dialog concerning SLO, and they support the continuous improvement process.

Course Syllabi

Faculty ensure that students obtain a course syllabus for each course and that every syllabus contains the course-level SLO ([IIA3.6](#)). The College instructs new faculty to include course-level SLO on all course syllabi ([IIA3.30](#)) during the onboarding orientation. The administrative assistants in each academic area collect all syllabi during the first two weeks of the semester. They follow up with any faculty who do not submit syllabi by the deadline and they review each syllabus to ensure it contains course-level SLO.

Analysis and Evaluation

The College incorporates SLO into the curriculum approval process and lists them on all CORs. The OAC works with faculty to establish and follow cyclical assessment calendars. Faculty are trained and support is provided to ensure SLO assessment and dialog take place. The PPA, curriculum, and assessment processes provide oversight for SLO. These established procedures serve to support the regular assessment of learning outcomes for courses, programs, degrees, and certificates. eLumen helps manage the tracking, reporting, and assessment of outcomes at the course, program, and institutional levels. Faculty provide students with syllabi that list the course-level SLO. The College Catalog publishes PLO as well as the Core Competencies.

College administration continues to reinforce the concept of “continuous quality improvement, where student-learning improvement in all disciplines is a visible priority in all practices and structures across the College” and to ensure that activities that encourage broad-based discussion are scheduled and well attended to achieve this goal. Deadlines for outcome data assessment reporting are clearly communicated (SLO assessment deadlines).

Conclusion

Hartnell College meets Standard II.A.3.

Supporting Evidence

- IIA3.1 [Core Competencies College Catalog](#)
- IIA3.2 [Core Competencies O&A Webpage](#)
- IIA3.3 [Degrees PLO Samples](#)
- IIA3.4 [PLOs O&A Webpage](#)
- IIA3.5 [SAOs O&A Webpage](#)
- IIA3.6 [Sample Syllabi-SLOs](#)
- IIA3.7 [SLOs O&A Website](#)
- IIA3.8 [Continuous Improvement Annual Assessment Reports](#)
- IIA3.9 [Annual Student Success Conference Agendas](#)
- IIA3.10 [Assessment Calendars Webpage](#)
- IIA3.11 [New SLO Procedures and Timeline](#)
- IIA3.12 [Academic Senate Agenda 4.12.16 SLO timelines](#)
- IIA3.13 [SLO 7-year timeline slide](#)
- IIA3.14 [Discipline Assessment Calendar Sample](#)
- IIA3.15 [Sample Reflection Assessment Reports](#)
- IIA3.16 [Sample Course Action Plan](#)
- IIA3.17 [2017 SPA PLO Summary](#)
- IIA3.18 [Hartnell College Email Curriculum News for 2018-19](#)
- IIA3.19 [Graduate Survey Evidence](#)
- IIA3.20 [2016 Graduate Survey Response Presentation](#)
- IIA3.21 [Employee Innovative Teaching Grant Application](#)
- IIA3.22 [Aesthetics Interventions](#)
- IIA3.23 [Written Communication Scoring Rubric](#)
- IIA3.24 [Core Competency Essay Prompt-2017 Graduate Survey](#)
- IIA3.25 [Service Area Outcomes Executive Summary](#)
- IIA3.26 [Special Assignment Position Description](#)
- IIA3.27 [Outcome and Assessment Specialist Job Description](#)
- IIA3.28 [Sample O&A Committee Agendas and Minutes](#)
- IIA3.29 [SLOs Included in COR process](#)
- IIA3.30 [New Faculty Orientation and Training](#)

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

Evidence of Meeting the Standard

In the curriculum approval process, pre-collegiate curriculum is distinguished from college-level curriculum by the course numbering system. The numbering systems ([IIA4.1](#)) designate 1-99 as transfer-level courses, 100-199 as associate-level courses, 200-299 as pre-collegiate-level courses, and 300 and above as noncredit courses. The College's 200-299 courses include foundational curriculum in English, English as a Second Language (ESL), and mathematics ([IIA4.1](#)).

The most recent student cohort in entry-level English and mathematics (2011-2012) meets the statewide average for student success measures ([IIA4.2](#)). The College offers summer and winter Math Academies and assists students through pre-collegiate mathematics with expanded offerings ([IIA4.3](#)). Math Academy participants have shown significantly higher success rates than expected in their college-level math courses ([IIA4.4](#)). The Student Success and Support Program (SSSP) is also designed to support student success at the College by providing orientations, counseling services, development of Student Educational Plan and other services to support students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

The College continually tasks various committees with the review and assessment of the pre-collegiate experience and the success of students. This is accomplished through the integrated planning process, the Basic Skills Initiative, student equity, and student success and support development ([IIA4.5](#)). These efforts have resulted in the funding of a new Academic Support Center (Panther Lab), the hiring of a new director of student readiness, and continuous enhancement of professional development resources.

The College released the 2017 Hartnell Student Success Scorecard containing various demographic data points regarding achievements ([IIA4.6](#)). The Office of IPRE holds regularly scheduled faculty research meetings to review pre-collegiate data that lead to a better understanding of the current student success rates ([IIA4.7](#)). Such research directed the College to begin transitioning toward placement assessment based on multiple measures ([IIA4.8](#)). The faculty research group also updated the PPA questions and process to ensure that faculty and staff can examine disaggregated student performance outcome data by student demographic and course characteristics ([IIA4.9](#)).

Analysis and Evaluation

The College identifies and distinguishes its pre-collegiate curriculum from college-level curriculum. Services, such as the Academic Support Center and the Summer Math Academy, are in place to provide support for student progression from pre-collegiate to college-level

courses. The College continues to research and evaluate best practices to further support effective degree progression.

Conclusion

Hartnell College meets Standard II.A.4.

Supporting Evidence

- IIA4.1 [Catalog Numbering](#)
- IIA4.2 [Cohort Scorecard](#)
- IIA4.3 [COR MATH 610 Noncredit Math Academy](#)
- IIA4.4 [Math Academy Success](#)
- IIA4.5 [BSI Student Equity Plan SSSP Integrated Plan 2017-19](#)
- IIA4.6 [2017 Hartnell Scorecard](#)
- IIA4.7 [Hartnell Profile 5 Year Trend](#)
- IIA4.8 [Multiple Measures Placement](#)
- IIA4.9 [PPA Questions Showing Disaggregation](#)

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The Curriculum Committee comprises faculty representatives and deans from the various divisions at the College ([IIA5.1](#)). The College charges the Curriculum Committee with ensuring programs meet the standards for approval in Title 5 and the CCCCO Program and Course Approval Handbook. Hartnell College's BPs and APs reinforce these standards for approval ([IIA5.2](#), [IIA5.3](#)). The Committee reviews degree and program requirements for appropriate length, breadth, depth, and rigor looking into descriptions, prerequisites, course sequencing, content, objectives, instructional and evaluation methods, as well as sample out-of-class assignments ([IIA5.4](#)). The CCCCO does not approve degrees unless they meet minimum unit requirements. The articulation officer works with faculty to ensure degree requirements and length, breadth, depth, and rigor of coursework align with that of other institutions of higher learning ([IIA5.5](#)).

The College requires a minimum of 60 semester credits to graduate with a degree in Associate of Arts (AA), Associate of Science (AS), Associate in Arts for Transfer (AA-T), or Associate in Science for Transfer (AS-T) in compliance with California Code of Regulations, Title 5, Section 55050. It also requires a breadth of study compatible with the California State University General Education (CSUGE) or Intersegmental General Education Transfer

Curriculum (IGETC) pattern, which is applicable to both the CSU and UC systems, per BP 4100, “Graduation Requirements for Degrees and Certificates” ([IIA5.6](#)).

Faculty and administrators regularly engage in discussions about time to completion and student learning ([IIA5.7](#)). For example, faculty and the administration meet weekly about mathematics and English progression data ([IIA5.8](#), [IIA5.9](#)). The College analyzes various teaching modalities, including DE and hybrid courses, to provide a clearer understanding of student achievement data in these areas. The Administration of Justice discipline offers an accelerated program, which reduces time to completion to three semesters and a summer session. This program incorporates course sequencing and credit for prior learning by waiving 12 units for graduation from a Police Officer Standards on Training (POST) basic academy at an accredited institution ([IIA5.10](#)).

To ensure synthesis of learning, the College engages in a systematic review of Core Competency Outcomes through the Graduation Survey ([IIA5.11](#)).

Analysis and Evaluation

Degrees and programs follow Title 5 and Education Code regulations, reinforced by Curriculum Committee approval and BPs and APs. The approval process, starting with the Committee review, includes the Articulation Officer and CCCCO approval to ensure the appropriateness of content for college-level curriculum. The College also engages in systematic evaluation of Core Competencies, programs, SLO, and college-wide completion rates.

Conclusion

Hartnell College meets Standard II.A.5.

Supporting Evidence

- IIA5.1 [Curriculum Committee Membership](#)
- IIA5.2 [Hartnell AP 4025 Philosophy](#)
- IIA5.3 [Hartnell AP 4020 Course Development](#)
- IIA5.4 [Curriculum Checklist](#)
- IIA5.5 [AP 4050 Articulation Officer](#)
- IIA5.6 [Board Policy 4100](#)
- IIA5.7 [Time of Completion](#)
- IIA5.8 [Success Progression Math 3Yr](#)
- IIA5.9 [Success Progression ENG 3Yr](#)
- IIA5.10 [Fast Track Program, Unit Waiver](#)
- IIA5.11 [2017 Graduation Survey](#)

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College builds its schedule to meet the needs of its diverse student body. Each semester, academic faculty and deans prepare schedules that meet student needs and demand for courses that are necessary to meet degree and certificate requirements. Course scheduling includes short and late-start courses during the day, evening, weekend, and via DE and hybrid modalities ([IIA6.1](#), [IIA6.2](#)). Courses are scheduled on the Main Campus, at the King City Center, and at the Center for Advanced Technology (Alisal Campus) ([IIA6.3](#)). The College regularly examines fill rates and enrollment patterns to determine any necessary realignment of course offerings ([IIA6.4](#)). The schedule is designed to provide broad access to high-demand classes at all campus and center locations, as well as predictable access to courses that are not scheduled every semester.

The online schedule lists course offerings, meeting times and locations, the course modality, units, CSU and UC credit transferability (as applicable), and any enrollment limitations, including advisories, prerequisites, and co-requisites ([IIA6.5](#)). The schedule assists students in selecting the courses they need to complete their programs of study and satisfy their transfer requirements consistent with established expectations in higher education. To ensure appropriate time to completion, courses not offered every semester are scheduled on a rotation basis. The College catalog notes course rotations so students can plan scheduling for degree completion and/or transfer preparation ([IIA6.6](#)). Meeting with a counselor to make a preliminary Education Plan is required in step four of the College's Steps to Success ([IIA6.7](#)). Students are required to have a comprehensive Educational Plan by the time they complete 15 units.

Associate Degrees for Transfer (ADTs) offer well-defined, targeted degree paths. The College has adopted 23 Associates of Science/Associates of Arts degrees for Transfer (AS-T/AA-T) to date ([IIA6.8](#)). The College also offers an increasing number of cohort-based degrees. The Administration of Justice program offers a series of six-week courses that allows students to complete their degree in three semesters and a summer session ([IIA6.9](#), [IIA6.10](#)). The College's CSin3 program, offered in collaboration with CSUMB, allows students to complete a Bachelor's of Science Degree in Computer Science in three years ([IIA6.11](#)). There is also a similar cohort collaboration for Elementary Teacher Education ([IIA6.12](#)).

A key strategy the College utilizes for shortening time to degree/certificate completion is reducing the amount of time students spend in basic skills sequences. Beginning in spring 2018, the College used a multiple measures model primarily relying on high school GPA and the last course taken to place students in English and mathematics courses ([IIA6.13](#)). The College is also beginning the process of removing the lowest sequences from English and mathematics pathways, for example, removing MAT 200 from the catalog ([IIA6.14](#)). Similar progress is being made with ESL courses. The College is strategically replacing traditional course sequences with sequences designed to improve student success ([IIA6.15](#)). In alignment with AB705, discussions about building co-requisite courses to supplement key transfer-level

courses like English 1A, pre-calculus, statistics, and intermediate algebra have begun ([IIA6.16](#)).

The culmination of College efforts to reduce time to completion is a 90% increase in degree and certificate completion during the last five years and an increase in the transfer rate of students to the UC and CSU system of 159% ([IIA6.17](#)). Looking forward, the College has set time and units to degree completion as one of the four core outcomes in the 2019-2024 Strategic Goals ([IIA6.18](#)).

Analysis and Evaluation

The College utilizes an effective set of strategies to ensure students can complete their required coursework promptly and consistently with established expectations in higher education. Program completion rates affirm that the College's courses are scheduled effectively.

Conclusion

Hartnell College meets Standard II.A.6.

Supporting Evidence

- IIA6.1 [Schedule Example](#)
- IIA6.2 [Spring 2018 Stepping Stones & Late Start Classes](#)
- IIA6.3 [Various Campus Sites](#)
- IIA6.4 [Scheduling Initiation & 3-year Data \(STEM & Social Behavioral\)](#)
- IIA6.5 [PAWS BIO 1 & PSY 10 Section Info Prerequisites](#)
- IIA6.6 [2017-18 Catalog- Course Rotations BIO, POL, & PSY](#)
- IIA6.7 [Steps to Success](#)
- IIA6.8 [2017-18 Catalog List of Degrees and Certificates](#)
- IIA6.9 [Fast Track Program, Unit Waiver](#)
- IIA6.10 [ADJ Fast Track](#)
- IIA6.11 [CSUMB Collaborations CSin3 & TTP](#)
- IIA6.12 [Teacher Pathway Program - CCTE Handout](#)
- IIA6.13 [Decision Rules Math & English](#)
- IIA6.14 [Curriculum Committee Minutes 2-2-17](#)
- IIA6.15 [MAT 106](#)
- IIA6.16 [Feb 23 2018 Math Meeting Excerpt](#)
- IIA6.17 [Increase in Completion and Transfer](#)
- IIA6.18 [Adopted Strategic Goals - Item August 1, 2017 Hartnell Governing Board](#)

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College provides an effective variety of delivery modes, teaching methodologies, and learning support services to cater to the diverse needs of students and to aid in student success.

Courses at the College are delivered face-to-face (87%), hybrid (8%), and fully online (5%). College-wide, face-to-face, and hybrid courses have had stronger retention and success rates than fully online courses ([IIA7.1](#)). Because of these results, the College has been selective about which courses disciplines offer online. Hartnell College is one of the 24 Online Education Initiative (OEI) pilot schools in the Student Readiness Staging Group. As members of the OEI Consortia, Hartnell faculty and students have access to a variety of teaching and learning tools. To ensure quality in all modes of instruction, academic disciplines regularly review and analyze data on success and retention rates as part of the annual PPA process ([IIA7.2](#)).

Teaching in the DE modality is equivalent to face-to-face teaching in the collective bargaining agreement between the Hartnell College Faculty Association and the District ([IIA7.3](#)). DE standards include a need to demonstrate regular and substantive interaction with students, instructor preparation, and ongoing faculty professional development ([IIA7.3](#)). The College provides several resources to support student success in online courses, including access to online tutoring ([IIA7.4](#)), Tips for Success ([IIA7.4](#)), and an online student readiness video ([IIA7.4](#)), mirroring the support face-to-face students can access. The College's Distance Education Committee (DEC) works to uphold and enhance DE course success rates, and it has drafted and approved a DEC handbook ([IIA7.5](#)). The DEC also implemented programs such as the Dropout Detector within the College's Early Support Program ([IIA7.6](#)).

Using a variety of effective teaching methodologies to support student success is a key focus of faculty and administration at the College. Faculty evaluation prompts include the following statements: "Instructor uses appropriate teaching materials and methods that challenge students to grow" and "Instructor uses teaching techniques that challenge and engage students in the class activity (e.g., lecture, discussion, lab, or other activity)" ([IIA7.7](#)). The College's faculty has five days of professional development per year ([IIA7.8](#)). The College formalizes three additional training days: Convocation ([IIA7.9](#)) and a two-day Student Success Conference ([IIA7.10](#)). Faculty complete 12 additional hours of participation in approved flex activities (topics include, but are not limited to, Canvas training, Habits of Mind, and the use of technology) ([IIA7.11](#)). The College is supporting equity-minded professional development for faculty with the Hispanic Serving Institution Title III Grant: Guided Pathways to STEM grant. This program includes sending 15 faculty members each year to ESCALA's College Teaching and Learning Workshop where they learn student engagement techniques, formative assessment, and evidence-based strategies to help students become better learners ([IIA7.12](#), pg. 23).

The College provides a Canvas shell for all the College's courses and sections of courses to technologically enhance course instruction and support students. The College also provides a wide range of learning support services to assist students, including supplemental instruction, drop-in tutoring, group tutoring, and Early Support Programs ([IIA7.13](#)). The College supports the diversity of its students with a number of targeted support programs including, but not limited to, MiCasa, MESA, athlete support, Trio, EOPS, and Foster Care ([IIA7.14](#)).

The College's Student Equity Plan funding has served to expand academic support services to students with diverse needs. These student groups include Veterans, students with disabilities, foster youth, and low-income students. Provided support includes tutoring, textbook loans, calculator loans, bus passes, meal vouchers, embedded counseling, a Math Academy, and an Early Support Program ([IIA7.15](#)). Data show that these efforts have resulted in an improvement in student success and academic persistence.

Analysis and Evaluation

The College provides courses across a range of instructional modalities while working with scheduling, instructor training, and student preparation to ensure student success. The College provides faculty professional development to utilize a variety of teaching methodologies effectively. The College delivers equitable resources and services to promote student success and persistence. This student support allows all students to achieve their educational goals.

Conclusion

Hartnell College meets Standard II.A.7.

Supporting Evidence

- IIA7.1 [Offerings DE-F2F-Hybrid](#)
- IIA7.2 [Directory of Course Equity Data and Example of Modality BIO, ECO](#)
- IIA7.3 [HCFA CBA Article 22 - DE Standards, Preparation and Expectations](#)
- IIA7.4 [Online Tutoring, Student Readiness Video, DE Tips for Success](#)
- IIA7.5 [DE Committee Handbook](#)
- IIA7.6 [DE Committee Minutes 3-21-17](#)
- IIA7.7 [Faculty Professional Development Evaluation Form](#)
- IIA7.8 [Faculty Professional Development](#)
- IIA7.9 [08-11-17 Convocation Agenda](#)
- IIA7.10 [Student Success Conference Program 2016-2018](#)
- IIA7.11 [Faculty Development List of Pre-Approved Activities](#)
- IIA7.12 [HSI STEM GPS Proposal](#)
- IIA7.13 [Webpages - Academic Support & Early Support Program](#)
- IIA7.14 [Center for Achievement and Student Advancement Webpage](#)
- IIA7.15 [BSI Student Equity SSSP Integrated Plan](#)

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Department-wide examinations are generally not used at the College. One exception is found in the Nursing Department through the implementation of safeMedicate, a program to support students in learning and assessing competencies in drug dosage calculation ([IIA8.1](#)). The Psychology Department faculty also use an assessment, building up its validity with a pre- and post-test, to evaluate prior learning in alignment with PLO ([IIA8.2](#)).



Faculty use student pass rates on licensing exams to determine department or program assessment validity and reliability. A number of programs lead to such external exams, including Nursing, Licensed Vocational Nurses and Psychiatric Technicians, Respiratory Care, Agriculture Technology, and Computer Information Systems. Many of these programs have PLO directly influenced by the pass rate of licensing/national/state exams. The testing instruments and results are reviewed by faculty to

ensure providers are committed to reducing test bias ([IIA8.3](#), [IIA8.4](#), [IIA8.5](#)). Correlative to outcomes assessment based on accreditation standards, faculty can rely on pass rates as ad hoc PLO to measure the effectiveness of their curricula ([IIA8.6](#)). Other departments validate program-wide assessment of prior learning by comparing external judge and competition results of Hartnell students to that of other similar institutions ([IIA8.7](#)).

Direct assessment of prior learning is available for students via credit by examination, as described in BP 4235 and AP 4235, “Credit by Examination” ([IIA8.8](#)), and as designated in the College Catalog. The College Catalog ([IIA8.9](#)) lists the criteria used to accept the transfer of external exam credit as well as the courses to which they apply. Prior learning assessments include standardized exams such as the College-Level Examination Program and the Advanced Placement Examinations, as well as less traditional paths such as the International Baccalaureate (IB) exams and credits for military experience.

Analysis and Evaluation

The College validates the effectiveness of department-wide and/or program examinations, where used, including direct assessment of prior learning. The College has processes and practices in place to ensure continued compliance.

Conclusion

Hartnell College meets Standard II.A.8.

Supporting Evidence

- IIA8.1 [PPA Spring 2017 Nursing safeMedicate exam and PLOs](#)
- IIA8.2 [PPA Spring 2017-Cross Section Assessment Examples](#)
- IIA8.3 [Longitudinal Assessment Hartnell ADN](#)
- IIA8.4 [RN Test Plan 2016 Final](#)
- IIA8.5 [External Examinations and Certifications](#)
- IIA8.6 [PPA Spring 2017 Respiratory Care Practitioner](#)
- IIA8.7 [External Judges and Competitions](#)
- IIA8.8 [AP & BP 4235 Credit by Examination](#)
- IIA8.9 [2017-2018 Hartnell Catalog on External Exam Credit](#)

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

SLO have been defined for all courses at the College. These outcomes are a component of the COR and are vetted through the curriculum process. This vetting is done by the OAC members as well as Curriculum Committee members ([IIA9.1](#), [IIA9.2](#)). SLO are included on every course syllabus ([IIA9.3](#)).

Course-level outcomes are mapped to PLO for degrees and certificates as well as the Core Competencies (CCs—ISLO)/General Education outcomes ([IIA9.4](#), [IIA9.5](#)). Mapping to both levels ensures that outcomes that are program specific and broader address the desired set of knowledge, abilities, and skills graduates should have upon completing a degree program. Course outcomes are assessed on a cyclical timeline with all course outcomes being assessed within a three-year cycle, resulting in a comprehensive program outcome review in the fourth year ([IIA9.6](#), [IIA9.7](#)). The cycle is then repeated, allowing for further assessment to ensure continuous improvement in teaching and learning.

PLO are defined for certificate and degree programs, and they are published in the College catalog. The PLO are found on the specific degree or certificate page within the catalog ([IIA9.8](#), [IIA9.9](#)). In addition, PLO are published on the College's website ([IIA9.10](#)).

BPs and APs exist that specify the process by which credit for courses, certificates, and degrees are awarded. These BPs and APs include:

- BP and AP 4020, “Program, Curriculum, and Course Development” ([IIA9.11](#))
- AP 4022, “Course Approval” ([IIA9.12](#))
- BP and AP 4050, “Articulation” ([IIA9.13](#))
- BP and AP 4260, “Prerequisites and Co-requisites” ([IIA9.14](#), [IIA9.15](#))

The College has effective transfer-of-credit and articulation agreements with other accredited institutions. These agreements are regularly updated ([IIA9.16](#)). The units of credit awarded are consistent with institutional policies and generally accepted norms in higher education.

The College awards credit for courses based on the number of Carnegie units earned, as exemplified in the COR ([IIA9.17](#)). Following the standard Carnegie unit, the number of units assigned is adjusted proportionally to the number of hours of lecture, study, or laboratory work in half-unit increments, following Federal standards for clock-to-credit-hour conversions. The CCCCO supports the College’s use of this conversion ([IIA9.18](#)).

Analysis and Evaluation

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Course outcomes are defined for each course within a program and are



mapped to the certificate and degree program outcomes. The College has institutional policies and processes in place to ensure that course credit, degrees, and certificates reflect generally accepted higher education standards. The College awards course credit, degrees, and certificates based on student attainment of learning outcomes and consistent with the CCCCO, and Title 5 regulations (sections 55002.5, 55062) defining the units and hours required to complete a program of

study. The College’s policies and practices are aligned with Federal standards for lecture and/or laboratory contact hours-to-units conversions.

Conclusion

Hartnell College meets Standard II.A.9.

Supporting Evidence

- IIA9.1 [Curriculum Flowchart](#)
- IIA9.2 [Curriculum Committee Review of SLOs](#)
- IIA9.3 [Sample Syllabi SLOs](#)
- IIA9.4 [Course Level Outcomes Mapping-ADJ program](#)

- IIA9.5 [Core Competencies Mapping-ADJ program](#)
- IIA9.6 [New SLO Procedures and Timeline](#)
- IIA9.7 [SLO 7-year Timeline Slide](#)
- IIA9.8 [AGBUS PLO Catalog](#)
- IIA9.9 [Degrees-PLO Samples](#)
- IIA9.10 [O&A Webpage \(PLOs\)](#)
- IIA9.11 [AP & BP 4020 Program Curriculum and Course Development](#)
- IIA9.12 [AP 4022 Course Approval](#)
- IIA9.13 [AP & BP 4050 Articulation](#)
- IIA9.14 [BP 4260 on Prerequisites and Co-requisites](#)
- IIA9.15 [AP 4260 on Prerequisites and Procedures on Credit by Exam](#)
- IIA9.16 [Articulation Agreements Hartnell-CSUMB](#)
- IIA9.17 [Curriculum Outline of Records](#)
- IIA9.18 [CCCCO Hours and Units Calculations](#)

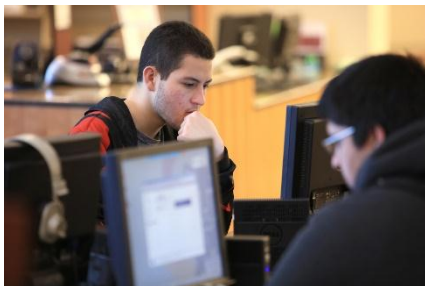
II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred 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. (ER 10)

Evidence of Meeting the Standard

The College makes available clearly stated transfer-of-credit policies for both incoming and outgoing students:

- BP and AP 4050, “Articulation” ([IIA10.1](#))
- AP 4051, “High School Articulation” ([IIA10.2](#))
- BP and AP 4235, “Credit by Examination” ([IIA10.3](#))

The webpage listing the College’s BPs and APs ([IIA10.4](#)) makes these policies available



to the public. The College catalog further informs students and the public of policies and processes used for alternative means of transfer-of-credit ([IIA10.5](#)) for military service, acceptance of credit from other institutions, credit by examination, and high school equivalencies ([IIA10.5](#)). Incoming and outgoing students are provided with a variety of transfer services and resources to guide them through the transfer process. Mobility is also increased through dual enrollment offerings in high schools, concurrent enrollment, and the high school equivalency program, providing students with the opportunity to gain college credit ([IIA10.6](#)).

As required by Title 5 section 55202, the College certifies that the COR has the appropriate content, objectives, and learning outcomes for its transfer courses and is in

line with the Course Identification Numbering System (C-ID) system used by CSUs and California Community Colleges. The Curriculum Committee and articulation officer review and approve curriculum submitted by faculty per the articulation process. The College enters new courses into the online services for curriculum and articulation review for consideration by UC and the CSUs. The articulation officer updates the College's C-ID and the ASSIST database to identify courses accepted by specific four-year institutions once approved ([IIA10.7](#)).

The articulation officer also updates the articulation agreements for publication in the College catalog ([IIA10.8](#)) and updates the College's automated degree audit system ([IIA10.9](#)). Streamlined mobility supports outcomes such as the College ranking ninth in the nation (out of over 1,400 California Community Colleges) for minority students graduating from post-secondary institutions ([IIA10.10](#), [IIA10.11](#)). The College develops articulation agreements as appropriate to its mission in further support of mobility where patterns of enrollment identify across institutions. This includes, for example, associate degrees for transfer ([IIA10.12](#)), transfer admissions guarantees, and cohort programs in high demand areas (e.g., Computer Science, Teacher Pathway) ([IIA10.13](#), [IIA10.14](#)).

Analysis and Evaluation

The College makes available to its students clearly stated transfer-of-credit policies. When accepting transfer credits to fulfill degree or certificate requirements, the College certifies that articulation agreements for transferred courses are comparable to those of its own courses.

Conclusion

Hartnell College meets Standard II.A.10.

Supporting Evidence

- IIA10.1 [AP & BP 4050 Articulation](#)
- IIA10.2 [AP 4051 High School Articulation](#)
- IIA10.3 [AP & BP 4235 Credit by Examination](#)
- IIA10.4 [Policies Website](#)
- IIA10.5 [Evaluation of Records](#)
- IIA10.6 [High School Equivalency](#)
- IIA10.7 [Course Identification Numbering System \(C-ID\)](#)
- IIA10.8 [2017-2018 Hartnell Catalog CSU UC Transfer](#)
- IIA10.9 [Automated Degree Audit](#)
- IIA10.10 [Graduating Minorities, Transferring Admission & Minority](#)
- IIA10.11 [Transfer Checklist & President's Forum](#)
- IIA10.12 [AS-T & AA-T](#)
- IIA10.13 [CSUMB Collaborations CSin3 & TTP](#)

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College created Core Competencies that are assessed to measure both institutional and general education SLO. All College programs have appropriate learning outcomes to directly support the College's six Core Competencies (Global Engagement, Personal Growth, Aesthetic Analysis and Appreciation, Communication, Information Competency, and Inquiry and Reason) ([IIA11.1](#)). Course-level outcomes are mapped to PLO for degrees and certificates as well as the Core Competencies (CCs—ISLO)/General Education outcomes ([IIA11.2](#)). Mapping to both levels ensures that outcomes that are program specific are addressed as well as outcomes that are broader and that address the desired set of knowledge, abilities, and skills that graduates should have upon completing a degree program.

The College assesses Core Competencies annually with a graduate survey. The OAC in collaboration with the College's Director of Institutional Research reviewed the original Graduation Survey questions (administered in 2012 and 2014) and revised questions to better assess and align with Core Competencies ([IIA11.3](#)). The new survey was first electronically administered in spring 2016. The results showed overall positive feedback from students. The 2017 Graduation Survey included an essay prompt to assess written communication competency. After analyzing the essay component and responses, the OAC will be discussing the future use of General Education writing assignments to obtain a more realistic sample of students' writing skills. This includes the use of course assessment embedded within the assignments uploaded to the College's course management system in place of a written prompt ([IIA11.4](#)).

For each degree or certificate program, faculty have defined course-level SLO that map to PLO and then map to Core Competencies ([IIA11.2](#)). The College Catalog provides a list of programs and includes the course descriptions and PLO. The catalog and College website also list the Core Competencies ([IIA11.1](#)). The College uses eLumen to enter, track, store, and map course-level SLO to the PLO.

Analysis and Evaluation

The College includes in its programs SLO appropriate to the program level in communication, information, quantitative and analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Each course-level SLO maps to PLO and then to one or more of the Core Competencies. PLO and Core Competencies appear in the College Catalog and on the College website.

Conclusion

Hartnell College meets Standard II.A.11.

Supporting Evidence

- IIA11.1 [College Webpage - Core Competencies](#)
- IIA11.2 [Course SLOs mapped to PLOs and Core Competencies](#)
- IIA11.3 [Graduate Survey Evidence](#)
- IIA11.4 [9.10.18 Minutes from O & A Meeting](#)

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College awards Associate degrees (AA, AS, AA-T, and AS-Ts) after student completion of General Education and major program requirements. As stated in the catalog, AP 4025 and BP 4025 define the philosophy and criteria for Associate degrees and General Education ([IIA12.1](#)). BP 4100 sets forth the graduation requirements for degrees and certificates ([IIA12.2](#)). The College Catalog also defines General Education requirements ([IIA12.3](#)) along with specific General Education requirements for each program ([IIA12.4](#), [IIA12.5](#)).

The Curriculum Committee determines the appropriateness of a course for inclusion as a General Education option in the Hartnell College Catalog. A course is approved for General Education based on the totality of information in the COR, such as objectives, content, SLO, and GE/Transfer for the General Education area in question ([IIA12.5](#)). General Education areas are determined based on CSU and IGETC categories; in addition, the Curriculum Committee ensures that programs are reviewed for General Education requirement alignment with College policies and based upon appropriate outcomes and competencies ([IIA12.6](#), [IIA12.7](#)).

The Curriculum Committee meets on the first and third Thursday of each month and ensures that courses meet Title 5 requirements as well as articulation agreements for transfer institutions ([IIA12.8](#), [IIA12.9](#)). The Curriculum Committee uses the information from Title 5

and the Program and Course Approval Handbook, 6th ed. to provide interpretation and guidance. In addition, training is included as part of each agenda and has addressed General Education requirements and information presented by the College's articulation officer, who is a standing member of the Curriculum Committee ([IIA12.10](#), [IIA12.11](#), [IIA12.12](#), [IIA12.13](#)). In policy and practice, the College demonstrates a reliance on faculty expertise related to curriculum matters such as the appropriateness of a course for inclusion in the general education curriculum.

The General Education curriculum identifies course SLO that have been mapped to the Core Competencies, which also serve as the College's General Education Outcomes ([IIA12.14](#)). These Core Competencies encompass the broad sets of knowledge, abilities, and skills that graduates should have upon completing a degree program, such as civic participation, ethical decision making, aesthetic analysis and application, and concepts of inquiry and reasoning ([IIA12.15](#)).

Analysis and Evaluation

The College Catalog articulates the College's General Education philosophy and policies.



Each of the College's degree programs requires a component of General Education consistent with the College philosophy. The College relies on the expertise of the Curriculum Committee members (most of whom are faculty) to assess the appropriateness of courses considered for inclusion in the General Education curriculum. This review process ensures degree-seeking students comprehend the development of knowledge, practice, and interpretive approaches in the arts, humanities, sciences, mathematics, social sciences, civic responsibility, and life-long learning.

Conclusion

Hartnell College meets Standard II.A.12.

Supporting Evidence

- IIA12.1 [BP 4025 Philosophy and Criteria for AD and GE](#)
- IIA12.2 [BP 4100 Graduation Requirements for Degrees and Certificates](#)
- IIA12.3 [GE Requirements](#)
- IIA12.4 [List of Degrees and Major Requirements](#)
- IIA12.5 [Course Checklist from CNET](#)
- IIA12.6 [Curriculum Committee Draft Minute Examples](#)
- IIA12.7 [GE Requirements](#)
- IIA12.8 [Curriculum Committee Responsibilities](#)

- IIA12.9 [Curriculum Meeting Agendas and Minutes](#)
- IIA12.10 [Proposed Changes to GE PPT](#)
- IIA12.11 [GE Presentation to Curriculum Committee PPT](#)
- IIA12.12 [Curriculum Committee Agenda \(GE Training 4.19.2018\)](#)
- IIA12.13 [General Education Excerpts from Catalog](#)
- IIA12.14 [O&A Page Statement of GE Outcomes](#)
- IIA12.15 [College Webpage - Core Competencies](#)

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Students who complete a degree program at the College possess sufficient depth in a given field of study. Transfer-level programs include courses that appropriately meet required Competencies to prepare students for transfer to a college or university to pursue their educational goals ([IIA13.1](#)).

Students completing an AA, AS, or transfer degree complete a minimum of 60 units, which include a minimum of 21 units of General Education courses and varying units related to disciplinary studies ([IIA13.2](#)). The remaining units are elective. Students receiving certificates of achievement complete 12 to 36 units in their field of study, as listed for each program in the College catalog. All degree programs at the College have PLO, which correlate to the course-level SLO. As part of the SLO process, programs are required to align courses with PLO in a manner that demonstrates the levels of competency students will attain. Through the PPA process, faculty map the course-level SLO to the PLO, thus ensuring an appropriate and thorough connection ([IIA13.3](#), [IIA13.4](#)).

Various vetting practices link learning outcomes with an analysis of competencies and mastery of key theories and practices within the field of study. Vetting takes place for CTE courses and programs with input from Advisory Board committee members with industry experience ([IIA13.5](#)), providing advice on curriculum updates and possible program revisions ([IIA13.6](#)). For transfer programs, evaluation occurs through the articulation process ([IIA13.7](#)). Curriculum review and learning outcomes assessment further serve to ensure courses assigned to degrees are appropriate in content and rigor ([IIA13.8](#)).

The College has added 23 Associate Degrees for Transfer ([IIA13.9](#)) since the 2012-2013 academic year, and faculty are currently developing several more. These degrees are designed for community college students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students who complete an AA-T or AS-T degree are guaranteed admission to the CSU system. These degrees serve the dual purpose of increasing the number of students graduating while increasing the number of students accepted for transfer.

Analysis and Evaluation

Degrees include focused study in an area of inquiry or interdisciplinary core aligned with key theories and practices within the field of study. The College catalog and website lists degrees that have PLO as part of the program description. PLO are used in the development and revision of degrees to determine the appropriate placement and content of courses included in the degree core. All courses incorporated in the degree are appropriate to the discipline, degree level, and common standards in higher education. Processes are in place to ensure courses and programs address the appropriate level of mastery of key competencies, theories, and practices.

Conclusion

Hartnell College meets Standard II.A.13.

Supporting Evidence

- IIA13.1 [GE Requirements](#)
- IIA13.2 [Associate Degree Requirements - GE](#)
- IIA13.3 [BUS Admin. PPA - Program Level Outcomes Mapping](#)
- IIA13.4 [Program-Level Student Learning Outcomes](#)
- IIA13.5 [Advisory Board Committee and Agenda](#)
- IIA13.6 [RCP Advisory Committee Minutes May 2, 2017](#)
- IIA13.7 [AP 4050 Articulation Process](#)
- IIA13.8 [Curriculum Review for Rigor](#)
- IIA13.9 [Associates Degrees for Transfer](#)

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Hartnell College offers a broad range of CTE degrees and certificates meeting industry



standards, including required licensing and certification ([IIA14.1](#)). As required by Title 5 and articulated in AP 4102, all CTE programs have regularly scheduled advisory meetings and are obligated to meet at least yearly with an advisory group of industry experts to ensure programs align with industry standards ([IIA14.2](#), [IIA14.3](#)). Advisory Board members review course content including SLO to ensure students are prepared to enter the workforce. Changes or

additions to CTE programs are based on labor market and industry needs ([IIA14.4](#)).

CTE degrees and certificates are comprehensively reviewed and assessed every two years through PPA, commonly called program review. Learning outcomes assessment, program review, and curriculum review further ensure that graduates completing CTE degrees and certificates demonstrate competencies that meet employment and industry standards, as well as preparation for external licensure and certification.

For some CTE programs, students prepare for employment immediately after graduation; while in others, students prepare either for employment or for transfer. The faculty work with regional committees and external licensing and credentialing agencies to refine establish competencies and learning outcomes ([IIA14.1](#)). These efforts ensure that students are prepared for employment, external licensure, and certification ([IIA14.5](#), [IIA14.6](#), [IIA14.7](#)).

The College includes the following licensure and certification exam results for graduates ([IIA14.1](#)):

- Nursing and Allied Health ([IIA14.8](#));
- California Board of Registered Nursing ([IIA14.9](#));
- Respiratory Care Board of California ([IIA14.10](#));
- Agriculture Business Technology ([IIA14.11](#));
- Sustainable Crop Management Program ([IIA14.12](#)).

Analysis and Evaluation

The College offers CTE programs that meet or exceed competency requirements for employment in the discipline area by using Advisory Boards, licensing exam preparation, program review, and SLO assessments tied to meeting CTE PLO. These efforts ensure students are prepared for employment, external licensure, and certification.

Conclusion

Hartnell College meets Standard II.A.14.

Supporting Evidence

- IIA14.1 [CA Licensure Passage Rates](#)
- IIA14.2 [Meeting Minutes](#)
- IIA14.3 [AP 4102 Career and Technical Education Programs](#)
- IIA14.4 [LMI HARTNELL MFGT CTE](#)
- IIA14.5 [CTE Student Outcomes Survey Results are Uplifting](#)
- IIA14.6 [Certification Course Listings](#)
- IIA14.7 [Special Occupational Programs](#)
- IIA14.8 [Nursing and Allied Health](#)
- IIA14.9 [California Board of Registered Nursing](#)

- IIA14.10 [Respiratory Care Board of California](#)
- IIA14.11 [Agricultural Business and Technology Institute](#)
- IIA14.12 [Sustainable Crop Management Program](#)

II.A.15 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.

Evidence of Meeting the Standard

The College defines its process for the establishment/revitalization/discontinuance of a program in AP 4021 ([IIA15.1](#)). Faculty can initiate significant changes in program requirements following the AP 4021 review and approval process. The decision to discontinue a program can be brought forward by faculty or administrators. The program evaluation and eventual recommendation is data driven and requires final approval by the Board of Trustees.

The Program Evaluation Committee is composed of the Vice President of Academic Affairs, the Academic Senate President, a student, a mix of faculty from within and outside of the discipline, and representative area deans or directors. As part of the discontinuance process, the committee reviews data, presentations about the discipline, and recommendations for discontinuance including the following:

- A detailed plan and recommended timeline for phasing out the program for discontinuance with a teach-out-plan for current students;
- An impact report explaining how phasing out the program will affect students, faculty, staff, and the community based on program analysis data;
- Recommendations for how current students continue their program of study or plan to meet their educational objectives through alternative means in a timely manner.

The College discontinued very few programs in the last several years. The College approved the discontinuance of the Automotive Collision Repair (AUC) program in 2011 ([IIA15.2](#), [IIA15.3](#)). The 2011-2012 College catalog stated that the AUC program was under review and provided additional direction to continuing students ([IIA15.4](#)). The College identified 17 students who most likely considered AUC as their major and offered them opportunities to finish the program by completing specified courses. The Real Estate program provides a more recent example of a program reviewed for discontinuance based on a lack of students. The program was suspended ([IIA15.5](#)) and removed from the 2016-2017 catalog without any students in the program.

In addition, the Construction program was recently modified following the AP 4021. To prevent the change from hindering student progress toward educational goals, previous courses were mapped to new courses ([IIA15.6](#)), and students retained catalog rights for graduation purposes. The College followed the AP 4021 process ([IIA15.1](#)), and consulted faculty and area professional experts and reviewed extensive data to ensure well-informed decisions be made.

Analysis and Evaluation

The College's current AP 4021 requires the serving of students when a program is discontinued or when program requirements significantly change. In such instances the College ensures that students can still attain their educational goals. The College follows its policies, protecting students from substantially altered program requirements and program elimination, and ensures compliance with the Standard.

Conclusion

Hartnell College meets Standard II.A.15.

Supporting Evidence

- IIA15.1 [AP 4021 Establishing, Revitalizing, Discontinuing Academic Programs](#)
- IIA15.2 [Auto Collision Study Packet](#)
- IIA15.3 [Board of Trustees Minutes Auto](#)
- IIA15.4 [Auto Collision - Catalog 2011-12](#)
- IIA15.5 [Final Report Real Estate](#)
- IIA15.6 [Construction Classes Before and After](#)

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College uses several processes to review, evaluate, and improve its instructional programs, such as PPA, Curriculum Committee review and approval, and outcome assessment.

The College requires all departments to complete a review of their courses and programs including self-reflection about each program's effectiveness for assessment and planning purposes. PPA is completed on an annual basis with comprehensive reviews scheduled for programs on a rotating basis ([IIA16.1](#)), with a concentrated look at PLO. The PPA process drives the systematic evaluation and improvement of courses and programs in support of learning outcomes and achievement. Faculty use outcome assessment data as well as data provided by the Office of IPRE to evaluate trends that may be occurring within different teaching modalities ([IIA16.2](#), [IIA16.3](#)). SLO assessment occurs on a four-year cycle. The OAC collaborates with faculty to set assessment calendars and posts them on the OAC

webpage ([IIA16.4](#)). Calendars show a timeline of a three-year assessment cycle of all courses followed by a fourth-year focus on PLO ([IIA16.5](#)); the cycle repeats after year four. SLO, reflections, and action plans are stored in eLumen, which are accessed for review and planning purposes. Faculty are required to complete action plans and to report on these plans, ensuring adjustments are made to the courses and programs when necessary ([IIA16.6](#)).

In addition to meeting for the yearly review of courses, faculty regularly convene to discuss program needs and to review assessments and results as a team ([IIA16.7](#)). Dialog about assessment results for SLO, PLO, and Core Competencies drives continuous program improvement and serves as a means to ensure program quality.



The Curriculum Committee facilitates a cyclical review process of course and program curriculum content, quality, and modes of delivery. Curriculum is reviewed every five years. CTE faculty meet regularly with Advisory Boards to inform continuous program improvement ([IIA16.8](#)). CTE degrees and certificates are comprehensively reviewed and assessed every two years through PPA. Learning outcomes assessment, program review, and curriculum review further ensure that

graduates completing CTE degrees and certificates demonstrate competencies that meet employment and industry standards, as well as preparation for external licensure and certification.

Training takes place each year at the Student Success Conference ([IIA16.9](#)) focusing on best practices to support learning outcomes and student achievement. Additional trainings focus on learning management system tools, course design improvement, methodologies, best practices ([IIA16.10](#)), and new programs such as Guided Pathways. An onsite instructional designer assists faculty and further provides best practice types of professional development opportunities.

The College has restarted a noncredit program by creating a Noncredit Task Force, which created an Implementation Plan to form processes and procedures, including the development of an orientation process, placement, wrap-around services, research needs, academic records, and transitions ([IIA16.11](#)). One of the first actions of the task force was to revise the grading system to include an “SP” grade that allows for the “Satisfactory Progress toward completion of the course,” which applies only to noncredit courses ([IIA16.12](#)) and allows for students to continue their noncredit work from one semester to the next. Course approval for noncredit courses parallels the curriculum processes used for credit courses; syllabi are required for noncredit courses, which include SLO ([IIA16.13](#)).

Currently, not-for-credit courses are developed and scheduled based on industry needs. For example, courses have been offered to the agriculture industry to support training in refrigeration, technology (application software), and basic horticulture ([IIA16.14](#)). A post course survey is utilized to evaluate contract education courses. Survey results are used to improve instruction and curriculum ([IIA16.15](#)).

Analysis and Evaluation

Several processes are institutionalized to ensure evaluation and improvement of courses and programs across modes of delivery. Courses and programs are systematically evaluated and improved upon to support SLO through (1) the learning outcome assessment and improvement process, (2) the PPA process, and (3) the curriculum review process. These processes lead to course and program improvements focused on enhancing student learning and achievement.

Conclusion

Hartnell College meets Standard II.A.16.

Supporting Evidence

- IIA16.1 [Schedule of Annual Comprehensive Review](#)
- IIA16.2 [A.S.I.- BUS PPA 2018 Communication Studies](#)
- IIA16.3 [PPA BUS Data by Modality](#)
- IIA16.4 [Assessment Calendars Webpage](#)
- IIA16.5 [SLO Procedures and Timeline](#)
- IIA16.6 [SP17 Course Action Plan TAC, ECON, ADJ](#)
- IIA16.7 [BUS DEPT SLO Meeting Agenda 4.14.16](#)
- IIA16.8 [Advisory Board Agenda](#)
- IIA16.9 [Student Success Conference 2017](#)
- IIA16.10 [DEBPG 2017](#)
- IIA16.11 [Noncredit Task Force Implementation Plan](#)
- IIA16.12 [Grading & Academic Records BP 4230](#)
- IIA16.13 [Noncredit Syllabus and SLO examples](#)
- IIA16.14 [Contract Education Course Examples](#)
- IIA16.15 [Basic Berry 2018 Student Evaluations](#)

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Hartnell College supports student learning and achievement by providing academic resources and other learning services through its library, student academic support services, and early support program to students at all three campus locations. In addition, the College delivers these services with sufficient personnel to provide broad, consistent, and effective support to students.

Evidence of Meeting the Standard

The Library and Learning Resource Center provides essential services that support the College's mission, instructional programs, and activities to provide students with the opportunity to expand classroom learning and to experience success in achieving their academic goals. Library and learning support services are available to students (both face-to-face and online) on the Main Campus, at the King City Education Center, and at the Alisal Campus. Assessment of services and programs is ongoing, and the assessment results are used to make improvements that benefit student learning and success.

Library

The Library is a provider of services, resources, and instruction to support students in achieving their academic goals. The College library offers key services and resources to students, faculty, and staff. This 68,000 square-foot facility celebrated its tenth anniversary in 2016. The library facilities and resources include over 200 computers for in-library use including those with assistive technologies, 18 collaborative study rooms with a web-based reservation system (LibCal), a library instruction room with computers for student use, a community meeting room, the PDC for faculty and staff, and two radio frequency identification (RFID) self-check stations. The library also offers laptops for students to check-out for in-library use.

Library Collections

The library's print collection consists of approximately 62,000 volumes, and students have access to over 197,000 electronic books (eBooks). Currently, the library subscribes to approximately 100 print periodicals, more than 40 research databases, and five daily newspapers. A Hartnell student accesses library resources using his or her student ID; a

separate library card is not required. Local community members with library accounts also have limited access to research databases. The King City Education Center and Alisal Campus offer students full access to the library's eBook collection and subscription databases, including *Credo Reference*, an online library of reference resources. *Credo Reference* was specifically purchased to support DE students, students at the King City Education Center, and students at the Alisal Campus. The King City Education Center includes a small print collection of reference books and current subscriptions to periodicals including newspapers. To provide equitable resources to students not at the Hartnell main campus, the library added a digital browsing collection of periodicals available from the library's website ([IIB1.1](#)).

The library invites faculty and others to recommend additions to the library's collection. There is a link on the library's website where librarian selectors/liaisons to disciplines are listed and suggestions may be submitted ([IIB1.2](#)). Liaison librarians also contact discipline faculty about suggestions for the collection. The library tracks purchases by discipline and annually analyzes the results to ensure balance and that disciplines are not overlooked ([IIB1.3](#)). The librarians serve as members on the College's committees providing further opportunities for faculty discussion and collaboration ([IIB1.4](#)).

Library Instruction and Service

The library offers a strong program of reference and information services to students and the College community. A reference librarian is available during all open library hours (64 hours per week) in the fall and spring semesters and 52 hours during summer sessions. Reference and instruction services include face-to-face reference, research consultations, email reference, course-related orientations and tours, synchronous online orientations, and information literacy courses ([IIB1.5](#), [IIB1.6](#)). At Hartnell's 7th Annual Student Success Conference in January 2018, the Student Services Librarian gave a presentation on *Rethinking Information Literacy* to 35 faculty ([IIB1.7](#)).

Faculty are encouraged to book library instructional sessions to increase students' information literacy skills; an online booking form streamlines this process ([IIB1.8](#)). A librarian works at the King City Education Center four hours per week teaching orientations, providing research assistance, and acting as a liaison between campuses. In 2016-2017, librarians taught a combined 140 orientations to 3,646 attendees. In addition, reference librarians answered 2,425 reference questions and consultations and provided 71 email responses ([IIB1.9](#), [IIB1.10](#)).

The library provides support services to meet the needs of a diverse student population. With the hiring of a Student Services Librarian, synchronous online library instruction and orientations are now offered via ConferZoom to faculty at all three campuses to provide equitable library instruction ([IIB1.11](#)). In addition, librarians have created instructional videos for faculty to embed in their Canvas courses ([IIB1.12](#)). Reference librarians create instructional research guides (LibGuides) to support student learning. The guides are periodically reviewed for completeness, accuracy, consistency, and style ([IIB1.13](#)). Librarians review the selection of electronic resources for relevance to the curriculum and to support literacy. Full-time librarians create, review, and edit information literacy handouts for currency and accuracy ([IIB1.14](#)). In November 2017, library staff conducted surveys in person at all three campuses as well as online. These surveys assessed student and faculty satisfaction with library services ([IIB1.15](#)).

In spring 2019, two sections of ENG 1A are scheduled with two one-unit online library instruction courses ([IIB1.16](#)) to help students recognize the College library as a resource and to improve their information literacy skills. In addition, the College will offer three other LIB 2 courses (also online); faculty of General Education courses are encouraged to include an infographic ([IIB1.17](#)) in their Canvas shells to make students aware of these courses. Other information competency courses are offered each term focusing on different disciplines (arts/humanities, social sciences, sciences/applied technology).

Librarians and library technicians collaborated to update library borrowing policies to establish consistency with course reserve policies ([IIB1.18](#)). They also reviewed the procedures for course reserve materials, streamlining and clarifying the process for faculty to submit materials. Online submission forms and guidelines were edited as part of this process. Periodic review will ensure unused material removal in a timely manner and that policies remain relevant ([IIB1.19](#), [IIB1.20](#)). Librarians updated study room guidelines to include language that is supportive and inclusive ([IIB1.21](#)). Library behavior guidelines were created, approved by the Associated Students of Hartnell College (ASHC), and posted on the library webpage ([IIB1.22](#)). The Student Services Librarian created a new signage program (with feedback from librarians and library staff) to instruct library users on the updated beverage policy and to create a consistent message throughout the library ([IIB1.23](#)).

Library Website

The library website serves as a central access point for all library resources and services. The home page allows students to check the library's hours, search for scholarly articles, and contact a librarian for help. The website also allows students to reserve a group study room, search for course reserve materials, and learn how to correctly format citations. Faculty can use the website to request a library instructional session, suggest materials for purchase, and begin the process of placing course materials on reserve.

Panther Academic Support Services (PASS)

The College supports student learning and achievement by providing a wide range of learning support resources through Panther Academic Support Services (PASS) at the Main Campus, Alisal Campus, and King City Education Center locations. The College's academic support services are sufficient. They include the following: tutorial support, supplemental instruction, and Math Academy as well as additional ongoing academic support programs and services to support personnel responsible for student learning ([IIB1.24](#)). The College launched PASS in the summer of 2016 to increase tutorial support offered primarily through supplemental instruction and limited drop-in tutoring on the main campus. PASS now serves over 1,000 students per semester, providing learning support during daytime, evening, and Saturday hours. Though on a smaller scale, comparable services and resources are available at the Alisal Campus and King City Education Center ([IIB1.25](#)).

Tutorial Support

The College provides a wide variety of tutorial services at all three campus locations. Though PASS's primary tutorial focus is in math and English/ESL, the programs support students enrolled in many other disciplines. In addition to one-to-one drop-in tutoring, several ongoing group support activities are available such as peer-led team learning and small-group tutoring. In addition, PASS provides ongoing subject-specific workshops, both in-person and online, in

support of English, ESL, mathematics, and other related disciplines as needed. In spring 2017, PASS began offering workshops at the Alisal Campus and the King City Education Center as well. In spring 2018, an ESL conversation group pilot program was initiated at all three campus locations (IIB1.26). PASS is also currently piloting a by-appointment tutoring system, in collaboration with Department of Supportive Programs and Services (DSP&S), for students requiring accommodation (IIB1.27). Moreover, the College offers free online tutoring services for a wide range of subjects through NetTutor, a resource made possible through the OEL. Students may access NetTutor at any time via their Canvas shell. PASS staff assists students with accessing the site, and the link to online tutoring is available on the College's website (IIB1.28). Data collected reflect continued increase in usage by course and number and duration of sessions each semester from implementation in spring 2016 through fall 2017 (IIB1.29). PASS will continue to track usage and drill down further into assessment of online tutoring services and its impact on student success.

In alignment with current standards related to best practices, all tutors are required to complete a tutor training course (IIB1.30). Tutor training takes place in the Tutorial Services area throughout each semester and during the summer session. Tutors also attend regular trainings in addition to advising and mentoring sessions facilitated by one of five Academic Support Specialists throughout the semester in order to tutor and interact with students based on PASS's determined best practices, policies, and procedures related to academic support.

Supplemental Instruction (SI)

Supplemental Instruction (SI) is a peer-led academic support program facilitated through PASS's Tutorial Services area, though SI sessions take place at various locations across Hartnell's Main Campus and Alisal Campus with availability for SIs to be scheduled at all three campus locations. The SI's goal is to aid all students in a class regardless of their knowledge or ability level. In the sessions, which meet on a regular schedule several times a week, students work together under the guidance of their SI leader, comparing notes, discussing readings and concepts, working on handouts, and taking practice quizzes (IIB1.31). All SI leaders are required to complete an SI training course, which is facilitated in the Tutorial Services area during the academic year and the summer session (IIB1.30); additionally, most SI Leaders attend the class for the SI sessions they are leading (IIB1.32).

Faculty surveys for SIs are conducted every year. Survey results show consistently good to excellent ratings by the majority of respondents in all categories (IIB1.33). In addition, data evaluating SI sessions funded by the ACCESS program at UC Santa Cruz indicate significantly greater rates of success by students attending SI sessions supporting these courses (IIB1.34).

Additional Academic Support and Ongoing Services to Support Personnel Responsible for Student Learning

PASS provides a variety of additional services and resources to support student learning and achievement. Currently, students have access to a collaborative group area in the Tutorial Services area located in the library. At all campus locations, students also have access to assistance in navigating and using Canvas and Google platforms in addition to other standard computer applications (IIB1.35). During the last week of each term, PASS collaborates with ESP to offer Study-a-Thon, an intensive tutoring event spanning three to five days on the

Main Campus and one day at the Alisal Campus and King City Education Center ([IIB1.36](#)). Initial data reflect a significant increase in student participation for the event from the first year to the second ([IIB1.37](#), [IIB1.38](#)); as the program continues to be developed, PASS will integrate and evaluate outcome indicators related to student satisfaction and to the impact of this event on student success.

Both faculty and students are informed of resources and services provided by PASS via orientations, flyers, campus events, email communications, the PASS website, and ongoing committee meetings. Moreover, PASS regularly collaborates with various academic and student service programs to provide more effective services to students. A survey of English and CTE faculty as well as student surveys have been conducted. The results of the first faculty survey show respondent averages above 4 on a 1-5 scale in all categories ([IIB1.39](#)). Student survey responses reflect similar results with the majority of respondents rating above 4 on a 5-point scale, or Agree/Strongly in response to questions in all categories excepting those related to noise and space ([IIB1.40](#), [IIB1.41](#), [IIB1.42](#)). Though these results indicate early overall success, to accomplish greater depth and accuracy when evaluating PASS programs, the immediate goal is to collect regular feedback from a larger faculty sample (which will include faculty in math) and continue to conduct student surveys annually.



Math Academy

The College has been offering summer and winter Math Academy programs since fall 2011. In this program, students participate in 45 hours (between seven and ten days) of intensive instruction and tutoring sessions. Session schedules are affected by semester breaks and capacity, and they have been adjusted to align with pedagogical best practices. Faculty and staff, in collaboration with the Office of IPRE, will continue to collect and assess data, such as student success rates, to assist in determining effective Math Academy placement and scheduling.

Evaluation of the Math Academy is conducted following each academy. Students' surveys reflect consistently positive feedback related to overall satisfaction with the program, the attainment of effective study strategies, and the importance of tutorial support within the program. The majority of respondents noted tutorial support as the element they liked best about Math Academy; the elements that will continue to require evaluation will be the pacing within the program's schedule and considerations of space in order to be sustainable and to maximize student success and acceleration in mathematics ([IIB1.43](#)).

Upon successful completion of a particular Math Academy sequence and a minimum score of 80% on the ALEKS program for the corresponding course level, the student is eligible to accelerate into the next math course level in that sequence. To determine the 80% score as the best indicator of students' readiness for the next course sequence, math faculty evaluated data that support greater success rates of students scoring 80% or higher. According to the data, students who have attended Math Academies over the past five years show an overall higher success rate in their subsequent math course than their fellow classmates ([IIB1.44](#)). The

percentage of increase in success has varied from 4% to 18% for a given semester. Overall success for Math Academy students for the years of 2014 to 2017 has been 71% success in completing the next math sequence. To better track students, to offer consistency in instruction, and to institutionalize the Math Academy, the College created noncredit courses and forwarded them to the CCCCO for approval ([IIB1.45](#)).

Computer Center

The Computer Center serves students who are taking required courses for the Business Office Technology degree/certificates, basic skills students, and those who need additional



technology support. The center works well because of interaction among the instructors and the students and the strong working relationships amongst the faculty. However, inconsistent hours have plagued the operation; stronger enrollments are helping to justify more open hours for students. The varying abilities and needs of students is also challenging, but faculty make improvements in both processes and instruction based on the assessment of learning outcomes.

Late in spring 2017, semester rooms in the center area were used for tutorial purposes. This resulted in improved participation in the Computer Center as well as a growing synergy between the two operations. In addition, non-credit classes are offered in the Computer Center to assist in the development of computer literacy skills, which are preparation for employment as well as a pathway to credit courses in both CTE and academic programs.

Analysis and Evaluation

Library and learning support services are available to all students including DE students, those at King City Education Center, and those at the Alisal Campus. These services are sufficient to meet the needs of all students and support all courses and programs.

PASS has demonstrated effectiveness in supporting student learning and achievement as evidenced by its short-term accomplishments: providing a wide range of learning support services to students and ensuring comparable availability of services and resources at all three campus locations. PASS will continue to drill down further in the areas of program evaluation, outcome assessment, and long-term planning.

Conclusion

Hartnell College meets Standard II.B.1 and Eligibility Requirement 17.

Supporting Evidence

- IIB1.1 [Flipster Signage](#)
- IIB1.2 [Collection Development Disciplines, Areas, & Librarians 2017-2018](#)
- IIB1.3 [Library Expenditures by Disciplines](#)
- IIB1.4 [Librarians Committees](#)
- IIB1.5 [Library Courses](#)
- IIB1.6 [Library Orientation](#)
- IIB1.7 [Rethinking Information Literacy](#)
- IIB1.8 [Info Comp Online Booking Form](#)
- IIB1.9 [ACRL](#)
- IIB1.10 [Reference Librarian Service Appraisals](#)
- IIB1.11 [Synchronous Online Orientation Form](#)
- IIB1.12 [Instructional Videos](#)
- IIB1.13 [Research Guides](#)
- IIB1.14 [Info Lit Handouts](#)
- IIB1.15 [Summary Charts Library Survey Fall 2017](#)
- IIB1.16 [LIB 2 Course Outline](#)
- IIB1.17 [LIB 2 Infographic](#)
- IIB1.18 [Borrowing Policies](#)
- IIB1.19 [Course Reserves Guidelines](#)
- IIB1.20 [Course Reserves Form](#)
- IIB1.21 [Study Rooms](#)
- IIB1.22 [Library Behavior Guidelines](#)
- IIB1.23 [Signage](#)
- IIB1.24 [Tutorial Services Website Screenshot](#)
- IIB1.25 [SASS PPA Spring 2017](#)
- IIB1.26 [ESL Conversation Group Flyers-Alisal and Main Campuses](#)
- IIB1.27 [DSPS Email Documentation](#)
- IIB1.28 [Hartnell NetTutor Page Screenshot](#)
- IIB1.29 [NetTutor Usage HCC](#)
- IIB1.30 [INS 250 Course Outline](#)
- IIB1.31 [SI Timesheet CHM 22 CHM 23](#)
- IIB1.32 [Learning Center SI Schedules](#)
- IIB1.33 [Faculty - SI Leader or Tutor Performance Survey Responses](#)
- IIB1.34 [ACCESS-UCSC Project Results](#)
- IIB1.35 [Hartnell Website Screenshot for Canvas Help](#)
- IIB1.36 [Study A Thon Flyer](#)
- IIB1.37 [Study A Thon Email Early Support Program](#)
- IIB1.38 [Study A Thon F17 SARS Track Report](#)
- IIB1.39 [PLL Instructor Feedback Fall 2017 Responses](#)
- IIB1.40 [Tutorial Student Survey F17](#)
- IIB1.41 [Tutorial Student Survey Responses](#)
- IIB1.42 [Panther Learning Labs Satisfaction Survey Results Spring 2018](#)
- IIB1.43 [Math Academy Survey Responses](#)
- IIB1.44 [Math Academy Data](#)
- IIB1.45 [Math Academy Course Outlines](#)

II.B.2 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.

Evidence of Meeting the Standard

Library

The library selects and maintains equipment and materials to support student learning and assist students in achieving their academic goals. Each College discipline has a librarian who acts as a subject area liaison and who selects new books, keeps discipline resources current, and recommends withdrawal of outdated, worn out materials ([IIB2.1](#)). Discipline liaison librarians invite instructional faculty to submit recommendations ([IIB2.2](#), [IIB2.3](#)). Links on the library's webpage enable faculty to find the discipline liaison librarian for their area and make recommendations for library resources ([IIB2.4](#)). In their daily interactions with students at Reference Services and in library instructional sessions, librarians learn about current in-demand research topics and new student needs. The Inter-Library Loan system allows students to purchase or borrow materials to meet their needs ([IIB2.5](#)).

Currently the Systems/Technology Librarian serves on the Curriculum Committee, and both she and the Technical Services Librarian review curriculum proposals scheduled for approval by the Committee. This way, the library is kept current of new courses and programs that may need library support.

The library has a small collection of DVDs, which students may view in the library and instructors may check out for classroom use. The library purchases only closed captioned or subtitled DVDs. The small DVD collection is supplemented by a subscription to *Films on Demand*. Students and faculty have access to this collection of almost 29,000 multidisciplinary videos through the library's website. *Films on Demand* videos include closed captions.

Services for DSP&S students were examined, and new equipment was purchased to offer increased accessibility ([IIB2.6](#)). New tables have been purchased to move accessible computers currently on the main floor of the library to an area with better lighting and closer to circulation support services. New equipment for these tables will be purchased once the tables have been delivered and installed.

In 2015, the library purchased laptops for student use. Students may now check out laptops for library use at Computer and Media Services. Laptops are also available when a large class uses the Information Competency Center, and additional computers are needed ([IIB2.7](#)).

Through its services, collections, and facilities, the library supports the College's mission and the Institutional Learning Outcomes/Core Competencies of the College ([IIB2.8](#)).

PASS

The College selects and maintains educational equipment and materials to support student learning and achievement through PASS at the College's three campuses: Main Campus, Alisal Campus, and the King City Education Center. The selection of materials has been made through discussion among academic support staff and by informal faculty and student requests. For example, librarians and library technicians collaborated with Tutorial Services to provide greater access for students to anatomical models ([IIB2.9](#), [IIB2.10](#)).

Educational equipment includes desktop computers and laptops, printers, whiteboards, and standard office supplies and furniture. In addition, PASS maintains a lending library of current textbooks and resource textbooks at two locations on Main Campus (Rooms E217 and A214) and one location each at the Alisal Campus and King City Education Center; printed handouts for subjects, assignments, and learning strategies related to programs at each location; and wall displays related to basic skills and location-specific courses.

PASS will formalize the procedures by which it chooses and maintains educational equipment and materials to support student learning and achievement. Working in collaboration with DSP&S, PASS will determine materials and equipment needs to ensure equitable access for each DSP&S student at all three locations. Additionally, needs analyses will be conducted in collaboration with faculty (including librarians and counselors), students, and administrators to determine the currency and sufficiency of educational equipment.

The Computer Center

The Computer Center is the largest academic computer facility on the Main Campus used for a variety of instructional modalities. It houses three computer classrooms for traditional and hybrid classes, math lab classes, and an open lab area. In all, there are 115 computers available to students and faculty. The Computer Center is a networked virtual environment providing all students with software applications used to support their coursework, including Microsoft Office and Google Apps and course-specific software, such as for keyboarding. A Computer Lab Coordinator is available on-site on a full-time basis to provide support for IT issues. Computers for general student use are available for students in PASS's Panther Learning Labs, which occupy mixed-use open space at the Alisal Campus (eight computers) and King City Education Center (six computers and three laptops). PASS staff in all labs provide support with standard computer applications and navigation of Canvas and Hartnell's PAWS system.

Faculty in the lab have worked closely with the DSP&S office on campus in recent years to ensure that hardware and software, such as 27" monitors, Kurzweil screen readers and Zoom Text software, are available for those students who need them. In addition, as the DSP&S population of students has increased over the last several years, the lab staff has coordinated with the Dean of LLS&R to schedule separate sections of some courses that put a focus on working with students with special needs.

Faculty in the Computer Lab have worked for the last several years to build a library of course materials including textbooks and lab license keys in order to lower costs to Hartnell students. For example, a series of books for MS Office is available for student loan. Currently, books

are available in the lab for seven self-paced courses that are offered. Students are able to check out the books with their ID cards.

Analysis and Evaluation

The library has a systematic process for selecting resources to support student learning and achievement. The College conducts ongoing assessments to ensure that services and resources are sufficient to meet the needs of students, contribute to their success, and further the mission of the College ([IIB2.11](#)).

PASS selects and maintains materials and equipment needed for student learning and achievement. Decisions about not only the currency and sufficiency of materials and equipment, but also which materials and equipment to select have been based on 1) budget and space allowances and 2) informal conversations with faculty, academic support specialists, and program administrators. Future decisions will be based on needs analyses directed to faculty (including librarians and counselors), students, and administrators; ongoing faculty and student satisfaction surveys; periodic written tutor reflections; and documented (through written minutes and notes) conversations and regular meetings.

The Computer Center faculty collaborate with other discipline instructors to provide supplemental assistance to students in using technology to support their learning. The offering of noncredit courses will provide students with additional opportunities to increase their computer literacy skills.

Conclusion

Hartnell College meets Standard II.B.2.

Supporting Evidence

- IIB2.1 [Collection Development Librarians-Disciplines](#)
- IIB2.2 [Email to Discipline Faculty](#)
- IIB2.3 [Email to Biology Faculty](#)
- IIB2.4 [Faculty Purchase Request Form](#)
- IIB2.5 [Reference Log Book Sample](#)
- IIB2.6 [DSPS](#)
- IIB2.7 [Laptops](#)
- IIB2.8 [Support Core Comp](#)
- IIB2.9 [Anatomical Model](#)
- IIB2.10 [Procedure for Borrowing the Anatomical Model](#)
- IIB2.11 [SAO Calendar](#)

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library

The Hartnell College Library assesses its services and instruction through a variety of means, including surveys, statistical analysis, and consultations with stakeholders. In 2013, 2015, and 2017, the College conducted user surveys at all three of its sites. Additionally in 2017, library



staff emailed an online survey to all Hartnell College affiliates. Survey results show consistently high satisfaction ratings at the Main Campus and increasing scores at the King City and Alisal locations. A majority of students at all sites identify library resources as important to their academic success ([IIB3.1](#)). Library staff evaluates SAO systematically, and the results of the assessments are used to improve library services ([IIB3.2](#), [IIB3.3](#)).

In spring 2018, the librarians reviewed the current library SAO, and after discussion they decided to consolidate related SAO. The ALA report, *Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects (April 2017)* lists five key findings relating to academic libraries and student success. Recognizing the need for stronger data to support the library's contribution to student success, the librarians revised the SAO to align with the five key research findings found in the ALA report ([IIB3.4](#), [IIB3.5](#)).

SAO: Library Services

Hartnell College students who use library services report they are satisfied or very satisfied with library services and that library services contribute toward their college success. Responses from the fall 2017 Main Campus Survey indicate that 45% of those surveyed use the library daily and that almost 35% use the library on a weekly basis. In that same survey, 83% stated that library services and resources are important for their success in Hartnell classes, and 74% said they were satisfied with the library services at Hartnell ([IIB3.1](#)).

Feedback from students surveyed at the King City Education Center resulted in the purchase of more comfortable furniture for enhanced studying in the center's library. Alisal Campus students have access to Main Campus services and resources through a campus shuttle and virtual connectivity through the Hartnell Library website. Aside from the survey, the Library tracks study room use, library instructional session attendance, online database access, and other services and facilities use ([IIB3.6](#), [IIB3.7](#), [IIB3.8](#)). The combination of these data points indicates the library is providing students with valuable resources.

SAO: Access Services

Hartnell College students have access to services (circulation, reserves, media, study rooms) sufficient to accomplish their educational goals. Library staff meet regularly to discuss improving services to students based on data analyzed from a variety of sources. As a result of these discussions, library policies are updated, e.g., the borrowing policy, course reserve policy, and study room guidelines were reviewed and updated ([IIB3.9](#)).

When surveyed, 100% of students reported that the course reserves materials are important or very important to their success in their classes ([IIB3.10](#)). To improve access, a sharing agreement for anatomical models was reached between library and tutorial staff, and usage increased significantly. Checkouts of the anatomical models in the first seven weeks of the spring semester increased from 51 in 2017 to 110 in 2018. This increase can be attributed to a Biology 5 course SI Leader, who actively used these models in her SI sessions, and the increase in the number of students attending those sessions from 2017 to 2018 ([IIB3.11](#), [IIB3.12](#)). Library staff anticipate that the current focus on Open Educational Resources will influence course reserves. The library will continue to work with faculty to increase student knowledge of course reserve materials and expand the materials offered.

Research conducted on those students who reserved study rooms in fall 2016 and fall 2017 shows that these students were more successful in their classes, were more likely to complete their classes, and were also more likely to enroll in the following semester. These results exemplify a difference of at least five percentage points in each metric ([IIB3.13](#)).

SAO: Collections

Hartnell College students and faculty, regardless of their location, are able to access high-quality library collections and databases sufficient to meet their research needs and educational goals. Library book purchases are reviewed annually to ensure a balanced coverage of all disciplines ([IIB3.14](#)). Database usage statistics, costs, and other factors are studied and discussed by the librarians before recommendations are made to add or drop subscriptions ([IIB3.2](#)). In 2016, the library conducted a mini-survey of periodical users and a newspaper usage study. Based on the results of these two assessments, several subscriptions were not renewed and others were considered for subscription ([IIB3.2](#), [IIB3.14](#)).

SAO: Reference and Instruction

Hartnell College students enhance their research and information literacy skills through group orientations, tours, or one-on-one consultations with reference librarians. The library offers a strong program of reference and information services to students and the College community. A reference librarian is available during all open library hours, 64 hours per week in the fall and spring semesters and 52 hours during summer sessions ([IIB3.15](#)). Reference and instructional services include face-to-face reference, research consultations, email reference, course-related orientations and tours, synchronous online orientations, and information literacy courses ([IIB3.16](#), [IIB3.17](#)). A librarian works at the King City Education Center four hours per week teaching orientations, providing research assistance, and acting as a liaison between campuses. In 2016-2017, librarians taught a total of 140 orientations to 3,645 attendees. In addition, reference librarians answered 2,425 reference questions and consultations and provided 71 email responses ([IIB3.18](#)). However, more connectivity between library research consultations and student learning needs to be promoted and

assessed. Student appraisals of reference librarian assistance are always overwhelmingly positive. In 2014, students evaluated reference services and 89% reported that they learned about new resources, new ways to search, or new sources, and 97% were very satisfied with the service they received ([IIB3.2](#), [IIB3.19](#)).

Synchronous online library instruction and orientations are now offered via ConferZoom to faculty at all three campuses to provide equitable library instruction ([IIB3.20](#)). To increase outreach to faculty and students, and to increase awareness of the benefit of library services, especially to new students, librarians are creating instructional videos for faculty to embed in their Canvas courses ([IIB3.21](#)).

Faculty are encouraged to book library instructional sessions to increase students' information literacy skills; an online booking form streamlines this process ([IIB3.22](#)).

PASS

PASS evaluates its programs and services through surveys and ongoing data collection. Surveys have been administered to both faculty and students to determine their perspective on the level and quality of support they are receiving; surveys will be conducted annually. The survey results are tied to program evaluation and improvement ([IIB3.23](#)). Some examples include strengthening the curriculum in tutor training to increase collaborative learning in tutoring groups, modifying the process of documenting SI sessions in order to provide constant feedback for instructors like the number of students attending sessions and the topics that are covered ([IIB3.24](#)), and redesigning the tutor scheduling process to create a more efficient distribution of English and math tutors ([IIB3.25](#)).

Assessment of the capacity of PASS to offer effective support for students is ongoing; it was quickly recognized that the space initially dedicated to academic support services was not sufficient to meet student demand. As a result, the College's governance procedures allowed the allocation of additional space (in Room E-217), which has increased the capacity for the College to offer academic support to students ([IIB3.26](#)). However, even with this space augmentation, it is clear that a larger, more centralized location would allow the College to serve more students. Funding from Measure T addresses this need (Measure T was passed in 2016). Measure T provides for the application of best practices in academic support and additional space in which to do so. In April 2018, the Bldg. B 2nd Floor Committee convened to review the architectural plans for the relocation of Panther Academic Support Services along with other student-centered services beginning in fall 2019. Faculty, staff, and managers of all impacted areas are continuing to meet and collaborate to discuss the design of integrated student support to facilitate seamless assistance to students ([IIB3.27](#)).

As its programs continue to be developed and to grow, PASS's goal will be to evaluate new and continuing services based on student and faculty surveys; ongoing data collection; and regular meetings with students, faculty, staff, and administrators connected to these areas. These evaluative measures will drive program planning and development.

SAO: Supporting Student Success

PASS services will directly support student success.

Initial data show higher rates of success in English and math courses by students receiving tutoring than by those who do not receive tutoring ([IIB3.28](#), [IIB3.29](#)).

Success Percentage of English and Math Students Participating in PLL		
Semester	English	Math
Fall 2016	77%	77%
Spring 2017	88%	83%

The data also show that 89% of students who received tutoring persisted to the next term, and success and persistence for disproportionately impacted populations increased. Student survey results comport with the data; 84% of students either agreed or strongly agreed that academic support directly supported their success in their classes ([IIB3.23](#), [IIB3.30](#), [IIB3.31](#)).

SAO: Increasing Student and Faculty Confidence

Hartnell College students agreed or strongly agreed that they feel more confident after they receive tutorial support while faculty agreed or strongly agreed that tutorial support benefits their students.

Assessment of this outcome is based primarily upon annual student and faculty surveys. In both 2017 and 2018, a significant majority of students responded they felt more confident in their classes and/or with their course material after receiving tutorial support ([IIB3.23](#), [IIB3.30](#), [IIB3.31](#)). Though the sample size of the initial faculty survey is limited (sample size = 16), 81% of faculty respondents either agreed or strongly agreed that PASS benefits their students ([IIB3.32](#)).

SAO: Welcoming Academic Support Environment

Students reported they feel welcome in the areas offering academic support. This outcome is assessed based on annual student surveys and continued feedback from instructors, staff, and administrators. Results from 2017 and 2018 surveys indicate positive respondent ratings of friendliness and helpfulness of tutorial staff. However, survey results align with faculty observations that limited space continues to pose significant challenges to sustain a focused academic environment. As the program continues to grow, PASS will need to address the issue of constrained space ([IIB3.23](#), [IIB3.30](#), [IIB3.31](#)).

SAO: Welcoming Computer Center/Lab Learning Environment

Students reported they feel welcome in the Computer Center/Lab Learning Environment. The interaction between the instructors and the students works very well in the lab. The lab offers a comfortable environment in which students are present and receive assistance. Students have indicated they feel the environment in the lab is comfortable and the instructors and staff are accessible and approachable. This is supported by data from Computer Center surveys conducted each semester in which the majority of users reported being satisfied or very satisfied with the overall level of service as well as with the courtesy of the Center staff and that the overall level of service met their expectations ([IIB3.33](#)).

SAO: Computer Center/Lab Learning Orientation

Students reported the pre-course orientation covered information needed for successful completion of their course(s) in Computer Center/Lab Learning. Computer Center Survey data show that students stated the orientation covered all the information needed to complete their course. Center staff conduct group orientations at the beginning of the semester and provide PowerPoint orientations to students who begin their coursework after the semester begins ([IIB3.33](#)).

SAO: Satisfaction with the Computer Center/Lab Learning Environment

Students reported satisfaction with the services provided in the Computer Center/Lab Learning Environment. Computer Center Survey data indicate students are satisfied by the overall quality of the Center, the equipment available, and the cleanliness of the learning environment. Some students did indicate that the lab (located adjacent to the Panther Learning Lab) can get too noisy ([IIB3.33](#)). This should be assuaged with the renovation plans of the College to provide an environment more conducive to student learning ([IIB3.27](#)).

Analysis and Evaluation

The library evaluates its services on a regular cycle to ensure that the needs of students are being met. As a result of student comments in surveys, discussions with faculty, and usage studies, the library has increased hours around finals time to help students study and finalize projects and presentations. Assessment results also drive decisions about periodical subscription renewals, database subscriptions, and book purchases.

Learning support services are evaluated via data collection and analysis related to success and completion rates in the courses for which students receive tutorial support. Likewise, students who complete Math Academy are not only assessed upon completion, but are also tracked, and data are collected relating to subsequent course persistence and completion rates. In addition, PASS meets regularly with students, faculty, staff, and administrators and conducts faculty and student satisfaction surveys to identify and meet student needs. For programs progressing from pilot stage to long-term implementation, the goal is to introduce pre- and post-assessment tools in order to determine learning outcomes of students engaged in the various services offered within PASS at all three campus locations. This design supports and develops activities that effectively meet student need and contribute to student success.

Conclusion

Hartnell College meets Standard II.B.3

Supporting Evidence

- IIB3.1 [Summary Charts - Library Survey - Fall 2017](#)
- IIB3.2 [SAO Assessments](#)
- IIB3.3 [SAO Calendar](#)
- IIB3.4 [SAOs Revised Draft](#)
- IIB3.5 [ALA Report](#)
- IIB3.6 [Database Usage by Fiscal Year](#)

- IIB3.7 [Study Room Usage by Semester](#)
- IIB3.8 [Orientations 2015-2018](#)
- IIB3.9 [Borrowing Policies](#)
- IIB3.10 [SAO-Reserves](#)
- IIB3.11 [Bio 5 spring 17](#)
- IIB3.12 [Bio 5 spring 18](#)
- IIB3.13 [Study Room Users](#)
- IIB3.14 [Library Expenditures by Disciplines](#)
- IIB3.15 [Librarian Contact Information](#)
- IIB3.16 [Library Courses](#)
- IIB3.17 [Library Orientation](#)
- IIB3.18 [ACRL](#)
- IIB3.19 [Reference Librarian Service Appraisals](#)
- IIB3.20 [Synchronous Online Orientation Form](#)
- IIB3.21 [Instructional Videos](#)
- IIB3.22 [Info Comp Online Booking Form](#)
- IIB3.23 [Tutorial Student Survey F17](#)
- IIB3.24 [SI Timesheet CHM 22 CHM 23](#)
- IIB3.25 [PASS Tutor Positions](#)
- IIB3.26 [Tutorial Space Expansion-CPC minutes 2016.04.20](#)
- IIB3.27 [PLL Floor Plan Student Services Bldg.](#)
- IIB3.28 [SSSC17 Effects of Academic Support in Students Success PPT](#)
- IIB3.29 [Hartnell Integrated Plan Web Screenshot](#)
- IIB3.30 [Tutorial Student Survey Responses](#)
- IIB3.31 [Panther Learning Labs Satisfaction Survey Results Spring 2018](#)
- IIB3.32 [PLL Instructor Feedback Fall 2017 Responses](#)
- IIB3.33 [Computer Center Surveys F 15-17](#)

II.B.4 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

In 2017, the library entered into a hosting agreement for its integrated library system, Voyager, with Ex Libris. This is a joint agreement with Monterey Peninsula College and Gavilan College, as documented in the Software Subscription, Services, and Support Agreement ([IIB4.1](#)).

The library is a member of the Community College Library Consortium (CCLC). This membership allows Hartnell to purchase database subscriptions at discounted rates ([IIB4.2](#)).

Hartnell College has been a member of the Monterey Bay Area Cooperative Library System (MOBAC) for several decades. The MOBAC system became part of Pacific Library Partnership (PLP) in 2008. MOBAC/PLP offers delivery services among member libraries, group membership for the Online Computer Library Center (OCLC) cataloging and interlibrary loan programs, workshops for professional growth, and strong local library committees for library staff-librarian support, networking, information sharing, and problem solving. Hartnell librarians and staff are active members of the Reference and Technology Committees, the Interlibrary Loan Committee, and the Administrative Council ([IIB4.3](#)).



Since 2005, the library has used RFID (radio frequency identification) technology for security, inventorying, shelf reading, and self-check-out for the library collection. Bibliotheca is the current vendor that provides maintenance and support for the library's security system ([IIB4.4](#)).

The College relies on an external service provider (First Alarm) to secure its campuses. Library staff and faculty work closely with campus security to communicate all incidents that affect the safety of students, faculty, and staff. The library contracts with Bibliotheca, which provides the College with security gates (3M) securing all materials from being physically removed from the library ([IIB4.4](#)).

The College's website houses all incidents reported to the campus security office in accordance with campus security procedure. Library staff and faculty have monthly meetings to discuss policies, procedures, incidents, and concerns related to the library ([IIB4.5](#)).

Analysis and Evaluation

The library regularly evaluates services provided by vendors for the security and the maintenance of the facility. All library contracts with vendors are reviewed by the Vice President of Administrative Services and the Vice President of Information Technology Resources with full supervision and oversight retained by Hartnell College.

Conclusion

Hartnell College meets Standard II.B.4 and Eligibility Requirement 17.

Supporting Evidence

- IIB4.1 [Voyager ExLibris Contract](#)
- IIB4.2 [CCLC](#)
- IIB4.3 [MOBAC PLP](#)
- IIB4.4 [Bibliotheca-3M Contract](#)
- IIB4.5 [Library Staff Meeting Minutes](#)

C.**STUDENT SUPPORT SERVICES**

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Hartnell College offers a wide range of support services designed to meet the diverse needs of its student population at all locations and by all means of delivery, including DE. Locations for services include the main campus in Salinas, the Center for Advanced Technology (Alisal campus), the King City Education Center, and via online (DE).



In 2017-2018, the College offered the Inmate Education Program (SB1391) at both the Salinas Valley State Prison and the Correctional Facility at Soledad. The College offered 30 sections during this year. During this time, matriculation services were offered to students at these locations. A plan is in process to ensure that students at these two facilities receive comparable student support services in the future.

Hartnell College also embarked on College and Career Access Pathways (AB288) CCAP/Dual Enrollment ([IIC1.1](#)) in the 2017-2018 academic year. Offerings of courses continue at Soledad High School and Gonzales High School. The College offered 12 ([IIC1.2](#)) during the first program year. The College offered matriculation services to students at this location at this time. Faculty and staff are developing a plan to ensure that students at these two facilities receive comparable student support services.

The College regularly evaluates the quality and comprehensive nature of student support services to ensure that the support services provided to students are adequate, appropriate, support student learning, and enhance the College's ability to accomplish its mission.

Collectively, Student Services offers a wide array of services to students to provide access and a pathway to entering the College; to provide support for matriculated students in persisting, making progress, and participating in the life of the College; and to provide direction for students moving into career positions, graduating, and transferring.



In 2013, the College developed a model for Integrated Planning & Sustainable Quality Improvement processes. The College's CI Plan ([IIC1.3](#)) has the established purpose of cultivating institutional effectiveness through implementation and assessment of purposefully designed processes of continuous improvement.

The PPA process ([IIC1.4](#)) provides for links to the College mission, vision, and long-term plans, and involves participatory governance, budget development, resource allocation, plan implementation, and outcome assessments. Evaluations and assessments are critical in that they form the basis for implementing program improvements from year to year, and may further result in modifications to mission, vision, and/or long-term plans. The College determines the quality of its services and its accomplishments through the following measures:

- The College's PPA process ([IIC1.5](#), [IIC1.6](#), [IIC1.7](#), [IIC1.8](#), [IIC1.9](#))
- Student satisfaction surveys such as those used for validating SAO
- The Survey of Entering Student Engagement 2017 (SENSE) ([IIC1.10](#))
- The Community College Survey of Student Engagement (CCSSE) is currently in development for use in the spring semester of 2018 ([IIC1.11](#))
- Certificate and degree completion rates
- Transfer rates (Fact Book p. 65)
- The implementation of the Statewide Student Success Scorecard ([IIC1.12](#))
- The Student Success Plan
- The Student Equity Plan
- The Basic Skills Initiative ([IIC1.13](#))

The annual PPA process allows each student affairs department to review and discuss success data and SAO ([IIC1.14](#)). Because of this process, departmental discussions are held and action plans are developed to improve departmental services. The College requires the following student service areas complete annual program reviews:

- Academy for College Excellence (ACE), new in 2016
- Admissions and Records
- Assessment Center
- Career and Transfer Center
- Center for Achievement and Student Advancement (MiCASA), a new program in 2016
- Child Care Access Means Parents in School (CCAMPUS), new in 2016
- Counseling Services/Instruction
- Department of Supportive Programs and Services (DSP&S)/Learning Skills Instruction
- Extended Opportunity Program (EOPS), Cooperative Agencies Resources for Education (CARE), and CalWORKs
- Financial Aid/Scholarship
- High School Equivalency Program (HEP)

- International Student Program
- Student Life/Student Senate/Associated Students (ASHC)
- TRiO Program
- Men’s Institute for Leadership and Education (MILE), new program in 2017
- Women’s Educational & Leadership Institute (WELI)
- Veterans Services Center

Analysis and Evaluation

The College regularly assesses and reviews student support services through the PPA process and other evaluation methods. This evaluation ensures the quality of student support services, regardless of location. Student support services align with the mission and support student learning.

Conclusion

Hartnell College meets Standard II.C.1 and ER 15.

Supporting Evidence

- IIC1.1 [College and Career Access Pathways Partnership Agreement with Gonzales HS](#)
- IIC1.2 [2017-2018 Dual Enrollment Section Offerings](#)
- IIC1.3 [Hartnell College Handbook of Continuous Improvement Processes 2013-2018](#)
- IIC1.4 [Program Review & Planning Process](#)
- IIC1.5 [Student Affairs Program Planning & Assessment \(PPA\) Report 2013](#)
- IIC1.6 [Student Affairs Program Planning & Assessment \(PPA\) Report 2014](#)
- IIC1.7 [Student Affairs Program Planning & Assessment \(PPA\) Report 2015](#)
- IIC1.8 [Student Affairs Program Planning & Assessment \(PPA\) Report 2016](#)
- IIC1.9 [Student Affairs Program Planning & Assessment \(PPA\) Report 2017](#)
- IIC1.10 [Survey of Entering Student Engagement 2017 \(SENSE\)](#)
- IIC1.11 [CCSSE Hartnell College 2018 Key Findings](#)
- IIC1.12 [Student Success Scorecard 2014-2016](#)
- IIC1.13 [Basic Skills Initiative](#)
- IIC1.14 [Service Area Outcomes](#)

II.C.2 The College defines and assesses service area outcomes (SAOs) for its diverse student population, provides appropriate support programs and services to achieve the outcomes, and uses the results to make methodological changes and improvements.

Evidence of Meeting the Standard

All Student Services programs are required to participate in the College’s PPA process, which includes an analysis of SAO assessment. The College’s Student Services Division has

identified and assesses SAO on a continuous basis ([IIC2.1](#)). Data collected through student satisfaction surveys, pre/post evaluations, and institutional student achievement data are discussed to determine if SAO are being met. The information gathered from assessments is reviewed during department/program meetings and becomes the foundation for implementing necessary interventions, which has led to improvements across student service areas. Examples of interventions based on outcome assessment include:

Piloting Cranium Cafe (via Canvas) to offer distance/online, counseling services to allow students to have virtual online appointments to complete their education plans and other services. The department now has six counselors fully trained to use Cranium Cafe software. The department will continue working to offer online counseling as a more comprehensive and permanent service once all general counselors train in this modality and the department clarifies procedures for online advising ([IIC2.2](#)).

- Using a series of text messages over time in an attempt to prevent the loss of high-need and low-income students recruited into the SSS/TRIO Program. In addition, orientation sessions for students were increased from one to two days ([IIC2.3](#)).
- Training adjunct counselors on the Course Equivalency procedure (reviewing other college transcripts), a service previously limited to only delivery by full-time counselors. Other areas of discussion included how the department can be more effective in teaching students how to be better prepared for achieving their transfer goals, including using tools for course selection, e.g., assist.org, and the new degree-audit tool based on majors/educational goals as well as how to continue to assist students in choosing majors through career exploration workshops/assessments, COU-1 courses, and the Majors Fair ([IIC2.4](#)).
- As a part of the ongoing review of student data, the Counseling Department continues to track the College's student-to-counselor ratio. The Hartnell College Counseling Department has made intentional efforts to ensure the equitable delivery of student success services at all campus locations and centers ([IIC2.5](#)).
- In 2016, the Counseling Department faculty determined that "COU-1 Student Success Seminar" required new material. Careful review of different texts followed this assessment. The department chose "On Course: Strategies for Creating Success in College and in Life" by Dr. Skip Downing. The Counseling Department completed the official training in the instruction of Dr. Downing's text and associated activities.
- Furthermore, categorical programs such as EOPS collaborated with DSP&S to develop more appropriate program standards serving mutual students while not interfering with DSP&S accommodations or confidentiality.

Analysis and Evaluation

The College continually evaluates and assesses learning support outcomes and effectiveness of support services through the PPA process. Each student service area assesses program

SAO, and every counseling course regularly evaluates SLO. These program course evaluations and assessment methods ensure that each area of support services is contributing to student success.

Efforts are continuing to develop a controlled growth in online counseling. The counseling discipline will maintain discussion to determine best strategies to advertise and increase the number of hours available for online counseling to avoid overwhelming the system. Other items of importance include the procurement of webcams and microphones to maximize the features of Cranium Cafe. With high-quality microphones, Cranium Cafe is capable of printing spoken word on the screen to enhance discussion in real time. Furthermore, the Counseling division under new leadership in the fall 2018 semester has begun developing department SAO and discussing appropriate assessment tools. These improvements of methodological approaches to student support resources over time exemplify the forward movement in continuing to meet Standard II.C.2.

Conclusion

Hartnell College meets Standard II.C.2.

Supporting Evidence

- IIC2.1 [SAO Tracking Sheet](#)
- IIC2.2 [Counseling Department Agenda](#)
- IIC2.3 [TRiO SAO Satisfaction f 2016](#)
- IIC2.4 [PPA for Transfer Center 2017](#)
- IIC2.5 [COU Non-Instructional PPA](#)

II.C.3 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. (ER 15)

Evidence of Meeting the Standard

Appropriate, comprehensive and reliable services are provided to all students through various delivery methods regardless of location: 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, via online programs, and dual enrollment programs. Main campus services are the hub for student services, including admissions and



records, financial aid, academic counseling, disabled student services, veterans' services, student life, testing/assessment, child care, and transfer and career centers.

Specialized support programs such as EOPS, Cooperative Agencies Resources for Education (CARE), CalWORKs, Early Support Program (ESP), Child Care Access Means Parents In School (CCAMPIS), Center for Achievement and Student Advancement (MiCASA), Men's Institute for Leadership & Education (MILE), Women's Institute for Leadership & Education (WELI), Transformation Through Education (TTE), Academy for College Excellence (ACE), Department of Supportive Programs & Services (DSP&S), Mathematics Engineering Science Achievement (MESA), Hispanic Serving Institution (HSI)/Science, Technology, Engineering, and Mathematics (STEM), Science and Math Institute (SMI), and the federal TRIO Student Support Services and Upward Bound programs exist to provide additional support services that strengthen and expand educational opportunities for students ([IIC3.1](#)).

Instructional and academic support services are also available to students through Tutor Services and the Panther Labs as well as the Library/Learning Resource Center, while the campus bookstore provides both on-campus and online textbook purchasing and book rentals, which reduce the cost of purchasing books for students ([IIC3.2](#)).

Student support services are the responsibility of all College divisions including, but not limited to, the following:

- Academic Affairs (academic support);
- Business Services (cashiering, bus passes, maintaining parking structures, etc.);
- Information and Technology Resources (supporting language and computing labs, maintaining smart classrooms, updating operating/testing/evaluation software and systems, etc.);
- Students Affairs (admissions, assessment, counseling, leadership development, cultural and educational events, etc.);

Additional programs and services include the following:

- Online admissions, records request, financial aid applications, and counseling services
- Student Services office hours after 5pm to accommodate evening students
- "Money Mondays" where students can receive one-on-one assistance in completing their online FAFSA application
- Canvas for distance learning with free online tutoring through NetTutor
- Library Services through web and Internet resources
- Supplemental instruction and tutoring through the Panther Labs for CSS, English, and mathematics on Saturdays at the Main Campus with satellites at the Alisal Campus and King City Center
- Dual Enrollment classes at north and south Monterey County High Schools
- HEP instruction and tutoring at various sites
- Saturday and Summer Success Camps by the Hartnell Nursing program
- Math Academy and ESL Bridge between class sessions
- Directed Learning Activities (DLA's) for math and English online, and computer labs

- ACE, MESA, and GEAR UP programs offer the opportunity for supplemental instruction onsite
- Mental Health First Aid Course for staff
- Study-A-Thons at all three instructional locations
- Panther Prep (High School) and Panther Cub Days (Middle School)
- Online orientation and academic and progress probation workshops
- Book voucher program: 600 vouchers per year
- Scholarships and Internships
- Calculator loan program: 250 students
- Monterey Salinas Transit (MST) Free Fare Zone

Student services enrollment services specialist positions at the satellite locations, the Alisal Campus and the King City Education Center, combine the duties of the most essential services. They are trained to aid regarding admissions, registration, and the Board of Governors Fee Waiver (BOGW). Staff also offer financial aid assistance, assessment services, and cashiering services to students. Librarians additionally offer email and synchronous reference support for all students.

The Enrollment Services Specialist serves to assist students in admissions, records, and financial aid functions ([IIC3.3](#)):

- Main Campus hours are Monday-Thursday 8am-6pm and Fridays 9am-1pm;
- King City Center hours are Monday-Friday 8am-5pm;
- Alisal Campus hours are Monday-Thursday 9am-6pm and Fridays 8am-5pm.

The Financial Aid Department also engages in financial aid outreach events throughout the district. In the 2015-2016 academic year, the financial aid staff participated in 105 events that promoted financial aid. Approximately 2,277 students were served in English, and 691 students were served in Spanish. In May 2016, Financial Aid TV (FATV) was funded and provided financial aid information to over 700 viewers in August of 2016; recent viewing fluctuates (with approximately 300 videos watched in April 2017). Salinas is in the top five viewing locations for Hartnell financial aid information with current students watching the

majority of segments (parents and future students are tied for the second-most viewings; most videos are watched on desktops). FATV reports are reviewed monthly ([IIC3.4](#)).



Assessment and placement testing at 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 the two centers and online students who require assessment. The College website publicizes the assessment schedule.

Assessment and placement testing is also scheduled on a periodic and specific basis onsite at the Alisal Campus, the King City Center as well as in area High Schools ([IIC3.5](#)).

Counseling services and advising are available through professional counselors Monday through Friday from 8am–6pm and Saturdays from 11a.m. to 2p.m., on-site at the Main Campus, the Alisal Campus, and the King City Education Center. Onsite, evening counseling appointments are available at the Alisal Campus at least three evenings per week. Appointments are also available both via a set schedule and as requested at the King City Education Center. The Division has 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 the various locations. The College is currently piloting Cranium Cafe to conduct online, counseling services. This platform will allow students to have face-to-face online appointments to complete their education plans and other services. Students can also correspond with counselors via phone and email. Video appointment capabilities for the King City and Alisal Campuses were enabled in spring 2016, but remain underutilized. DSP&S students at regional campuses are currently being provided their accommodations via phone, email, or video appointments, or from faculty members or tutors ([IIC3.6](#)). The Veterans' Counselor provides services in King City every other week. The Counseling Department provides academic counseling access at Peacock Acres, a community-based foster youth serving organization; Juvenile Hall; and Salinas Valley State Prison. Counselors provide email and telephone appointment services to students and in spring 2017, the Counseling Department piloted live-chat ([IIC3.7](#)).

In addition, student participants in student support programs (e.g., High School Equivalency Program [HEP], evening ESL students, and other programs) have access to designated academic counselors based on individual need. These counselors are funded by the Student Success and Support Program (SSSP) program administered through the Counseling Department. As a part of the College's ongoing review of student data, the College tracks the student-to-counselor ratio continuously. The College hires additional counselors in the event of student need.

For online students, admissions, counseling and advisement services are available via the Web. DE students requiring counseling and advisement 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 one working day (sometimes the same day). Each general counselor is provided assigned time in their daily schedules for "follow-up/online" counseling assistance. The College offers an orientation to Canvas and free tutoring through NetTutor to assist DE-only students, as well as students who are also taking face-to-face classes at one of the College centers or the Main Campus ([IIC3.7](#)).

The Quest for Online Success course was developed by the OEI. Students are provided access to self-enroll in the course, which uses an assessment tool called SmarterMeasure. SmarterMeasure assesses a student's readiness to be an online learner and then provides additional tutorials to help the student become better prepared for successful participation in the online environment ([IIC3.8](#)).

The Hartnell website serves as a rich source of information about all aspects of the application, enrollment, registration, and financial aid application processes. Buttons clearly marked “Enroll Now!,” “About,” “Academics,” “Athletics,” and “Students” lead directly to the information most relevant to the needs of these respective constituent groups. The “Enroll Now!” button leads to a simple flow-chart outlining the steps for becoming a student. Each step in this outline doubles as an active link to more specific information and resources for completing that step. Students can apply for admission and financial aid; complete their orientation; 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 access myriad other services ([IIC3.9](#)).

The Early Support Program (ESP) uses Canvas shells to monitor student progress, offers workshops, and embeds counseling staff into basic skills courses serving over 1,000 students per year for the last two fiscal years. The program is planning to implement the Starfish Early Alert system and provide professional development training for faculty beginning in fall 2018. ESP organizes Study-A-Thons each semester. Five hundred eighty-seven and 1,688 students attended during the last two fiscal years at all three instructional sites. ESP also maintains lending libraries (books and calculators) and food pantries at all three instructional sites, and it supports the summer and winter Math Academies ([IIC3.10](#)).

The SSS/TRIO program conducts bi-annual parent meetings in south Monterey County at the King City Center and at the Alisal Campus. The SSS/TRIO program is currently extending services to students from north and south Monterey County ([IIC3.11](#)).

Hartnell College is recognized as a Hispanic Serving Institution. Many 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, DSP&S, 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.

Hartnell has formalized stronger K-12 outreach and services as well as strengthened Dual Enrollment ([IIC3.12](#)) through the establishment and funding of a K-16 Bridge program and Upward Bound Grants that provide academic, career, and college information services to participating K-12 campuses, hundreds of students, and their parents. This occurs through myriad college fairs; campus visits; school assemblies; science and math expositions; transfer and career events; and other events like Planetarium shows, CoderDojo, STEM Summer Camps ([IIC3.13](#)) and Panther Cub Days ([IIC3.14](#)). All of these directly connect College personnel with future students, their parents, employers, fellow educators, and community groups. The College also hosts Panther Prep Days, designed to be an all-encompassing one-day interaction wherein prospective high school students can apply, assess, and meet with counselors to complete an Education Plan ([IIC3.15](#)).

The High School Equivalency Program (HEP) instructional locations include Hartnell College Main Campus, Alisal Campus, King City Education Center, Cesar Chavez Library, Soledad

Adult School, Bardin Elementary School, Greenfield High School, and other local sites as needed. Alternative instructional delivery formats revolve around cohorts (18 weeks) offered year-round and scheduled correlative to seasonal agricultural field work, as well as single-subject, fast-paced modules for high-achieving students. Flexible class schedules offer day, evening, and weekend time periods dependent upon student need. The College provides direct financial assistance (stipend/scholarship per graduate) and access to necessary forms (i.e., BOGW, FAFSA, etc.) as well as collaboration with the College Pathways Team, academic coaching through instructional aides, and assistance from GED Facilitators (individual or group). Transportation assistance through MST bus passes and carpool and health education through community-based partnership with Clinica de Salud are also made readily available. Enrollment support is provided through individual counseling, career planning, workshops, and collaboration with the Pathways coordinators. Job placement assistance is available to support the economic needs of graduates ([IIC3.16](#)).

Hartnell College interacts with a variety of sites for educational opportunities across the Salinas Valley. The federally funded High School Equivalency Program (HEP) continues to provide student services, education, and training at the Main Campus in Salinas in addition to the King City Education Center, as well as other key areas in the south and north ends of the county. This ensures student access to higher education ([IIC3.16](#)). The Main Campus Child Development Center provides childcare services for CCAMPIS-eligible students at Monday through Thursday from 8:00 a.m. to 12:00 p.m. and from 1:00 p.m. to 4:00 p.m. The Alisal Campus Childcare Center provides services Monday through Friday from 7:30 a.m. to 4:00 p.m. and from 5:30 p.m. to 9:30 p.m. Childcare services are provided in an Alisal campus classroom on Friday mornings as well as on weekends when students and parents are completing state HiSET exams.

New legislation in 2016-2017 allows colleges to offer courses at any of the State of California Correctional facilities. Because the inmates at the two correctional facilities in Soledad cannot have access to computers or online services, the application and registration process must be completed manually by the Admissions and Records staff. In spring 2017, four sections of classes were taught at the Correctional Training Facility with plans to expand course offerings to inmates located at Salinas Valley State Prison. Over 250 students were enrolled in ten sections at the two facilities by fall 2017 ([IIC3.17](#)). Free textbooks were provided these students through Student Equity.

Analysis and Evaluation

The College offers comprehensive and responsive services that support and facilitate student learning, advancement, and success. It has expanded its online resources and available assistance to ensure that all campus-based and DE students can use the website to seek information, understand policies and procedures, locate assistance and informative contacts, learn catalog and course requirements, apply for admission and financial aid, seek counseling and academic advisement, and take online orientation classes. The College continuously invests 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 the King City Education Center. It continues to make technological strides in providing services to students

in a real-time, face-to-face environment that works across technology platforms. The PPA process confirms these findings where the resource needs of Student Affairs systematically integrate into the College's planning and assessment process.

Conclusion

Hartnell College meets Standard II.C.3 and ER15.

Supporting Evidence

- IIC3.1 [Website, Student Support Programs](#)
- IIC3.2 [2017 PPA Tutorial Services](#)
- IIC3.3 [2017 PPA Admissions and Records](#)
- IIC3.4 [2017 PPA 2017 PPA Financial Aid & Scholarship Program](#)
- IIC3.5 [2017 PPA Assessment Testing](#)
- IIC3.6 [2017 PPA DSPS](#)
- IIC3.7 [2017 PPA Counseling](#)
- IIC3.8 [Quest for Online Success](#)
- IIC3.9 [Website, Hartnell College](#)
- IIC3.10 [Email Early Support Program](#)
- IIC3.11 [President's Report October 27, 2017](#)
- IIC3.12 [Dual Enrollment Partnership Agreement](#)
- IIC3.13 [2017 PPA K-12 STEM](#)
- IIC3.14 [President's Weekly Report June 2, 2017 \(p1\) Panther Cub Day 2017](#)
- IIC3.15 [President's Weekly Report May 5, 2017 \(p2\) Panther Prep Day 2017](#)
- IIC3.16 [2017 PPA HEP](#)
- IIC3.17 [CDCR Course Catalog Fall 17](#)

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Hartnell College offers co-curricular and athletic programs aligned with its mission of providing expanded social, cultural, and educational activities for students. All co-curricular and athletics programs are reviewed through the PPA process as part of the larger instructional program review with which they are associated. The reviews are conducted in the same manner for all academic programs ([IIC4.1](#)). Hartnell College sponsors the listed 12 intercollegiate sport programs each academic year:

- Men's and Women's Soccer
- Men's and Women's Cross Country

- Men and Women's Track and Field
- Men's and Women's Basketball
- Women's Softball
- Women's Volleyball
- Men's Baseball
- Men's Football

These programs are consistent with the general offerings found in the Salinas Valley including at local high schools, and the College fully integrates each ([IIC4.2](#), [IIC4.3](#)). The athletic programs are housed within the academic area of Athletics, Physical Education/Kinesiology, and Sports Counseling with direct supervision and oversight provided by the Athletics Director. Each sport program is offered as a for-credit educational course. All courses associated with the program have been vetted and approved by the campus Curriculum Committee, the District Board of Trustees, and by the CCCCO. The intercollegiate courses are as follows:

- PEIN 17: Basketball (Men and Women's)
- PEIN 19: Men's Football
- PEIN 20: Soccer (Men and Women's)
- PEIN 21: Women's Softball
- PEIN 22: Women's Volleyball
- PEIN 23: Cross Country (Men and Women's)
- PEIN 24: Track and Field (Men and Women's)
- PEIN 26: Men's Baseball

The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the District Board of Trustees ([IIC4.4](#)), State Education Code Section 67360-67365, and Federal Register of Title IX. The CCCAA maintains the general oversight of all athletic sport programs in the California Community College system. Annual gender equity and financial reports are submitted to the U.S. Department of Education (Equity in Athletics Disclosure Act) and to the CCCAA to provide statistics and information to the public ([IIC4.5](#)).



Hartnell College Athletics experienced several important outcomes during 2014-2015. In fall 2014, for the first time in Hartnell history, all six Hartnell men's and women's athletic teams advanced to post-season competition. In addition, the athletics program transferred 57% of their student-athletes, and 45% of their sophomores received scholarships. The student athletes achieved an 80% retention rate and 103 of the student-athletes were on the honor roll. In

2015-2016, the athletics program transfer rate rose to 73%, and 50% of sophomores received scholarships. Student athletes achieved an 85% retention rate, and 100 of the 298 student-

athletes were on the honor roll. Hartnell College provides two dedicated faculty counselors to assist student athletes in their academic completion, and freshmen athletes have required weekly study hours ([IIC4.6](#), [IIC4.7](#)).

Each year, HCCD is proud to announce its Athletics Hall of Fame Class. November 4, 2017 marked the fifth annual Athletics Hall of Fame ceremony honoring 13 inductees. In the previous four Hall of Fame ceremonies, “the inductees and their families have been very thankful and appreciative for the recognition they have received by Hartnell College,” shared Director of Athletics and Physical Education Dan Teresa ([IIC4.8](#)). On February 17, 2018, Hartnell College President Willard Lewallen was inducted into the Cal Poly Pomona Athletics Hall of Fame as a member of the 1976 National Champions Baseball Team ([IIC4.9](#)).

Every summer, athletic summer camps and clinics are offered to local elementary, middle, and high school students. In summer 2017, over 300 children participated in camps for soccer (70 children between the ages of 7 and 13), basketball (70 boys between the ages of 5 and 14 and 21 girls), baseball (45 children between the ages of 7 and 12), softball (30 children and young adults between the ages of 7 and 18), volleyball, and track and field (70 children between the ages of 5 and 12), and All Sports Camp (30 children between the ages of 5 and 12) ([IIC4.10](#), [IIC4.11](#)).

The College President emails President's Reports to the Board of Trustees to the campus community each week. Hartnell's website also hosts each report to announce all of the achievements of the athletics teams as well as former students and summer camps. The reports often include a student-athlete spotlight. In addition to athletics highlights, the reports document the array of co-curricular activities in which Hartnell students participate ([IIC4.12](#)).

The Art, Biology, Physics, English, Communications, Theatre and Cinema, and Music departments, along with collaborations between Nursing, Ethnic Studies, Social Science and the Theatre departments, offer students co-curricular opportunities through presentations, performances, and production programs. Examples include student art exhibits in one of Hartnell's Art Galleries, the display case outside the President's Office, or special exhibits like STEMart in the STEM building. Students with other talents are given the opportunity to develop them with presentations through Poetic Voices, the American Society of Agriculture and Biological Engineers, and the American Physical Society meeting. Competitions like the Mathematics Competition, Startup Challenge, Sputum Bowl, Physics Olympics, and Speech Team tournaments are also representative of student opportunity ([IIC4.13](#), [IIC4.14](#), [IIC4.15](#)); dramatic productions like those for nursing students or those regarding high-level topics like Social Change such as “The Drought Project” ([IIC4.16](#)) as well as video productions for areas like Agriculture, Athletics, Nursing, RCP, and the Panther Learning Labs ([IIC4.17](#)) assist student development. A range of concerts, presentations, exhibitions, performances, and productions in these co-curricular areas strongly connect to credit instruction programs. They are overseen by program faculty and administration although student participants do not always receive college credit.

The College's Music Club and performance nights offer students the opportunity to showcase talents outside the regular opportunities provided by the Chamber Singers, College Choir, Guitar Ensemble, Jazz Band, Orchestra, and piano classes. Many of the guest vocalists or

instrumentalists invited to perform at the College are current or former professional musicians who will often rehearse and perform alongside enrolled students for special performances. These special performances provide students the opportunity to study and perform with a number of world-renowned musicians ([IIC4.18](#), [IIC4.19](#)).

The Office of Student Life offers an array of co-curricular opportunities that includes free admission to Western Stage productions (the College's resident theater company) and the Monterey Bay Aquarium as well as 40 student clubs, festivals, and over 30 annual cultural, historical, and informational events, many of which serve food. Examples of some activities include, but are not limited to, the Week of Welcome, Panther Club Days, Music Wednesdays, Independence Day (both U.S. and Mexican), Dia de Los Muertos, Cinco de Mayo, Kwanzaa celebrations, Farm Workers Appreciation Week, Women's History Month, and Black History Month. The various clubs, organizations, and events contribute to Hartnell students' educational experiences both inside and outside the classroom ([IIC4.20](#), [IIC4.21](#)).

The Office of Student Life coordinates the College's Associated Students of Hartnell College (ASHC) as well as the Inter Club Council. ASHC provides a voice to all Hartnell College students through the College governance structure. The ASHC and student clubs actively promote student life, diversity, and learning outside the classroom. Students gain experience in leadership, communication, event planning, and marketing. Student Life supports 40 student clubs and organizations like the Business, Chemistry, Communication Studies, Computer Science, Math, Physics, Sociology, Psi Beta Honor Society, Robotics, Pride, Gamers, and Veterans Clubs through the Inter-Club Council, and it provides a constitution to maintain oversight of these programs inclusive of finances ([IIC4.22](#)).

Analysis and Evaluation

Co-curricular activities and athletics at Hartnell College are used to attract, engage, and motivate students to achieve educational goals of degree, certificate, or transfer. These programs are designed and offered to complement and enhance the educational experience of the students who choose to participate. These opportunities are essential for connecting students to the campus community, and they are a critical component of student success. The Athletics Program and Office of Student Life actively engage in PPA, which is part of annual planning, evaluation, continuous improvement and resource allocation. The budgets and funds for co-curricular and athletic programs are monitored by students and staff in the programs themselves. Expenditures are approved through district administrative processes, and program finances are included as part of the annual district audit.

Conclusion

Hartnell College meets Standard II.C.4.

Supporting Evidence

- IIC4.1 [2017 PPA Athletics](#)
- IIC4.2 [HC -Students High School Survey Results-v3-NC](#)
- IIC4.3 [HC- Students College Survey Results-V2](#)
- IIC4.4 [BP and AP 5700, Intercollegiate Athletics](#)
- IIC4.5 [Department of Education Equity in Athletics Report](#)
- IIC4.6 [Website, Athletics Student Success](#)
- IIC4.7 [Student Athlete Report 2015-2016](#)
- IIC4.8 [President's Weekly Report Nov 17, 2017 \(p2\) HCC Hall of Fame](#)
- IIC4.9 [President's Weekly Report Feb 16, 2018 \(p1\) Hall of Fame](#)
- IIC4.10 [Flyer Athletics Summer Camps 2018](#)
- IIC4.11 [President's Weekly Report June 16, 2017 \(p3\) Sports Summer Camps](#)
- IIC4.12 [Website, President's Reports to the Board of Trustees](#)
- IIC4.13 [President's Weekly Report April 28, 2017 \(p 9-10\) Poetic Voices](#)
- IIC4.14 [President's Weekly Report Mar 31, 2017 \(p 3\) Sputum Bowl Competition](#)
- IIC4.15 [President's Weekly Report 11-3-17 \(p 3-4\) Speech Team and Math Competition](#)
- IIC4.16 [President's Weekly Report June 23, 2017 \(p3\) Drought Project](#)
- IIC4.17 [Website, Theatre & Cinema](#)
- IIC4.18 [Flyer Spring Concerts 2017](#)
- IIC4.19 [President's Weekly Report Feb 16, 2018 \(p2\) Francesco Attesti and Matteo Galli](#)
- IIC4.20 [2017 PPA Student Life](#)
- IIC4.21 [Student Affairs Monthly Reports](#)
- IIC4.22 [Student Club Handbook](#)

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Hartnell College provides counseling/advising services to support student development and success and provides counseling and advising programs to ensure that students receive timely, useful, and accurate information about relevant academic requirements, graduation, and transfer policies.

Over the last three academic years, the Hartnell College Counseling Department has increased the number of counselors available to serve students throughout the District. In 2013-2014, there were nine full-time tenure/tenure track counselors along with 17 adjunct counselors. In the 2016-2017 academic year, the Hartnell College Counseling Department had 15 full-time tenure/tenure-track counselors and 24 adjunct Counselors ([IIC5.1](#)).

Professional counseling and guidance services are available to all students and prospective students of Hartnell College. Specialized counseling is also provided through the DSP&S, TRIO/Student Support Services, EOPS/CARE, CalWORKs, Veterans, MiCasa, STEM, Sports Counseling, and Transfer/Career Center programs. Each program is described on the program website, branching from the main Student Services page ([IIC5.2](#)). With the mandate of the SSSP, counseling has the important responsibility to ensure that core services, such as orientation, assessment for placement, educational planning and follow-up services to at-risk students, are developed with intentional strategies, implemented in a student-centered manner, and thoughtfully reflected through continuous evaluations. The Hartnell College Counseling Department offers individual, in-person, weekly counseling appointments Monday through Saturday. Hartnell College offers counseling services Monday through Friday from 8 a.m. to 6 p.m. and Saturdays from 11 a.m. to 2 p.m. Furthermore, the counseling department provides equitable access to services at the Main Campus, Alisal Campus, and King City Educational Center. During registration periods, students see counselors primarily through express-counseling. Express-counseling is a service modality offered in Admissions and Records, where a counselor provides concise advisement within a maximum time allotment of 15 minutes. Many students utilizing counseling services are also referred to appropriate counselor facilitated workshops and/or counseling classes.

Individual Appointments

Individual appointments provide students with academic, personal, and career counseling (45-minute sessions). During individual appointments, counselors assist students in exploring career options, identifying related degree and certificate programs, and completing educational plans that outline specific requirements for a certificate, degree, and/or transfer. Individual appointment data are stored in the Student Aid Report System (SARS) database. Counselors use the electronic educational planner tool to store notes and save updated copies of the educational plan.

In addition, counselors work closely with other areas of student support services such as Admissions and Records, Financial Aid, and categorical programs to ensure student success. Counselors also have liaison relationships with the academic departments and active representation on shared governance committees. This includes the Academic Senate, the Academic Standards Committee, and the Curriculum Committee.

The counseling faculty play key roles in “Panther Prep” days, both on the main campus and at the King City Educational Center. Panther Prep is the College’s official welcome event for local graduating seniors. During these outreach events, counselors provide an overview of registration and complete abbreviated educational plans with each participant. Panther Prep 2018 was a successful collaboration that brought together all divisions of Hartnell College. Among them were Academic Affairs, Administrative Services, Information Technology and Student Affairs. Preliminary totals for the Panther Prep 2018 event are as follows: 346 students enrolled for summer and fall classes at the Friday event at the King City Education Center, and 511 students enrolled at the Saturday event at the main campus ([IIC5.3](#)).

It is highly advised for new college students to enroll in counseling courses for structured career development and for greater self-awareness and success in college and in life. The general, available counseling courses are offered face-to-face. Counseling 1 is the only

department course offered in a hybrid format. Counseling course descriptions are provided on page 185 of the 2017-2018 Hartnell Community College catalog ([IIC5.4](#)).

Online Advising/Email Correspondence

The counseling department chose Cranium Cafe as the official software for online advising. Cranium Cafe is a secure, virtual teleconferencing platform that creates a simple, mobile, in-office appointment. Thus, students can have a one-on-one counseling session from any location during which they can access timely, useful, and accurate information about relevant academic requirements, graduation, and transfer policies.

In the fall 2017 semester, one general counselor was fully trained and designated to pilot online advising services using Canvas's Cranium Cafe. Two additional general counselors were added to the pilot program and completed the training in spring 2018. Three additional categorical counselors are in the process of completing the training to provide online advising services. The counseling department has yet to finalize reporting of online counseling contacts for Management Information System (MIS).

Student Success Workshops and Presentations

The College offers student success workshops and presentations throughout the fall and spring semesters. The workshops are topic specific, and they offer guidance for students while promoting student success. The topics include academic progress, filing online CSU/UC transfer applications, major exploration, time management, TAG eligibility, and several other transfer-related topics. Counseling faculty within categorical programs such as CalWORKs, MiCasa, EOPS/CARE, and TRIO offer additional workshops and presentations to give specialized attention to their respective student populations.

Through SSSP funding, the general counseling department recently hired an Academic Follow-up Support Specialist, an ESP Coordinator, and an ESP adjunct counselor to provide outreach and retention services to students on academic probation and dismissal.

The ESP is a collaboration between faculty, counselors, ESP staff, and Student Support Services. The ESP objective is to identify and provide support services to students facing academic, financial, and/or personal challenges. The ESP offers Academic Probation workshops, counseling/advising, Student Success workshops, and referrals to appropriate support services on campus. These services are available at all the College locations. Between June 1, 2016 and May 30, 2017, the ESP served an unduplicated count of 502 students. Most of these students utilized ESP counseling/academic advising and follow-up counseling services ([IIC5.5](#)).

Analysis and Evaluation

Hartnell College offers a wide range of counseling services, workshops, and classes to serve its diverse student populations. Counseling services include individual appointments, express/drop-in, online advising, workshops, and counseling classes. Through these counseling efforts, students are provided guidance and support in developing education plans

and identifying career and/or transfer pathways and are taught the necessary skills to be successful in the classroom.

Conclusion

Hartnell College meets Standard II.C.5.

Supporting Evidence

- IIC5.1 [Hartnell College Counseling Department 2016-17 PPA](#)
- IIC5.2 [Student Support Program Webpage](#)
- IIC5.3 [Panther Prep Website Newsletter](#)
- IIC5.4 [Hartnell College Catalog](#)
- IIC5.5 [ESP Spreadsheet](#)

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. (ER 16)

Evidence of Meeting the Standard

Consistent with its open-access mission, Hartnell College has an approved BP 5052 regarding open enrollment ([IIC6.1](#)). The policy ensures that, unless specifically exempted by statute or regulation, every course is fully open to enrollment and participation by any person admitted to the College. Enrollment is subject to an established priority registration system, which is outlined in AP 5055 ([IIC6.2](#)) and may be limited to students meeting properly validated prerequisites and co-requisites, or other exemptions set forth in statute or regulations as outlined in both BP 4260 ([IIC6.3](#)) and AP 4260 ([IIC6.4](#)).

The College adopted and adheres to admission policy consistent with its mission. The admission policy of the College includes specific qualifications for students. It is available for students in print and online on the Admissions and Records webpage, in the College catalog, and it is specified in BP 5010 ([IIC6.5](#)).

The District has strong partnerships with local high schools to aid students in their educational planning prior to entry into the College as first-time college students. Hartnell continues a long-standing partnership in supporting concurrent enrollment with all of its feeder high schools. It has set, concurrent enrollment processes and procedures ([IIC6.6](#)) used for all K-12 concurrent enrollment students. The College website also hosts these processes. Hartnell sends annual concurrent enrollment packets to local feeder high schools. The initiatives include Dual Enrollment (AB288), which Hartnell piloted with two high schools during the 2017-2018 year. A sample of one of the approved MOUs ([IIC6.7](#)) correlative to one feeder high school is provided. The District offered 12 courses ([IIC6.8](#)) of dual enrollment courses during the first year of implementation. The College continues with concurrent enrollment

([IIC6.6](#)), offered now for several years. The discussion to offer a first high school bridge program with Upward Bound students is in process.

The College uses an admission application through California Community Colleges Apply Access ([IIC6.9](#)) as well as offers a paper version of the document, available in both English ([IIC6.10](#)) and Spanish ([IIC6.11](#)), to ensure that access to apply to the College is available to all students. Paper admissions applications are required for prospective international students, incarcerated students, and applicants who participate in the College's Joint Powers Authority for Public Safety Consortium.

The College ensures adherence to BP 5015, "Residency Determination" ([IIC6.12](#)), when reviewing all admissions applications. There is full support in the Admissions and Records offices at all three locations for prospective students who need assistance completing the application.

The College provides international (F-1 Visa) students with clear information relating to their admission and matriculation. Students are required to complete and submit an international student application ([IIC6.13](#)) by the required dates listed on the international student webpage. Students are required to complete the TOEFL (Test of English as a Foreign Language) with acceptable scores to gain admission to the College. College Admissions and Records staff guide international student applicants to understand and submit required documentation relating to financial resources, health insurance, and visa information in order to complete their requirements for admission.

For programs such as Registered Nursing, Vocational Nursing, and the Respiratory Care Program, there are entry and program requirements published in the College catalog and available on the Nursing and Respiratory Care Program websites. In addition,



Respiratory Care Program informational workshops ([IIC6.14](#)) and Nursing informational workshops ([IIC6.15](#)) are hosted throughout the year by an academic counselor during which program requirements including required prerequisites and the program's application/selection process are reviewed. Students admitted to these three programs receive a copy of the Nursing & Allied Health Departments Policy

& Procedures Manual ([IIC6.16](#)) at their program orientation.

In accordance with the College's AP 5050, "Student Success and Support Program Policy (SSSP)" ([IIC6.17](#)), a new model of offering matriculation services clearly outlined in the College's "7 Steps to Success" process in both English ([IIC6.18](#)) and Spanish ([IIC6.19](#)) has been adopted. The seven steps support the requirements outlined in the Student Success Act of 2012 (SB1456) and are in effect for priority registration scheduling ([IIC6.20](#)). The steps are: 1) Apply for Admission and Financial Aid, 2) Complete orientation, 3) Complete placement, 4) See a Counselor to develop an education plan, 5) Register for classes, 6) Pay fees, and 7)

Pick up a student identification card. Students are highly encouraged to follow the 7 Steps to Success. Once the student has reached the six units registered/completed threshold for orientation and placement and 15 units for an educational plan, they will be alerted during their registration process that they need to complete these two and/or three steps to proceed. Students have the right to request an exemption of these services. A developed Exemption for Orientation & Counseling Advising form ([IIC6.21](#)) allows student completion and submission to Admissions and Records for permanent exemption from these matriculation steps.

The Department of Support Programs & Services has created a modified version of the College's 7 Steps to Success to help meet the needs of their student population. It is named "First Steps to Hartnell College" ([IIC6.22](#)) and requires nine actions for completion. One of the differences is that step 4 indicates the possible need to obtain verification of disability (for example, an IEP, and/or documentation from a professional such as a doctor, psychiatrist, etc.).

Counseling services are an essential component of the College's educational mission through advisement, including career, academic, and personal counseling, as it relates to the student's educational goal. Counseling faculty offer workshops on:

- abbreviated and comprehensive student educational plans
- academic probation, dismissal, and reinstatement
- express counseling, and direction in student selection of career and transfer options
- information and resources that support students' movement toward graduation
- Student Academic Program (SAP) for financial aid disqualification
- Student orientations



Hartnell has hired a number of full-time and adjunct faculty in direct response to SSSP, SEP, Bridging the Gap, and Concurrent and Dual Enrollment program mandates in order to ensure that there are sufficient counseling services available to all students.

Counselors advise students regarding pathways to complete certificates, degrees, and transfer goals by utilizing the College's Degree Audit/Student Planner module. During the spring 2016 semester, the counseling department hosted several student groups to provide input on the student planning module known as the web-based student self-serve planning module. The student groups that participated were the ASHC, TRiO, and Student Veterans. A self-serve planning module will be open to all students in the fall 2018 semester.

The College has added 23 Associate Degrees for Transfer ([IIC6.23](#)) since the 2012-2013 academic year, and faculty are currently developing several more. These degrees are designed for community college students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students who complete an AA-T or AS-T degree are guaranteed admission to

the CSU system. These degrees serve the dual purpose of increasing the number of students graduating while increasing the number of students accepted for transfer.

Analysis and Evaluation

The College has clear policies and procedures that define and guide its admissions processes. Hartnell College will also be providing web-based advising tools that, along with counseling support, allow students to track and monitor progress toward achieving their educational goals.

Conclusion

Hartnell College meets Standard II.C.6 and ER 16.

Supporting Evidence

- IIC6.1 [BP 5052-Open Enrollment](#)
- IIC6.2 [AP 5055-Enrollment Priorities](#)
- IIC6.3 [BP 4260-Prerequisites & Co-requisites](#)
- IIC6.4 [AP 4260-Prerequisite & Co-requisites](#)
- IIC6.5 [BP 5010 Admissions & Concurrent Enrollment](#)
- IIC6.6 [Concurrent Enrollment Forms](#)
- IIC6.7 [AB 288 Sample MOU Agreement-Gonzales High School](#)
- IIC6.8 [2017-2018 Dual Enrollment Sections](#)
- IIC6.9 [CCC Apply Access](#)
- IIC6.10 [Paper Admissions Application-English](#)
- IIC6.11 [Paper Admissions Application-Spanish](#)
- IIC6.12 [BP 5015 Residence Determination](#)
- IIC6.13 [International Student Application](#)
- IIC6.14 [RCP Informational Workshops](#)
- IIC6.15 [Nursing Informational Workshops](#)
- IIC6.16 [Nursing & Allied Health Dept Policy & Procedures Manual](#)
- IIC6.17 [AP 5050 Student Success & Support Program](#)
- IIC6.18 [7 Steps to Success \(English\)](#)
- IIC6.19 [7 Steps to Success \(Spanish\)](#)
- IIC6.20 [Fall 2018 Priority Registration Scheduling](#)
- IIC6.21 [Exemption for Orientation & Counseling Advising Form](#)
- IIC6.22 [First Steps to Hartnell College for DSP&S students](#)
- IIC6.23 [Associate Degrees for Transfer](#)

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Hartnell College is an open-access institution that utilizes California Community Colleges Apply as the student application portal. The California Community Colleges Apply website publishes system-wide admissions criteria stipulating, “California community colleges are required to admit any California resident possessing a high school diploma or equivalent.” Additionally, “California Community Colleges may admit any non-resident possessing a high school diploma or equivalent or anyone over the age of 18 without a high school diploma or equivalent, who in the judgment of the board is capable of profiting from the instruction offered.” High school students (freshmen, sophomore, junior, or senior) may also apply for admission to Hartnell College with permission and documentation from a parent/guardian and a high school principal. Hartnell College is also recognized as a Hispanic Serving Institution and is committed to access and educational equity for undocumented students who meet admissions requirements, as stated in Board Resolution 17:3, adopted in spring 2017 ([IIC7.1](#)).



The College uses a selective admissions process for nursing and respiratory care practitioner programs and the CSn3 collaboration with CSUMB. These programs require specific major preparation and a separate application process, and therefore have special admissions requirements.

As an open-access institution, the College does not administer admission tests. Consistent with the U.S. Department of Education regulations, the College administers ability to benefit (ATB) tests to determine Title IV financial aid eligibility for students who do not have a high school diploma and enrolled in a program of study prior to July 1, 2012.

The College regularly evaluates placement instruments and practices for the purposes of validating their effectiveness while minimizing bias at least every three years. The Assessment and Testing Office in collaboration with English, Math, and ESL faculty is responsible for revalidating assessment instruments and placement processes. It also analyzes the effectiveness of placement tests on a more frequent basis.

The College validates placement systems according to the methods stated in the CCCCO’s publication, *Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges* ([IIC7.2](#)). Initial validation of a placement instrument requires an evaluation of test bias. This includes cultural and linguistic biases in order for the instrument to be included in the list of approved instruments. The

regular evaluation and revalidation of instruments and placement systems requires additional evaluation of biases, including an analysis of disproportionate impact.

Analysis and Evaluation

Hartnell College subscribes to the standards, policies, and procedures for the evaluation of assessment instruments used by the California Community Colleges. Hartnell College faculty and research staff select appropriate college assessment instruments. The CCCCO approves all Hartnell College assessment instruments and lists them in the California Community Colleges Approved Assessment Instruments.



The College provides assessments for placement by using multiple measures that utilize assessment instruments approved by the CCCCO. The College regularly evaluates its placement instruments for effectiveness to minimize disproportional impact of student results.

Conclusion

Hartnell College meets Standard II.C.7.

Supporting Evidence

IIC7.1 [HCC Board Resolution 17 3](#)

IIC7.2 [Standards, Policies, and Procedures for California Community Colleges](#)

II.C.8 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.

Evidence of Meeting the Standard

The College takes great care to maintain student records in a secure manner. The Board of Trustees has approved both BP 3720 ([IIC8.1](#)) and AP 3720 “Computer, Electronic Communication, and Network Use” ([IIC8.2](#)) as well as BP 5040 and AP 5040 “Student Records, Directory Information, and Privacy” ([IIC8.3](#)). These policies govern the release of student records, the charge of student records, and the use of social security numbers. In addition, the College follows the Federal Family Educational Rights and Privacy Act (FERPA), the Solomon Act, the California Education Code, the California Code of Regulations, and Title 5 regarding the maintenance and storage of student academic records.

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 and 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 they are routinely backed-up as part of the



district information network system. In 2000, the College transitioned to the Ellucian (Colleague) information management system. This system houses all admissions, assessment testing, registration, and academic records as well as the College's fiscal service and human resource components. In 2005, the College purchased the Matrix Onbase Program, a document imaging and retrieval system that interfaces with our student information system (Colleague). Official transcripts from other institutions are scanned on a daily basis so counselors, financial aid staff, and College evaluators all have access to retrieve these records. All the systems and the data stored on them are accessible only to designated and approved individuals through password protection.

Hartnell Colleges publishes and follows established procedures for the release of student records. This policy is also published in the College catalog. AP 5040, "Student Records, Directory Information, and Privacy," outlines the conditions under which a student can access student records and the circumstances under which records may be released as directory information. To comply with the Department of Education's Consumer Information disclosures, Hartnell notifies students of their FERPA rights, Hartnell College's Directory Information, and the process by which the student must submit an Authorization for Release of Student Records form ([IIC8.4](#)) to opt out of being included in directory information. An email notification ([IIC8.5](#)) is mailed to all currently enrolled students the fourth week of the fall and spring semesters. Students do sometimes change their minds and may submit a modified Authorization form. The College maintains a form that allows students to revoke their previous request to prohibit release of directory information ([IIC8.6](#)).

The College's Admissions and Records Department has established and widely distributed records policies regarding these data, how they must be stored, and under what conditions may they be accessed. There is a highlighted statement on safeguarding student records in the Admissions & Records Faculty Handbook ([IIC8.7](#)). An all-campus email ([IIC8.8](#)) is sent to all employees every fall semester about their role in protecting student records. A FERPA privacy handout ([IIC8.9](#)) is also provided to all employees to keep as an easily referenced reminder of their role in releasing student records and directory information.

Hartnell College continues its commitment to ensuring that all employees are trained in the area of student records and confidentiality. The vice president of Information Technology along with the dean of student affairs/enrollment services gave several FERPA presentations ([IIC8.10](#)) to faculty at Convocation held August 11, 2017 ([IIC8.11](#)). In addition, training sessions were also held for classified staff ([IIC8.12](#)) at the all-administrators meeting ([IIC8.13](#)) and to the College's Student Affairs Council ([IIC8.14](#)). All attendees complete a

FERPA training verification form ([IIC8.15](#)) that is kept in the Vice President of Information Technology's office.

The College has developed a FERPA and Directory Information webpage ([IIC8.16](#)) on the institution's website. This webpage has links to BP 5040 and AP 5040 as well as to both the Authorization for Release of Student Records form and the form to revoke a previous request. All Admissions and Records employees have been trained on how to process student requests for opting out of directory information ([IIC8.17](#)) and the established process to ensure documentation within a student's record that is accurately reflective of the student's request. Several methods are used to ensure security of student records for staff members who work intimately with student information.

- All staff members in Admissions & Records are trained in confidentiality and FERPA regulations at the time of hiring by the Dean of Student Affairs/Enrollment Services.
- All student workers in Admissions & Records and Financial Aid are trained in confidentiality and FERPA regulations. Each has to sign a confidentiality agreement.
- Access rights to student information are granted according to job classification and the needs of the College. The Dean of Student Affairs/Enrollment Services is responsible for allowing access to Colleague for all employees as part of the on-boarding process when hired. The hiring manager submits a Computer Network-Login Account Request form ([IIC8.18](#)). Through this process, no students are ever granted access to student records as seen by the statements on the form.

Analysis and Evaluation

The College maintains student records permanently, securely, and confidentially. Electronic student files are backed up regularly. The College follows established and published procedures for the release of student records. The College conducts regular notifications to ensure staff knowledge and compliance in proper release of student records.

Conclusion

Hartnell College meets Standard II.C.8.

Supporting Evidence

- IIC8.1 [BP 3720 - Computer, Electronic Communication, and Network Use](#)
- IIC8.2 [AP 3720 - Computer, Electronic Communication, and Network Use](#)
- IIC8.3 [BP 5040 AP 5040- Student Records, Directory Information, and Privacy](#)
- IIC8.4 [Authorization for Release of Student Records form](#)
- IIC8.5 [Email to Students-FERPA Rights](#)
- IIC8.6 [Revoke Previous Release of Directory Info 2-7-2017](#)
- IIC8.7 [Admissions & Records Faculty Handbook 2017-2018 Spring 18 p.7](#)
- IIC8.8 [All Staff Campus FERPA email notification](#)

- IIC8.9 [FERPA Privacy Handout for Employees](#)
- IIC8.10 [FERPA Presentation](#)
- IIC8.11 [Faculty Convocation Agenda](#)
- IIC8.12 [Classified Staff email notification](#)
- IIC8.13 [Administrators Meeting](#)
- IIC8.14 [Student Affairs Council Meeting](#)
- IIC8.15 [Hartnell College FERPA Training Verification form](#)
- IIC8.16 [Family Educational Rights and Privacy Act \(FERPA\) and Directory Information](#)
- IIC8.17 [Directory Info Processing Guide for Admissions Staff](#)
- IIC8.18 [Computer Network-Login Account Request form](#)



STANDARD III

Resources

STANDARD III

Resources

The Institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited Colleges in multi-College systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. HUMAN RESOURCES

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Establishing Need: Program Planning and Assessment

Before any position is put into recruitment, the need for the position must be established through an analysis by the Executive Cabinet of whether the position is consistent with the College's goals, mission, and strategic priorities, and whether it assists the College in meeting



a fundamental need identified in a program planning and assessment process, a grant awarded to the College, or some other compelling reason ([IIIA1.1](#)). This analysis is undertaken whether the position is a replacement or new ([IIIA1.2](#)). Requisitions for new hires are not delivered to the Human Resources Office until after they have been approved in a Cabinet meeting and are signed by the vice president of the area, a manager from the business

office, the superintendent/president, and the Chief Human Resources Officer (CHRO) ([IIIA1.2](#)). In the case of hiring full-time faculty, a shared governance committee, the Full-Time Faculty Hiring Committee, meets annually to determine hiring recommendations for the coming year.

Employee Qualifications

Job descriptions for all positions include the minimum educational qualifications, training, and professional experience required for the position, desired qualifications, if any, as well as a statement whether equivalent qualifications will suffice ([IIIA1.3](#), [IIIA1.4](#)). Job announcements repeat these statements about qualifications, identify the department or program of the College that has the vacancy, and list any additional education, training, or experience needed or desired for the position in that particular setting ([IIIA1.5](#)).

For faculty positions, job announcements identify the minimum qualifications for education and experience as established by the CCCCO and the Academic Senate for California Community Colleges and allow for qualification through equivalency ([IIIA1.6](#)). Educational administrator positions contain the minimum qualifications established in Title 5, section 53420, “Minimum Qualifications For Educational Administrators” ([IIIA1.7](#)), and classified administrator job descriptions contain the minimum qualifications set by the District ([IIIA1.8](#)). All educational degrees must be supported and verified by official transcripts from institutions accredited by an accrediting agency approved by the U.S. Department of Education. Candidates with foreign degrees must have their degrees translated and evaluated by a member agency of NACES, the National Association of Credential Evaluation Services ([IIIA1.6](#), [IIIA1.9](#), Article 5).

Job announcements also list any additional job requirements deemed necessary and clearly describe the position duties, responsibilities, and authority ([IIIA1.5](#), [IIIA1.6](#), [IIIA1.7](#), [IIIA1.8](#)).

Accurate and Current Job Descriptions

Job descriptions for all positions are updated regularly through a classification review process and are approved by the Board of Trustees before being posted to the “Job Descriptions” page of the College’s website. The current cycle of classification review has taken longer than expected and is expected to be completed during 2018-19. For jobs in the two classified bargaining units, the classification review process, which includes an examination of the educational and experience qualifications listed for each position, is collectively bargained ([IIIA1.10](#) Article 24, [IIIA1.11](#) Article 26).

For unrepresented classified employees and administrators, classification studies and review are undertaken through contracts with expert classification and compensation consultants who make recommendations to the superintendent/president who, in turn, makes recommendations to the Board of Trustees. The confidential classification study was most recently completed in 2016 ([IIIA1.12](#)). The management study is in its final review stages as of September 4, 2018. Posted job descriptions for all classifications bear the date of board ratification.

Recruitment and Hiring Processes

The College widely advertises all of its classified, full-time faculty, and administrator positions in a variety of media. Positions are announced on the College’s human resources web-page ([IIIA1.13](#)), the California Community College Job Registry ([IIIA1.14](#)), and also local and web-based resources such as montereybayjobs.com and indeed.com. Full-time faculty and administrator positions are usually additionally advertised in LinkedIn.com and higher education job websites like Community College Jobs.com, Chronicle of Higher Ed.com, and edjoin.com (e.g., [IIIA1.15](#)).

After posting an employment opportunity on the website, the Human Resources Specialist responsible for recruitment sends an email to all employees listing current recruitments, and requesting employees to distribute them as widely as possible ([IIIA1.16](#)). The College also sometimes recruits in discipline-specific organizations or websites for faculty positions and through appropriate professional list-serves or websites for administrative positions ([IIIA1.17](#)).

The College's screening and selection processes are currently under review. When this review is completed, they will be enshrined in a revised BP 7120 ([IIIA1.18](#)) and AP 7120 ([IIIA1.19](#)). The current processes that have been in place for more than a decade are posted to the human resources website's forms page ([IIIA1.20](#)). They set forth the College's policies and procedures for all recruitments, including information about recruitment methods, job announcements, timetables, application instruments, screening and selection procedures, and composition of screening committees.

For all regular recruitments, as soon as a job is posted, the hiring manager works with the Human Resources Specialist to develop a screening committee consisting of a diverse group of employees. To serve on a committee, an employee must have attended a training in best practices for diversity hiring within the last three years. At the first meeting, the committee members agree to confidentiality and conflict of interest requirements, develop the screening criteria and interview questions, decide whether there will be test or demonstration of skills as part of the interview process, and set the recruitment timelines. The Human Resource Specialist helps them develop questions aligned with the job requirements as stated in the job description and develop inquiries designed to ascertain how well the candidate will be able to assist the College in achieving its mission to serve its student population ([IIIA1.21](#), [IIIA1.22](#)).

After these are completed, and after the recruitment deadline has passed, the online applications that have been determined complete, and that meet the minimum qualifications, are released for committee review. When the Human Resources Office takes the first pass at determining whether a particular candidate possesses the requisite educational qualifications and professional experience, it takes the broadest interpretation of a candidate's qualifications, leaving close judgment calls to be assessed during the screening process by the screening committee.

The screening committee, using the criteria they established with the assistance of the Human Resources Office, screens the candidates in the applicant pool and selects candidates for interview. For faculty and administrator recruitments, the screening committee interviews the first-round candidates and selects up to four candidates, unranked, for final interview with the superintendent/president and the hiring manager ([IIIA1.22](#)). The superintendent/president and hiring manager conduct final interviews, select their finalist, and conduct reference checks using a form provided by the Human Resources Office ([IIIA1.23](#)).

For other recruitments, there is only one level of interviews. The committee makes its recommendation for hire after those interviews and forwards that recommendation to the Human Resources Office. The hiring manager then conducts reference checks using a provided form ([IIIA1.23](#)), and the committee's recommendation, along with the reference checks document, are forwarded to the superintendent/president for final decision.

Part-time faculty recruitment follows a more streamlined process, involving the dean and at least one faculty member from the discipline or a related discipline. The College posts advertisements on its website and the Community College job registry to establish an adjunct pool, and the applicant pool is released to the small committee for review for minimum qualifications. That committee arranges and conducts interviews, completes reference checks, and recommends assignments.

During the application phase, a candidate may submit copies of transcripts to show his or her educational qualifications, but the successful candidate's job offer is contingent on receiving official transcripts directly from each educational institution, which verify the educational qualifications.

Throughout each recruitment, the Human Resources Specialist and the CHRO take note of any things that went particularly well or did not go well and determine whether any process, form, schedule, or communication need be revised to enhance what went well or prevent what did not. Approximately once every three years, the Human Resources Office chooses a set of processes for a more comprehensive review in the Program Planning and Assessment cycle, including those having to do with recruitment.

Analysis and Evaluation

The College has a strong student-centered and institutional mission-focused approach to hiring, as well as a commitment to continuous improvement. During review of its recruitment policies and procedures, all constituent groups have the opportunity to comment on the efficiency and efficacy of its recruitment processes. Hartnell continues to attract a talented and diverse pool of qualified administrators, faculty, and staff to support the integrity and quality of its programs and services.

BPs and APs are in development to formalize historical practices for recruiting and hiring talented faculty, staff, and administrators. These Policies and Procedures will be reviewed and approved during 2018-2019 through the College's governance process outlined in BP 2410 and AP 2410. The superintendent/president ensures that the College follows established policies and laws by delegating responsibility for the selection and development of personnel to the Office of Human Resources.

Conclusion

Hartnell College meets Standard III.A.1

Supporting Evidence

- III.A.1.1 [Agenda for Exec Cabinet 03-13-18](#)
- III.A.1.2 [RTH sample 2018](#)
- III.A.1.3 [Job Descriptions on website](#)

- III.A.1.4 [Science Lab Tech job description](#)
- III.A.1.5 [Job Announcement Academic Support Specialist Alisal Campus](#)
- III.A.1.6 [Job Announcement faculty](#)
- III.A.1.7 [Job Announcement Educational Administrator](#)
- III.A.1.8 [Director of IT Position Announcement](#)
- III.A.1.9 [HCCD-CSEA CBA](#)
- III.A.1.10 [HCCD-HCFA CBA](#)
- III.A.1.11 [HCCD-L39 CBA](#)
- III.A.1.12 [Board action on confidential classification 2016](#)
- III.A.1.13 [Job announcement on website](#)
- III.A.1.14 [Job registry listings](#)
- III.A.1.15 [Advertising administrator job](#)
- III.A.1.16 [email notice to employees of opportunities](#)
- III.A.1.17 [Additional Recruitment](#)
- III.A.1.18 [BP 7120 recruitment and hiring template](#)
- III.A.1.19 [AP 7120 recruitment template](#)
- III.A.1.20 [Screening processes on website](#)
- III.A.1.21 [Screening process form](#)
- III.A.1.22 [Faculty selection process](#)
- III.A.1.23 [Reference check form](#)

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Hartnell College makes certain all faculty members possess the essential subject matter knowledge and requisite skills for the services to be performed through careful adherence to minimum qualifications mandated by the Board of Governors, local processes and procedures to determine equivalency, and recruitment processes designed to assess the ability of job candidates to fulfill the District’s mandate to serve the educational needs of its students ([III.A.2.1](#)).

As noted in Section III.A.1, the faculty selection process ([III.A.2.2](#)) begins with faculty job descriptions/job announcements, which clearly state:

- Departmental specifications and objectives.
- Position expectations, including supporting the mission of the Institution and maintaining currency in the faculty member’s discipline.
- Representative duties, including curriculum development and review, assessment of learning, and communication with students about that assessment.
- Required and preferred education and experience, including the minimum qualifications required by the state.

Faculty job descriptions explicitly reference the need to support the College mission, to contribute to participatory governance, to participate in program and curriculum review, to develop and assess SLOs and PLOs, to support accreditation activities, and to support institutional planning and institutional effectiveness efforts. The job announcements also make explicit the expectation that instructors practice multiple teaching modalities and effectively utilize new and emerging technologies ([IIIA2.3](#), [IIIA2.4](#)).

After the priority application deadline has passed for each recruitment, Hartnell's Human Resources Office screens all faculty position applicants to ensure they meet minimum qualifications, and after taking the broadest reasonable definition of qualifications, the Human Resources Office forwards to the screening committee only those applications that have met minimum qualifications, including those that meet the qualifications through equivalency, as determined by an equivalency committee ([IIIA2.5](#), [IIIA2.6](#)).

The committee members screen job candidates according to selection criteria they have derived from the job descriptions/job announcements. They also select interview questions and decide the teaching demonstration to be given by all candidates invited to interview.

Hartnell adheres to California Education Code mandates that hiring criteria include “demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community College students.” Thus, all applicants must complete an essay on diversity. Additionally, at least one of the questions in the interview focuses on the candidate's experience with and preparation for working in a diverse environment.

While the part-time faculty hiring process is more streamlined, the main tools used for assessing candidates, the application, cover letter, curriculum vitae, transcripts, interview, and teaching demonstration are the same.

Analysis and Evaluation

Through the development and review of job descriptions/job announcements for each faculty vacancy and careful adherence to established policies and procedures for faculty hiring, Hartnell ensures that all faculty are thoroughly reviewed and assessed for qualification, including appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the Institution.

Conclusion

Hartnell College meets Standard III.A.2.

Supporting Evidence

- III.A.2.1 [2017-2018 Hartnell Catalog Faculty and Administration](#)
- III.A.2.2 [Faculty Selection Process](#)
- III.A.2.3 [Job Announcement faculty](#)
- III.A.2.4 [Digital Art faculty job description](#)
- III.A.2.5 [Equivalency Policy](#)
- III.A.2.6 [Equivalency Form 2011](#)

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators responsible for educational programs and services include the superintendent/president, vice presidents, deans, assistant deans, and directors. Hartnell adheres to the minimum qualifications established by the Board of Governors and published in the California Code of Regulations, Title 5 section 53420 to ensure that educational



administrators meet the minimum qualifications listed therein. These qualifications include a master's degree and "one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment" ([III.A.3.1](#)).

Hartnell College also adheres to California Education Code mandates that hiring criteria include "demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community College students" ([III.A.3.1](#)), in "Knowledge, Skills, and Abilities". To that end, all educational administrator applicants must submit a statement demonstrating qualification, and screening panels typically include an interview question on this topic.

After interviews, which may include a skills test or demonstration, the committee forwards approximately three unranked finalists to the superintendent/president and hiring manager for final interviews and a decision on hire and salary step placement. Offers are conditional on Board approval, passing background checks, and receipt of official transcripts.

All administrative positions, including educational administrator positions, have been part of a comprehensive classification and compensation study conducted by expert consultants. That study was scheduled to be finalized in fall 2018. One goal of this study is to provide more uniformity of education and experience requirements for similar positions. The new job descriptions for senior-level educational administrators include section 53420's educational requirements and also a local requirement of three years of teaching experience, reflecting

Hartnell's commitment to, and acknowledgement of, the primacy of high-quality teaching in the College's mission ([IIIA3.2](#)).

The members of the Executive Cabinet and educational administrators are listed in the annual College catalog along with their roles at Hartnell and the degrees they earned at accredited educational institutions ([IIIA3.3](#)). Hartnell College administrators hold appropriate degrees from a wide range of accredited institutions with broad and varied professional backgrounds.

Analysis and Evaluation

Through a careful recruitment and hiring process, the College ensures that educational administrators meet the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Conclusion

Hartnell College meets Standard III.A.3.

Supporting Evidence

- IIIA3.1 [Job Announcement Educational Administrator](#)
- IIIA3.2 [Dean Academic Affairs Job Description Fall 2018](#)
- IIIA3.3 [2017-2018 Hartnell Catalog Faculty and Administration](#)

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Hartnell College adheres to stringent policies and procedures to verify that the required educational degrees of all faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. The requirement that degrees be earned from institutions accredited by recognized U.S. accrediting agencies is posted in job announcements for faculty positions ([IIIA4.1](#)) and administrative positions ([IIIA4.2](#)), on the employment opportunities page of Hartnell's website ([IIIA4.3](#)), and is contained in the administrative job descriptions themselves ([IIIA4.4](#)).

The requirement that all degrees relied on for meeting minimum qualifications, and that all degrees and credits earned for movement on the faculty salary schedule, be earned from institutions accredited by recognized U.S. accrediting agencies is also contained in the District-Hartnell College Faculty Association (HCFA) collective bargaining agreement ([IIIA4.5](#)).

If the required degrees are from non-U.S. institutions, Hartnell requires those degrees to be verified through an equivalence and translation process by a National Association of Credential Evaluation Services (NACES) member agency. This requirement is posted on job announcements and is contained within the HCFA collective bargaining agreement ([IIIA4.1](#), [IIIA4.2](#), [IIIA4.5](#)). Only after the College receives the report from the NACES member agency does it determine whether to grant equivalency.



The Human Resources Office verifies that job candidates possess the required degrees from accredited institutions by reviewing the copies of transcripts that must be provided for a job application to be deemed complete. Those who do not provide evidence that they have earned the required degrees, and who have not requested equivalency, are screened out. Screening committees also review the educational and degree requirements as part of the screening

process.

Applicants must provide official transcripts for verification before employment can begin ([IIIA4.1](#), [IIIA4.2](#)). Those official transcripts are collected, reviewed, and filed by personnel in the Human Resources Office.

The degrees earned by faculty, Executive Cabinet members, and educational administrators are listed in the annual College catalog ([IIIA4.6](#)).

Analysis and Evaluation

Hartnell College ensures that all required degrees are from institutions accredited by accrediting agencies recognized by the U.S. Department of Education, and all degrees earned outside the United States must be evaluated and, if necessary, translated, by a professional agency that is a member of NACES. The Human Resources Office verifies the accredited status of the degree-granting institution and the authenticity of the official transcripts before anyone begins service.

Conclusion

Hartnell College meets Standard III.A.4.

Supporting Evidence

- IIIA4.1 [Job Announcements Faculty](#)
- IIIA4.2 [Job Announcement Administrator](#)
- IIIA4.3 [Hartnell College Website Regional Accreditation](#)
- IIIA4.4 [Director of Communication MKTG PR job description](#)

- IIIA4.5 [HCFA CBA Article 5 on Degrees](#)
IIIA4.6 [2017-2018 Hartnell Catalog Faculty and Administration](#)

III.A.5 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.

Evidence of Meeting the Standard

Hartnell College regularly evaluates its employees according to formal, clearly written criteria, processes, and timelines outlined in collective bargaining agreements, working conditions, and BPs and APs, and consistent with requirements found in the Education Code. The evaluations are designed to assess the effectiveness of performance and to encourage improvement.

To ensure that all employees know what aspects of their performance will be assessed, all evaluation forms and materials are posted to the District's Human Resources website on the "Forms" tab ([IIIA5.1](#)). The CHRO must sign off on all classified evaluations, allowing for the review and identification of whether or not the processes are being followed and whether or not there is a necessary role in advising and assisting the supervisor on conducting performance evaluations or creating a more targeted set of professional development goals for employees, or other issues that might be revealed.

To improve the effectiveness of the performance evaluation process, the District regularly engages its administrative staff in professional development related to conducting performance evaluations. For instance, to enhance the value of the goal setting and assessment process, two administrators presented a session on SMART goals to all administrators at the administrators' monthly meeting in May 2016 ([IIIA5.2](#)). In fall 2016, administrators were required to take an online training course made available to members of the Statewide Association of Community Colleges (SWACC) and delivered through the Keenan SafeColleges system ([IIIA5.3](#)). Following the online training, Hartnell hosted a live workshop in November 2016 on best practices in conducting performance reviews, presented and led by attorney Laura Schulkind of Liebert Cassidy and Whitmore ([IIIA5.4](#)). At the beginning of the fall semester in both 2017 and 2018, a team of the District's Academic Affairs and Human Resources staff, in collaboration with Academic Senate and faculty union leaders, trained all educational administrators in the faculty evaluation processes and procedures for probationary faculty ([IIIA5.5](#)).

Evaluation of Faculty

Faculty are evaluated according to the criteria, procedures, and timelines contained in Article 13 (for regular, tenured faculty) ([IIIA5.6](#)), Article 14 (for probationary full-time faculty) ([IIIA5.7](#)), and Article 21 section B (for part-time faculty) ([IIIA5.8](#)) of the collective bargaining agreement between the District and the HCFA.

For full-time faculty, the stated purposes of evaluation include the following:

- Improve the educational programs of the District
- Recognize and acknowledge good or outstanding performance
- Improve satisfactory performance and further the growth of employees who are performing satisfactorily
- Identify weak performance and assist employees in achieving required improvement
- Document unsatisfactory performance

For full-time probationary faculty, additional purposes of the evaluation include the following:

- The assuring of compliance with District policies and procedures
- The assisting of the Governing Board in determining continued employment by the District

The evaluation criteria include an assessment of the faculty member's performance of core duties (e.g., teaching, advising, development and assessment of SLO), professional competence (e.g., demonstrated knowledge and currency in field of expertise, demonstrated



effective preparation and planning, knowledge of appropriate educational methods and techniques), professional conduct (e.g., demonstrates personal integrity and ethics, works cooperatively with others), and professional growth.

The sources of information to make these assessments include worksite observations and reports by selected peers and a supervisor, student survey assessments, and self-assessment reports and materials.

The faculty member also must develop professional goals, the achievement of which will enhance that instructor's ability to serve students, and in subsequent years, assess progress toward achieving the goals. The tools and forms for conducting the evaluations comprise Appendix C of the collective bargaining agreement ([IIIA5.9](#)).

Probationary faculty are evaluated in each of the first four years of employment, with most of the evaluation activity occurring in the fall. The collective bargaining agreement requires spring evaluations in certain circumstances (e.g., when the spring duties are significantly different from fall duties, when a remediation plan is in effect), and allows spring evaluations whenever the probationary faculty member requests it ([IIIA5.7](#)). At the end of each evaluation cycle, the probationary faculty member is provided with a summary of the evaluations by the evaluation team, and with a list of recommendations and commendations by the Tenure Review Committee. Once tenured, faculty are evaluated at least once every third year ([IIIA5.6](#)).

Part-time faculty are evaluated during their first year of employment, and at least once every six semesters thereafter. The evaluations use the same worksite observation and student assessment tools that are used for full-time faculty ([IIIA5.8](#), [IIIA5.9](#)).

All full-time faculty evaluations are up-to-date ([IIIA5.10](#)). Part-time faculty evaluations are about 85% up-to-date (40 overdue out of 275 part-time faculty), and that percentage has been improving, as the College has an increasing number of both faculty peers and administrators to conduct them ([IIIA5.11](#)).

Evaluation of Classified Staff

Collective bargaining agreements (CSEA: [IIIA5.12](#); Local 39: [IIIA5.13](#)) and working conditions (Confidential: [IIIA5.14](#)) for classified staff set forth the criteria for performance evaluations, the timelines for completing evaluations, and the instruments and forms to complete the processes, which are appended to the collective bargaining agreements and posted to the District's website. Evaluations are conducted to identify and commend effective performance, to counsel and assist employees to improve performances, and to document the basis for the commendations or concerns.

All classified staff are evaluated regularly by their supervisors, according to written criteria that include 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). The evaluation process includes the development of professional goals and requires that the supervisor list the ways he or she will support the attainment of those goals. To assist the parties in assessing performance of assigned job duties, classified job descriptions are posted online ([IIIA5.15](#)).

Probationary employees are evaluated at least twice before the end of their probationary period ([IIIA5.12](#), [IIIA5.13](#), [IIIA5.14](#)). For CSEA unit members, the probationary period is nine months. For confidential staff and Local 39 unit members, the period is 12 months. Thereafter, employees are evaluated at least once every two years.

The evaluation procedures for all classified employees are substantially similar. Those 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." The evaluation tool for two classified groups require the supervisor to rate performance on a five-point scale

(Local 39 form: [IIIA5.16](#), Confidential form: [IIIA5.17](#)), while the third group uses a four-point scale ([IIIA5.18](#)). For probationary employees, the evaluation will include a recommendation regarding continued employment.

If a supervisor of a represented non-probationary employee determines that an employee's upcoming evaluation will be unsatisfactory, the supervisor must issue a 90-day notice of unsatisfactory performance prior to the evaluation's due date, 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 ([IIIA5.12](#), [IIIA5.13](#)).

As of October 1, 2018, classified evaluations are 90% up-to-date, with fewer than 6% more than three months overdue at any time ([IIIA5.19](#)).

Evaluation of Administrators

Administrators are evaluated within six months of beginning employment, and then they undergo a comprehensive performance evaluation each year in June for their first two years and in every third year thereafter. The comprehensive evaluation includes a self-evaluation; a peer evaluation by 10-15 co-workers that includes administrative peers, faculty, and staff; goal setting and assessment; and supervisor assessment. In addition, goal setting and assessment is conducted every year, even when a comprehensive evaluation is not scheduled. Evaluations are conducted according to procedures outlined in AP 7150, "Evaluation of Administrative Employees" ([IIIA5.20](#)), and using the forms for management evaluations posted to the District's Human Resources webpage ([IIIA5.21](#)).

Every participant in the administrative evaluation process is to focus on the employee's performance in five management competency areas: overall job performance, working relationships, communications, personal characteristics, and leadership. The individual under review assesses them in terms of his or her strengths and accomplishments, identifying specific desired growth (see Appendix B of [IIIA5.21](#)); the supervisor assesses them in terms of commendations and recommendations for the evaluated employee (see [IIIA5.21](#), Appendix E); and the peers respond to a survey that breaks the five competencies down into 32 separate characteristics and requests ratings on a five-point scale. For any ratings in the "needs improvement" or "below minimal standards" categories, specific examples to support the rating are required (see Appendix D of [IIIA5.21](#)).

All but three administrative evaluations were completed within two months of the due date ([IIIA5.22](#)).

Analysis and Evaluation

Hartnell College assures the effectiveness of its human resources by engaging a thorough evaluation process for all personnel in a systematic and timely manner. The Institution has clearly established, 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. The College has a regular and systematic cycle for evaluations. However, it has identified an action plan to ensure that any past due evaluations are completed. Through the continuous improvement process and collective bargaining, all employee evaluation processes now include goal setting and goal assessment, the purpose of which is to encourage growth and improvement.

Conclusion

Hartnell College meets Standard III.A.5.

Supporting Evidence

- III.A.5.1 [Human Resources Forms webpage](#)
- III.A.5.2 [SMART Goals presentation May 2016](#)
- III.A.5.3 [SafeColleges Performance Management Course Completion](#)
- III.A.5.4 [SWACC EPL presentation email](#)
- III.A.5.5 [Probationary Faculty Evaluation presentation](#)
- III.A.5.6 [District-HCFA CBA Article 13](#)
- III.A.5.7 [District-HCFA CBA Article 14](#)
- III.A.5.8 [District-HCFA CBA Article 21B](#)
- III.A.5.9 [District-HCFA CBA Appendix C](#)
- III.A.5.10 [Full-Time Faculty Evaluation Chart](#)
- III.A.5.11 [Part-Time Faculty Evaluation Chart](#)
- III.A.5.12 [District-CSEA CBA Article 7](#)
- III.A.5.13 [District-L39 CBA Article 31](#)
- III.A.5.14 [Confidential Employees Working Conditions 2018-02-06](#)
- III.A.5.15 [Human Resources Job Description webpage](#)
- III.A.5.16 [Employee Appraisal Form L39](#)
- III.A.5.17 [Employee Appraisal Form Confidential](#)
- III.A.5.18 [Employee Appraisal Form CSEA](#)
- III.A.5.19 [Classified Employee Evaluation Chart](#)
- III.A.5.20 [AP 7150 Evaluation of Administrative Employees](#)
- III.A.5.21 [Management Evaluation Materials App. A-F](#)
- III.A.5.22 [Administrator Evaluation Chart](#)

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

As per the January ACCJC 2018 update, this Standard is no longer required.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The District maintains the quality of its educational programs and services to achieve its institutional mission and purposes through careful comprehensive planning processes. Such processes include the annual program planning and assessment undertaken by each designated program, service, office, and campus of the College ([IIIA7.1](#)); the work of the Academic Senate's Full-Time Faculty Hiring Committee ([IIIA7.2](#)); and the consistent tracking and fulfillment of the minimum full-time Faculty Obligation Number (FON) ([IIIA7.3](#)).



The program review process, overseen by the Office of IPRE, and integrated through eLumen, utilizes data carefully generated and vetted by the Office of IPRE and the campus community to measure and plan for success through annual PPA. Each designated program, service, office, and campus is required to submit a PPA report that includes an annual review and action plan; a comprehensive review is due at least once every five years. Whereas the

overriding purpose is to ensure that regular assessment leads to the continuous improvement of programs, services, offices, and campuses, integrated planning, budgeting, and resource allocation provides the critical mechanism for prioritizing and providing resources that can assist in fueling improvement. Integral to the process is the opportunity of respective areas to request additional faculty and staff and to support those requests with data and other evidence of need. At the end of each PPA annual cycle, the staffing requests are taken to the weekly deans' meetings, and those deans collectively review the requests to establish a District-wide priority list of hires ([IIIA7.4](#)).

The Full-Time Faculty Hiring Committee is a standing committee of the Academic Senate, as established through mutual agreement between the District and the Academic Senate, whose purpose is to apply established criteria to make prioritized recommendations for the hiring of full-time faculty and forward those recommendations on behalf of the Academic Senate to the College Planning Council. It begins with the prioritized list of faculty recruitments developed by the Academic Affairs and Student Services divisions through their deans and directors using the PPA process. The Committee uses data to conduct a needs assessment that evaluates full-time faculty equivalent hours, course efficiency rates, retirements and/or resignations, and other data elements.

An illustration of how this process works can be found on the College Planning Council's website, where the agenda and the list of documents for its December 2, 2015 meeting show the work of the Committee. At that meeting, the chair of the Full-Time Faculty Hiring Committee presented a report of the Committee's work culminating in a prioritized hiring list for faculty positions ([IIIA7.5](#)). The chair also shared with the Council the invitations that the Full-Time Faculty Hiring Committee sent to departments to present their case to the Committee ([IIIA7.6](#)), the outline of the kind of information the Committee sought from them ([IIIA7.7](#)), and the data the Committee already had about their department's classes, full-time equivalent students (FTES), staffing, and the like ([IIIA7.8](#)).

One priority for hiring over the last several years has been to staff every discipline with at least one full-time faculty member. That goal was achieved with the recruitment cycle for fall 2018, when the College hired full-time faculty in philosophy and the Alcohol & Other Drugs ([IIIA7.9](#)) program.

The College also maintains a sufficient pool of highly qualified part-time faculty to help it fulfill its mission. Currently numbering more than 200 employees, many of the faculty continue to be practitioners in their respective teaching fields, bringing currency and practical knowledge to their teaching. Among these faculty are the American west's premiere Jalisco harpist teaching music ([IIIA7.10](#)), a superior court judge teaching administration of justice, and the owner of a marketing firm catering to the agriculture industry teaching agriculture marketing and business.

In addition to this process, the College has been responsive to statewide programs intended to enhance workforce development, including the Strong Workforce Program, the Guided Pathways initiative, the College Readiness initiative, and initiatives to promote student equity and student success. Each of these programs and initiatives includes its own respective planning and reporting and have resulted in grant-funded hiring of faculty, including counselors, a cooperative work experience education instructor, and faculty in automotive/diesel, agriculture, nursing, and early childhood education, among other areas.

Analysis and Evaluation

The District's planning processes and consistent tracking of faculty hiring ensure that the Institution maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services that achieve the institutional mission and purposes.

Conclusion

Hartnell College meets Standard III.A.7.

Supporting Evidence

- IIIA7.1 [Hartnell PPA Website](#)
- IIIA7.2 [Full-Time Faculty Hiring Committee Members](#)
- IIIA7.3 [Faculty Obligation Synopsis 2013-2018](#)
- IIIA7.4 [07-21-16 Deans and Directors Minutes](#)
- IIIA7.5 [2016-17 FTFHC faculty positions prioritization report](#)
- IIIA7.6 [FTFHC invitation to present fall 2015](#)
- IIIA7.7 [FTFHC presentation outline fall 2015](#)
- IIIA7.8 [FTFHC Data for 2015-16](#)
- IIIA7.9 [Board personnel agenda 08-07-2018](#)
- IIIA7.10 [William Faulkner music teacher](#)

IIIA.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

At the beginning of each academic year, the District holds several functions to which part-time faculty are invited and for which they are paid ([IIIA8.1](#), [IIIA8.2](#)). New hires first engage in a new faculty in-service training program for both full-time and part-time faculty taught by current faculty and administrators who provide practical information, training, and advice for their role as faculty at Hartnell College. This is held over two consecutive evenings before courses begin. Dinner is served to provide a relaxing atmosphere to enhance this opportunity for new faculty to get to know one another and the leadership of the College ([IIIA8.3](#)). Next comes a new-employee orientation, where new full- and part-time faculty, as well as new staff and administrators, meet for a morning to help acclimate them to the services, processes, and programs of the College ([IIIA8.4](#)). The morning event includes a College update presented by the superintendent/president. Finally, on the day before classes start, the District holds Convocation at which time part-time and full-time faculty convene for a program of updates, workshops, and reports from employees who received innovation grants during the previous year to hear the results of those projects. This event is a mandatory flex day for full-time faculty while all part-time faculty are invited, but not required, to attend ([IIIA8.5](#), [IIIA8.6](#), at Article 21, paragraph D.6.).



The new faculty in-service training is repeated for new full-time and part-time faculty at the beginning of the spring semester along with a new employee orientation (if there are enough new employees at that time). In place of the fall Convocation, a program called the Student Success Conference ([IIIA8.7](#)) is held on the two days preceding the beginning of the spring semester. The program for this two days of flex activities is developed by the Professional Development Committee (PDC), in coordination with the Academic Affairs Office, and most

of the offerings are faculty-driven. All part-time faculty are invited to attend, and they are given a stipend according to the provisions of the collective bargaining agreement.

The collective bargaining agreement between the District and the HCFA covers all full-time and part-time faculty. During the last round of negotiations, part-time faculty were part of the faculty negotiating team ([IIIA8.8](#)), and several new provisions were bargained into the agreement pertaining to part-time faculty to increase their access to students, to professional development, and to participation in the life of the College. Among those new provisions was one requiring part-time faculty members to be compensated for up to four hours of professional development each semester at their lab rate of pay for professional development activities that meet the flex criteria for full-time faculty ([IIIA8.6](#), at Article 21, paragraph D.7). The contract also provided for a pilot office hours program to compensate part-time faculty for meeting with students. The pilot that was subsequently developed is called the “Opportunity for Student Consultation and Reinforcement,” or “OSCAR” ([IIIA8.9](#)).

The Academic Affairs Office has created a faculty resources webpage ([IIIA8.10](#)) that does not differentiate between full-time and part-time faculty, but does have some resources designed



specifically for part-time faculty, such as information about the location of a suite of part-time faculty office space ([IIIA8.11](#)) and a directory of meeting rooms that may be used by part-time faculty to meet with small groups of students ([IIIA8.12](#)).

Another important section of the collective bargaining agreement provides a pathway for part-time faculty to earn re-employment preference after achieving certain criteria related

to time teaching at the College and satisfactory performance. In addition to rehire preferences, this status also allows part-time faculty members to serve as peer evaluators and to be compensated for performing those evaluations ([IIIA8.6](#), Article 21, paragraph H, and Article 5, paragraph C.4).

As is more fully described in section III.A.14, the College has a robust program of professional development, and part-time faculty are invited to be fully engaged in that program. This includes opportunities to compete for an employee innovation award, to use all the resources of the PDC for online training and one-on-one training and workshops, and to be reimbursed for traveling to conferences and workshops. Twenty-three percent of all travel and conference awards over the last four years have been made to part-time faculty ([IIIA8.13](#)). Part-time faculty with re-employment preference are also eligible to apply for the Employee Scholars Program ([IIIA8.14](#)), which provides financial assistance of up to \$3,000 per year for the pursuit of a degree or certificate related to their current position or one to which they aspire ([IIIA8.15](#)).

Deans and directors are charged with oversight of all faculty, including part-time faculty. At the discipline level, full-time faculty share responsibility with administrators to select, mentor, train, and conduct peer evaluations of part-time faculty. This fall, the District completed its

mission of having at least one full-time faculty member in each discipline, allowing for peer leadership to better integrate part-time faculty into the life of the College.

Finally, to better integrate part-time faculty into the life of the College, the District updated its membership policies for governance councils in the previous two years to add a dedicated part-time faculty spot in each governance council ([IIIA8.16](#)).

Analysis and Evaluation

Hartnell College maintains employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of part-time as well as full-time faculty. The Institution provides opportunities for integration of part-time faculty into the life of the Institution, maintaining a robust and growing assortment of professional development opportunities and supports.

Conclusion

Hartnell College meets Standard III.A.8.

Supporting Evidence

- IIIA8.1 [Email invitations to beginning activities 2018](#)
- IIIA8.2 [Memo for In-Service Training & Convocation](#)
- IIIA8.3 [Agenda for In-Service Training-Aug 8 & 9, 2018](#)
- IIIA8.4 [08-09-18 New Employee Orientation agenda](#)
- IIIA8.5 [08-10-18 Convocation agenda](#)
- IIIA8.6 [HCCD-HCFA CBA 2016-19](#)
- IIIA8.7 [Student Success Conference Program 2018](#)
- IIIA8.8 [Signature page of 2016-19 CBA HCCD-HCFA](#)
- IIIA8.9 [OSCAR pilot program](#)
- IIIA8.10 [Faculty Resources webpage](#)
- IIIA8.11 [Part-time faculty office space](#)
- IIIA8.12 [Meeting rooms available for part-time faculty](#)
- IIIA8.13 [Travel and Conference Funds Awardees](#)
- IIIA8.14 [BP 7165 Employee Scholars Program](#)
- IIIA8.15 [AP 7165 Employee Scholars Program](#)
- IIIA8.16 [College Planning Council Handbook](#)

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The District maintains the appropriate number and qualifications of staff to support the effective educational, technological, physical, and administrative operations of the Institution through careful comprehensive planning processes. Such processes include the annual program planning undertaken by each designated program, service, office, and campus of the College; the careful and consistent tracking of progress toward institutional goals by the Office of IPRE; and the recruitment processes for staff positions that start with updated job descriptions stating the appropriate and necessary qualifications to perform each job ([IIIA9.1](#)). The overriding purpose is to ensure that regular assessment leads to the continuous improvement of programs, services, offices, and campuses. Integrated planning, budgeting, and resource allocation provides the critical mechanism for prioritizing and providing resources that can assist in fueling improvement. Inherent in the process is the opportunity for respective areas to request additional staffing as the need is indicated.



Additionally, as discussed in III.A.1, the College uses every vacancy occasioned by the natural attrition of resignations and retirements to reassess the need for any particular position, and, more generally, the staffing needs of the division or department where the vacancy occurred. A recent example of this assessment leading to a change in staffing occurred in summer 2018. When the employee holding the Assessment Coordinator position earned a promotion to a different classified position, the vice president of that area brought a request to the Executive Cabinet to ask that the coordinator vacancy be left open and that the classified position be filled as a program assistant II ([IIIA9.2](#)). The reasoning for this included that recent changes to state law about the role of assessments in student placement had decreased the need for testing and coordination of testing functions and that changes at the state level on moving students to college-level English and mathematics, and a renewed focus on student completion, had alternately given the District an urgent need to put classified leadership on program coordination in the Early Support program.

As new programs have been added, new buildings have come online and old program needs have changed. The District's planning and assessment processes, including reviews by the President's Executive Cabinet each time there is a vacancy or a grant is awarded, have been employed to adjust staffing levels and types in order to continue meeting the District's needs.

When these changes result in a new office or program, they are reflected in the administrative structure portrayed in the organizational charts ([IIIA9.3](#)) and the annual catalog ([IIIA9.4](#)).

Analysis and Evaluation

The District's planning processes and consistent tracking ensure the Institution maintains the appropriate number and qualifications of staff to support the effective educational, technological, physical, and administrative operations of the Institution.

Conclusion

Hartnell College meets Standard III.A.9.

Supporting Evidence

- IIIA9.1 [Hartnell's PPA website](#)
- IIIA9.2 [President's Executive Cabinet Agenda 07-10-18](#)
- IIIA9.3 [Hartnell College Organizational Charts 2018](#)
- IIIA9.4 [2017-2018 Hartnell Catalog Faculty and Administration](#)

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The District's organizational charts, updated at least every fall and published to the website in a section called "President's Corner" ([IIIA10.1](#)), show that each division, operation, and major program of the College has an administrative leader ([IIIA10.2](#)).

The process for reviewing staffing levels involves having a request to hire or suggested reorganization taken to the Executive Cabinet by the appropriate Vice President ([IIIA10.3](#)). The Cabinet regularly reviews staffing levels and issues in several circumstances: when vacancies occur through attrition, when new grants are awarded, annually when program and planning documents show requests for additional or different staffing, and when the state budget shows an opportunity to expand services in a direction that will help the District achieve its mission and purposes. These reviews include requests for additional or different types of administrator support ([IIIA10.4](#)). The superintendent/president then decides about the staffing or reorganization requests.

The College's administrator staff has stabilized and grown slowly as the College has expanded the programs it offers. In 2017-2018, the College had 44 administrators ([IIIA10.5](#), see listing at p.1). As of October 1, 2018, excluding the superintendent/president, the College

had 46 administrators and one new administrative position in recruitment. The College also has three classified supervisors. Each addition to the administrative staff has been to support a new initiative or to focus on the importance of College mission achievement.

For instance, in 2018, two new positions were added with an additional position in recruitment:

1. Director of Teacher Pathways Programs added to oversee a new grant-funded collaboration with CSUMB that provides a seamless AA/BA teacher preparation program onsite
2. Director of Student Affairs, College Readiness to oversee the new push into dual enrollment programs
3. Director of Financial Aid (in recruitment) to alleviate workload issues for Dean of Enrollment Services and to oversee new financial aid concerns arising from entering into the College promise program

In 2017, five new positions were added:

1. Director of Science and Math Institute to oversee several STEM initiatives tied to high levels of student success
2. Assistant Dean of Career Technical Education to provide a second administrator to support the growing CTE fields that have intensive industry partnerships and advisory councils
3. Executive Director, Facilities, Construction Planning to prepare for executing projects in-house on new bond measure
4. Director of Adult Continuing Education to oversee non-credit adult education programs and prison education
5. Director of Upward Bound to deliver on a new TRIO grant the College was awarded for high school outreach

Both educational and classified administrators have the appropriate educational and professional qualifications for their positions. The educational qualifications of educational administrators and Executive Cabinet members are listed in the College's catalog ([IIIA10.5](#)). All administrative positions have been part of a comprehensive classification and compensation study conducted by expert consultants that is expected to be finalized in fall 2018. The new job descriptions are more uniform in both their educational and experiential requirements, including specific experience appropriate to the administrative assignment (e.g., [IIIA10.6](#), draft job description).

Analysis and Evaluation

The College regularly assesses its ability to deliver the programs and services vital to its ability to achieve its mission and purposes, including whether it has the administrative leadership to support those programs and services. It makes additions and reorganizations as necessary, resulting in a highly capable and focused administrator team.

Conclusion

Hartnell College meets Standard III.A.10.

Supporting Evidence

- III.A.10.1 [President's Corner webpage](#)
- III.A.10.2 [Hartnell College Organizational Charts 2018](#)
- III.A.10.3 [Executive Cabinet Agenda August 21, 2018](#)
- III.A.10.4 [Request to Hire Director of Financial Aid](#)
- III.A.10.5 [2017-2018 Hartnell Catalog Faculty and Administration](#)
- III.A.10.6 [Draft job description for VP IT 2018](#)

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Most of the policies and procedures pertaining to Human Resources, consistent with BP 2410 ([IIIA11.1](#)) and AP 2410 ([IIIA11.2](#)), are published in the Human Resources section of the District's Board Policies and Procedure website under "new and revised policies" ([IIIA11.3](#)). Some policies and procedures impacting personnel issues appear in other sections of this website as well, e.g., those on discrimination and harassment, computer and network use, and safety ([IIIA11.3](#)).

Additional personnel policies and procedures can be found on the Forms and Documents webpage for the Human Resources Department ([IIIA11.4](#)) inclusive of policies and procedures on processing new hires, student workers, recruitment processes, and the teleworker program. Some aforementioned are currently under review through the process described in AP 2410 and will be added to the new and revised list when the review is complete. Finally, some personnel policies and procedures are posted in the "Current" section of the District's Board Policies and Procedures website. As these undergo review, this website is updated with a cross-reference to where the new policy and procedure is located in the "New and Revised" section ([IIIA11.5](#)).

Many personnel policies and procedures involve working conditions that are mandatory subjects of collective bargaining. When a collective bargaining agreement has rules that touch on the same subject matter, those collective bargaining agreements are referenced within the applicable BP or AP (e.g., AP 7343, [IIIA11.6](#), [IIIA11.7](#)). All collective bargaining agreements, MOUs that impact an entire employee unit, and working conditions for unrepresented employees are posted to the District's website.

The College ensures consistent and equitable application of personnel policies and procedures through new employee orientations, employee trainings, and regular communications between the District and all of its employees. The superintendent/president has monthly meetings with the leaders of each employee group and with the president of the Academic Senate. A district team consisting of the Vice President of Student Affairs and the Associate Vice President of Human Resources has regular monthly meetings with the leadership of the largest classified employee union to discuss and resolve any employee relations issues that may need collaborative attention. The leaders of other groups have been invited to do the same, but currently tend to meet only when particular issues arise. The Human Resources Office has weekly staff meetings scheduled to ensure they share and discuss any novel issues of policy or procedures interpretation that arise so as to ensure that everyone applies the same rules.

As part of the District's Board Policies and Procedure review process ([IIIA11.2](#)), all new and revised policies and procedures that impact particular constituent groups are routed to those groups, so they can comment on the recommended additions and revisions. When the policy ultimately goes to the Board of Trustees for adoption and approval, the entire history, including comments and recommendations from the constituent groups, goes with it. This involvement at the front end of policy- and procedure-making helps ensure that all policies are fair and that they are equitably and consistently administered.

Analysis and Evaluation

The District has written published personnel policies and procedures on its website; thus, they are available for information and review. It ensures that policies are fair and are equitably and consistently administered by having regular communication with employee groups, training for staff and administrators, and collaboration on problem solving.

The District intends to continue its process of updating BPs and APs until all policies have been reviewed and removed from the "Current" website. At this writing, a set of policies and procedures on employee recruitment is being introduced into the BP and AP review process, replacing written procedures that have been in use for some time, but had not been formally adopted by the District as a whole.

Conclusion

Hartnell College meets Standard III.A.11.

Supporting Evidence

- IIIA11.1 [BP 2410 Board Policy and Administrative Procedures](#)
- IIIA11.2 [AP 2410 Board Policies and Administrative Procedures](#)
- IIIA11.3 [New and Revised Board Policies and Procedures website](#)
- IIIA11.4 [HR Forms and Related Information webpage](#)
- IIIA11.5 [Current Board Policies and Administrative Procedures](#)

- III.A11.6 [AP 7343 Industrial Accident and Illness Leave](#)
III.A11.7 [Collective Bargaining Agreement webpage](#)

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Hartnell College has policies and practices that help it create and maintain appropriate programs, practices, and services to support its diverse personnel. BPs and APs on non-



discrimination ([III.A12.1](#), [III.A12.2](#)) Equal Employment Opportunity ([III.A12.3](#), [III.A12.4](#)), prohibiting discrimination and harassment ([III.A12.5](#), [III.A12.6](#)), and investigating complaints alleging discrimination or harassment ([III.A12.7](#)) set forth the College's commitment to fair treatment of all employees. The College also has policies and procedures on the use of service animals by disabled employees ([III.A12.8](#), [III.A12.9](#)). Most

importantly, it states its commitment to diversity in BP 7100 ([III.A12.10](#)) and in BP 1200 "District Vision, Mission, and Values," where one of the College's values is stated thus: "**Diversity, Equity, and Inclusion** We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds."

The College's Equal Employment Opportunity (EEO) Plan, setting forth all the requirements of state law and the regulations contained in Title 5 of the California Code of Regulations relating to fair employment and best practices to create a diverse workforce, was submitted to the CCCC in 2013 and again in June 2016 and is posted to the District's website ([III.A12.11](#), [III.A12.12](#)). The Plan is undergoing review in 2018-2019 in time for an update to be submitted to the CCCC by June 1, 2019. A copy of the District's timeline for this update was reviewed by the Equal Employment Advisory/Diversity Committee at its August 2018 meeting ([III.A12.13](#), [III.A12.14](#)).

This Plan reflects the College's commitment to equal employment opportunity for all and the benefits of having a diverse workforce. The Plan is intended to guide the College in fostering an inclusive and welcoming working and learning environment that promotes diversity, equity, and inclusion. It reflects the College's commitment to hiring and retaining faculty and staff who are sensitive to and have a respect for and an understanding of the diverse community they serve, which prepares students for the diversity in academia and the workforce they will enter when they leave academia.

One of the ways it does this is by requiring careful and thorough training of employees who will serve on screening committees. Since spring 2015, the College has hired Laura Schulkind, a partner with the law firm of Liebert Cassidy Whitmore, to come to campus every year to offer onsite, interactive two-hour training on Diversity Hiring in the California Community Colleges. The training reviews the legal framework of hiring, the benefits of a diverse workforce, awareness of implicit bias, and best practices to achieve bias-free hiring decisions. Attending this training at least once every three years is a mandatory condition of serving on a hiring screening committee ([IIIA12.15](#), [IIIA12.16](#), [IIIA12.17](#), at p. 2).

The EEO Plan is reviewed each year by the College's EEO Advisory/Diversity Committee, which is part of the College's participatory governance structure. It meets monthly to perform its responsibilities, which include:

- Becoming knowledgeable about EEO requirements and to promote understanding and support of EEO policies and procedures
- Assisting in the implementation of the District's EEO Plan in conformance with state and federal regulations and guidelines, to monitor EEO progress, and provide suggestions for Plan revisions as appropriate
- Sponsoring events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity
- Assisting the District in achieving its strategic initiatives related to diversity (The EEO Advisory/ Diversity Committee Handbook, [IIIA12.18](#)).

Each year, prior to June, the Committee completes and submits a report of activities that show its commitment to success in promoting equal employment opportunity and make it eligible for diversity funds to continue its work in promoting diversity. In the three years that this "Multiple Method Allocation Model" has been in use by the CCCCO, Hartnell has qualified for the highest award of funds each year, and was highlighted in the 2016 Best Practices Handbook for several of its innovative practices in promoting diversity ([IIIA12.19](#)).

There are nine Multiple Methods, and currently, each college must meet the first method and six additional methods. The first requirement is to have a current EEO Plan and submit a performance and expenditure report each September. The other eight methods include activities in three phases of employment practices:

Pre-Hiring Implementation:

1. Board policies & adopted resolutions
2. Incentives for hard-to-hire areas/disciplines
3. Focused outreach and publications

Hiring Process:

1. Procedures for addressing diversity throughout hiring steps and levels
2. Consistent and ongoing training for hiring committees

Post-Hiring:

1. Professional development focused on diversity
2. Diversity incorporated into criteria for employee evaluation and tenure review
3. Grow-Your-Own programs

In each year, Hartnell has addressed all nine methods in its annual certification reports.



The 2015-2016 report ([IIIA12.20](#)) highlighted the many activities that the EEO Advisory Committee had co-sponsored with the College's resident theater company, The Western Stage, to bring diverse, interactive theater experiences to campus that allowed for broad-based conversation about diversity issues, especially those focused on immigration.

In the 2016-2017 report ([IIIA12.21](#)), the College listed a wide variety of diversity-related professional development and cultural activities sponsored by various departments of the College, including disability awareness and empowerment trainings and workshops; mental health first aid trainings and certifications offered; a presentation on understanding the role of neuroscience in decision-making in educational institutions given by Kimberly Papillon as the keynote speaker at the annual Student Success Conference; presentations by Dr. Jean Twenge on understanding generational differences that impact the classroom, workplace, and communities; participation in The Big Read, by reading "Sun, Stone, and Shadows: 20 Great Mexican Short Stories," and sponsoring a theatrical presentation of the one of those stories, Octavio Paz's "My Life with the Wave," in various venues across the community; workshops on group dynamics for the classified staff; a two-part Equity Summit presented by ESCALA Educational Services; workshops on redesigning curriculum and classroom to foster success of Latinx students provided by the Commitment to Latina/o Academic Success and Excellence program at California State University, Fresno; and community forums on how to support undocumented students.

The 2017-2018 report ([IIIA12.22](#)) lists a similarly broad and varied group of professional development activities and cultural events that help create a welcoming environment for employees and students alike. Additionally, this report highlights many of the celebrations of different cultural traditions and histories organized by the Office of Student Affairs throughout the year, including ones for:

- Black History Month
- Cinco de Mayo
- Dia de los Muertos
- International Women's Day musical performance and workshops by vocal activist Melanie Demore
- Mexican Independence Day
- Multicultural Winter Holidays
- National Heritage Month
- Pilipino Mixer
- Traditions, Music, and Food of El Salvador
- Women's History Month

The College regularly assesses its record in employment equity and diversity and presents that information to the EEOC Committee for analysis and discussion, and to the CCCCCO ([IIIA12.23](#), [IIIA12.24](#)). Longitudinal data ultimately are shared in the EEO Plan revisions and made publicly available on the website ([IIIA12.12](#)).

In addition to these demographic statistics, the College undertook a campus climate survey in 2017-2018, and the EEO Advisory/Diversity Committee received a presentation on those aspects of the report that touch on diversity issues. Overall, the feeling of staff about diversity issues was more positive than the feeling of faculty. The Committee will be asking for assistance from the Research Office in understanding these findings to determine what its role might be in addressing them ([IIIA12.25](#), faculty survey selected results, [IIIA12.26](#), staff survey selected results).

Analysis and Evaluation

Hartnell College creates and maintains appropriate programs, practices, and services that support its diverse personnel through its policies and practices. The College regularly monitors and assesses its record in employment equity and diversity consistent with its mission.

The EEO Advisory/Diversity Committee takes an active role in implementing the EEO Plan, supporting diversity initiatives, and creating a positive campus climate.

Conclusion

Hartnell College meets Standard III.A.12.

Supporting Evidence

- IIIA12.1 [BP 3410 Nondiscrimination](#)
- IIIA12.2 [AP 3410 Nondiscrimination](#)
- IIIA12.3 [BP 3420 Equal Employment Opportunity](#)
- IIIA12.4 [AP 3420 Equal Employment Opportunity](#)
- IIIA12.5 [BP 3430 Prohibition of Harassment](#)
- IIIA12.6 [AP 3430 Prohibition of Harassment](#)
- IIIA12.7 [AP 3435 Discrimination and Harassment Investigations](#)
- IIIA12.8 [BP 3440 Service Animals](#)
- IIIA12.9 [AP 3440 Service Animals](#)
- IIIA12.10 [BP 7100 Commitment to Diversity](#)
- IIIA12.11 [BP 1200 District Vision Mission and Values Statements](#)
- IIIA12.12 [EEO Plan June 2016](#)
- IIIA12.13 [EEO Committee agenda August 2018](#)
- IIIA12.14 [EEO Plan Review Timeline](#)
- IIIA12.15 [Notice re mandatory training March 6, 2015](#)

- IIIA12.16 [3-25-16 Confirmation letter re training](#)
- IIIA12.17 [Board Report 20170512](#)
- IIIA12.18 [EEO Advisory Committee Handbook 0817](#)
- IIIA12.19 [2016 EEO and Diversity Best Practices Handbook](#)
- IIIA12.20 [2015-16 Multiple Methods Certification Form](#)
- IIIA12.21 [2016-17 Multiple Methods Certification](#)
- IIIA12.22 [2017-18 Multiple Methods Certification](#)
- IIIA12.23 [CCCCO Report by Ethnicity and Gender 2016](#)
- IIIA12.24 [CCCCO Report by Ethnicity and Gender 2017](#)
- IIIA12.25 [Hartnell Faculty Climate Survey 2017](#)
- IIIA12.26 [Hartnell Staff Climate Survey 2017](#)

IIIA.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard



Hartnell College adopted a written, college-wide code of professional ethics in 2008 that is grounded in the belief that all people are entitled to dignity and respect ([IIIA13.1](#)). The policy embraces principles of excellence, fairness, and transparency, and states that all employees are individually and collectively responsible for upholding them.

BP 1200 is the District’s Vision, Mission, and Values Statements ([IIIA13.2](#)). Among the District’s Values “the essential enduring tenets that guide Hartnell College in fulfilling our mission” are the values of “Ethics and Integrity,” stating a commitment to “respect, civility, honesty, responsibility, and transparency in all actions and communications.”

BP 2715 is the Board of Trustees’ Code of Ethics/Standards of Practice ([IIIA13.3](#)). As discussed in Standard IV.C.1., this policy includes a code of conduct and standards of ethical behavior, a procedural guide for how a violation of the code will be determined, and a list of the disciplinary actions that may be taken as a consequence for a violation.

The District upholds its written Professional Code of Ethics for all personnel through its discipline policies contained in collective bargaining agreements and in BP 5310 ([IIIA13.6](#)). Article 20 of the District-CSEA collective bargaining agreement ([IIIA13.7](#)), Article 17 of the District-Local 39 collective bargaining agreement ([IIIA13.8](#)), and Article 16 of the District-HCFA collective bargaining agreement ([IIIA13.9](#)) set forth the processes and procedures for imposing discipline on represented employees for violating, among other things, District policies, and may be used for enforcing the District’s Code of Professional Conduct.

Finally, the College has adopted six institution-level core competencies for students, including one on personal growth, stating that “Students will demonstrate ethical decisions making” ([IIIA13.4](#)). This core competency, along with the other five, is assessed on a rotating basis with an annual survey of graduating students ([IIIA13.5](#)).

Analysis and Evaluation

The College has established policies to ensure the ethical and professional conduct of all personnel. The District upholds its written code of professional ethics for members of the governing board through the processes and procedures contained in BP 2715. Despite meeting the standard, the College’s plan of action includes submitting the College’s Professional Code of Ethics for its periodic review during the 2018-2019 academic year with the goal of codifying the post-review code as AP 3050, consistent with the policy and procedures numbering suggested by the Community College League of California.

Conclusion

Hartnell College meets Standard III.A.13.

Supporting Evidence

- IIIA13.1 [Professional Code of Ethics](#)
- IIIA13.2 [BP 1200 District Vision, Mission, and Values Statements](#)
- IIIA13.3 [BP 2715 Code of Ethics Standards of Practice](#)
- IIIA13.4 [Institutional Core Competencies](#)
- IIIA13.5 [2017 Graduation Survey](#)
- IIIA13.6 [5310 Causes for Disciplinary Action](#)
- IIIA13.7 [CSEA CBA Article 20 Discipline](#)
- IIIA13.8 [Local39 CBA Article 17 Discipline](#)
- IIIA13.9 [HCFA CBA Article 16 Discipline](#)

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Hartnell College has a strong commitment to the professional development of its employees. This commitment is expressed in its vision, mission, and values, in its strategic priorities and planning, in the working agreements it has with its employee groups, in the governance and committee structures by which it operates, and in the resources it allocates to the personal and professional development of all employees.

Hartnell's Professional Development Program is a multi-faceted program designed to be responsive to the evolving needs of its diverse employees doing a variety of different jobs. Most parts of these programs are overseen by the Professional Development and Flex Committee.

BP 7160, "Professional Development" ([IIIA14.1](#)), expresses this commitment to maximize professional development opportunities on an equitable basis, and AP 7160, "Professional Development" ([IIIA14.2](#)), provides for the creation and maintenance of a Professional Development and Flex Committee as part of the participatory governance structure of the District. It is the Committee's responsibility to:

- develop policies and procedures for assuring that all employees have access to professional development opportunities and resources;
- develop, acquire, and arrange for programs of professional development for all employees;
- develop criteria, procedures, and forms that assure that professional development funds are expended equitably and serve the College's mission, values, and strategic priorities and plan;
- make recommendations on staff, student, and instructional improvement activities based on a comprehensive planning process that includes needs assessment and evaluation ([IIIA14.2](#)).

The Committee has thus created several programs to provide opportunities for all personnel to access professional development opportunities and resources, and the College has committed \$100,000 each year to fund these programs. These programs are listed on the Professional Development Programs webpage, which is part of the Human Resources website ([IIIA14.3](#)), along with brief descriptions of the programs, application materials for each program, and lists of activities that each program has funded. These programs include:

- **Travel & Conference Grants:** This program provides employees up to \$1,000 per year for the purpose of traveling to a conference or workshop ([IIIA14.4](#)). The application form requires the employee tie their participation and attendance to the College's strategic goals and priorities, as well as to student success ([IIIA14.5](#)). Successful applicants are asked to share what they learned with their peers in at least two venues, one of which can be a story in the President's Weekly Report (e.g., [IIIA14.6](#), [IIIA14.7](#)) in addition to completing a follow-up report of the sharing and thoughts of the conference ([IIIA14.8](#)). The District has kept a list of the funded travel. This is posted to the website. From May 2014 through July 2018, funds were awarded for 139 conference or workshop requests. By employee group, these funds were dispersed for 52 full-time faculty, 32 part-time faculty, 35 classified staff, and 20 administrators ([IIIA14.9](#)).
- **Educator-in-Residence Program:** This program brings a "scholar of note in any field to campus to engage the community in thought-provoking explorations of ideas, cultures, practices, or thinking, and who will have a broad impact by providing a unifying, energizing set of shared experiences for students, staff, and the community" ([IIIA14.10](#)). Established in 2013-2014, the program has brought Dr. Anne Benvenuti (2014-2015), Rushton Hurley (2015-2016), Kimberley Papillon (2016-2017), Dr. Jean

Twenge (2016-2017), and Dr. Carol McKibben (2017-2018) to campus. Starting in 2016-2017, the Professional Development Committee decided to have the Educator in Residence also be the Keynote Speaker for the January Student Success Conference. Kimberley Papillon, an expert on the neuroscience of decision-making, gave a four-hour presentation as the keynote speaker for the January 2017 Student Success Conference. When the committee learned that her very engaging and involved presentations did not match well with the time limitations of the program, which were geared more to a 1- to 2-hour format, it invited Dr. Jean Twenge to continue the year as the Educator-in-Residence.

- **Employee Innovation Grants:** Each year beginning in 2014-2015, the District has opened applications for employees every fall semester to apply for a grant of up to \$3,500 to implement or evaluate innovative ideas to solve curricular, instructional, technological, or programmatic issues that have the potential for improving student success ([IIIA14.11](#)). Full- and part-time faculty and regular classified staff are eligible to apply for the Employee Innovation Grant ([IIIA14.12](#)), and up to five grants are awarded each year. In each of the first four years, five grants were awarded to individual faculty members or groups of faculty. No classified members have yet applied. Awardees are asked to present their projects and the results of their efforts at Convocation at the beginning of each fall semester ([IIIA14.13](#), [IIIA14.14](#)).
- **Speakers, Seminars, and Workshops:** The Professional Development Committee also evaluates requests for funds to bring speakers, seminars, and workshops to campus ([IIIA14.15](#)). This occurs through a simple application that asks the applicant to identify which strategic priorities will be addressed and what services or programs will be improved ([IIIA14.16](#)). Employees have been able to bring a variety of programs to campus. The requirements for funding are simply that the applicant provides an evaluation of the activity within 30 days of the presentation ([IIIA14.17](#)). Presentations vary in topic including how to support men of color ([IIIA14.18](#)), how to become a Hartnell LGBTQIA+ Ally ([IIIA14.19](#)), and how to be a Vet Ally ([IIIA14.20](#)).

The Professional Development Committee also plans and schedules the fall flex day called



Convocation (e.g., [IIIA14.21](#), [IIIA14.22](#), [IIIA14.23](#), [IIIA14.24](#)) in collaboration with the Office of Academic Affairs, and the two-day spring flex event called the Student Success Conference ([IIIA14.25](#), [IIIA14.26](#)). The College pays part-time faculty to attend, full-time faculty attend as required flex days, and staff and administrators may attend as part of their normal work day. Student Success Conferences feature presentations from

distinguished keynote speakers, like this year's address from Stanford University Professor and Organization of American Historians Distinguished Lecturer Dr. Carol McKibben and special talk from Training and Development Coordinator for @ONE, Dr. Leneé Whitley Putz,

as well as important pedagogical presentations like the Introduction to Guided Pathways program delivered by Career Ladders Project's Naomi Castro and Michelle Simotas, and Skyline College's Aaron McVeen. Many Hartnell faculty members also volunteer to present to their peers. The conferences allow faculty and staff a forum in which to share valuable insights and cutting-edge developments with one another in a smaller break-out session format.

At the end of each event, the Committee reviews surveys and anecdotal comments about the conferences to improve offerings for the next year (e.g., committee agendas, [IIIA14.27](#)).

For two years, the committee has also worked with a subcommittee of classified staff leaders to create a Classified Staff Development program that runs on the Friday afternoon before Spring Break ([IIIA14.28](#)).

The College has dedicated space in the Library and Learning Resources Center as a location for the use of all employees to improve their technology skills and other job-related training. This space, called the Professional Development Center, is staffed by an instructional technologist who provides scheduled and requested group and on-on-one trainings. The technologist also creates learning tools inclusive of online courses and assists employees in accessing other available trainings. The technologist is a permanent member of the Professional Development and Flex Committee. The College has also hired a Faculty Flex Coordinator, a full-time faculty member who receives re-assigned time for the appointment who co-chairs the committee and oversees all duties related to flex approval and reporting (e.g., [IIIA14.29](#)).

The District has offered the Employee Scholars Program described in BP 7165 ([IIIA14.30](#)) and AP 7165 ([IIIA14.31](#)) since fall 2017. This program reimburses employees for up to \$3,000 per year toward expenses incurred in furthering their knowledge and skills in pursuit of a degree or certificate related to their current job or job aspirations within the District. During its first year, the program supported 13 scholars: 38% were faculty, 38% were classified staff, and 23% were administrators.

The College also supports its employees' development with new employee orientations ([IIIA14.32](#)), a first-year orientation program called First Year First Fridays ([IIIA14.33](#)), and training offered through the Keenan Safe Colleges program.



Administrative employees additionally have access to trainings provided by a legal training consortium maintained by Liebert Cassidy Whitmore, offering an opportunity for networking and shared training. The consortium fee pays for ten three-hour training sessions each year that participants can join online, in real time. Consortium members meet yearly to select the topics on which all members will get training. Individual members may also request additional trainings from the

list as well ([IIIA14.34](#)). Administrative employees also meet monthly to develop skills and knowledge. This year, those meetings are being repurposed into the Leadership Institute for Administrators, and the inaugural theme is “Institutional Stewardship: Turning Threats into Opportunities.” A full year of topics has been adopted, along with readings from two books: Boggs and McPhail’s 2016 *Practical Leadership in Community Colleges: Navigating Today’s Challenges*, and Bailey, Jagers, and Jenkins’s 2015 *Re-Designing America’s Community Colleges: A Clearer Path to Student Success*.

The College’s professional development opportunities are consistently evaluated and adapted to meet the changing needs of employees and Institution.

Analysis and Evaluation

Hartnell College maintains appropriate opportunities for continued professional development for all personnel, consistent with the Institutional Mission and based on evolving pedagogy, technology, and learning needs. The Institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Conclusion

Hartnell College meets Standard III.A.14.

Supporting Evidence

- IIIA14.1 [BP 7160 Professional Development](#)
- IIIA14.2 [AP 7160 Professional Development](#)
- IIIA14.3 [Professional Development Program webpage](#)
- IIIA14.4 [Conference and travel program and rubric](#)
- IIIA14.5 [Conference and travel application 2018-19](#)
- IIIA14.6 [March 24, 2017 Report to Board](#)
- IIIA14.7 [October 20, 2017 Report to Board](#)
- IIIA14.8 [Follow-up report to travel and conference funds](#)
- IIIA14.9 [Conference and Travel Funds Awards 2014-2018](#)
- IIIA14.10 [Educator in Residence Program webpage](#)
- IIIA14.11 [Employee Innovation Grant Program](#)
- IIIA14.12 [Employee Innovation Grant application 2018-19](#)
- IIIA14.13 [08-17-15 Convocation Agenda](#)
- IIIA14.14 [08-10-18 Convocation Agenda](#)
- IIIA14.15 [Speakers, Seminars, and Workshops](#)
- IIIA14.16 [Application for Speakers, Seminars](#)
- IIIA14.17 [Survey and Evaluation](#)
- IIIA14.18 [Student Forum for Men and Faculty Staff Workshop 021716](#)
- IIIA14.19 [Become a Hartnell LGBTQIA+ Ally April 2018](#)
- IIIA14.20 [Staff Development Opportunity Vet Ally](#)

- IIIA14.21 [August 2015 Convocation Agenda](#)
- IIIA14.22 [August 2016 Convocation Agenda](#)
- IIIA14.23 [August 2017 Convocation Agenda](#)
- IIIA14.24 [August 2018 Convocation Agenda](#)
- IIIA14.25 [Student Success Conference 2017](#)
- IIIA14.26 [Student Success Conference 2018](#)
- IIIA14.27 [February 2018 PD Committee Agenda](#)
- IIIA14.28 [April 2017 Classified Staff Development Day](#)
- IIIA14.29 [Committee Handbook 2015-08-17](#)
- IIIA14.30 [BP 7165 Employee Scholars Program](#)
- IIIA14.31 [AP 7165 Employee Scholars Program](#)
- IIIA14.32 [08-09-18 New Employee Orientation Agenda](#)
- IIIA14.33 [First Year First Friday Flyer](#)
- IIIA14.34 [MKTG Workshop Topics List College 2015](#)

III.A.15 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.

Evidence of Meeting the Standard

All personnel records are maintained in a secure and confidential manner in the Human Resources Office, consistent with AP 7145 ([IIIA15.1](#)). Personnel files for all regular employees and part-time faculty are maintained in lockable file cabinets, in a locked file room that can be accessed only by Human Resources staff with programmed security fobs. Personnel files for student workers and temporary employees are maintained in locked file cabinets adjacent to the office space of the Human Resources employees who process and maintain those records. Only those employees have keys to those cabinets, except that a spare set of keys for locked cabinets is maintained in a lock box at the back of the Human Resources Office, requiring a combination that only Human Resources staff know.

The Human Resources Office itself is controlled by an electronic keyless entry system and is locked to all non-Human Resources staff from 5 p.m. to 8 a.m. every work day and all weekends and holidays. During business hours, the office is always staffed or locked.

All collective bargaining agreements provide that employees may review their personnel files by giving the Human Resources Office 24 hours' notice of their desire to review the files ([IIIA15.2](#), [IIIA15.3](#), [IIIA15.4](#)). This provides Human Resources employees with the opportunity to preview the files to ensure that nothing from another employee's file was accidentally misfiled into the requested file.

All employees may review their personnel records in accordance with state law ([IIIA15.5](#)), bargaining unit agreements, and AP 7145.

Analysis and Evaluation

The Human Resources Department maintains all personnel files in locked cabinets, and personnel files for all regular employees and part-time faculty are additionally in a locked file room. Keys and fob access to these files and to this room are issued only to Human Resources staff with a need to access this information.

Employees may review their personnel records in accordance with collective bargaining agreements and the law.

Conclusion

Hartnell College meets Standard III.A.15.

Supporting Evidence

- III.A.15.1 [Administrative Procedure 7145 Personnel Files](#)
- III.A.15.2 [HCFA-District CBA provisions on access to personnel files](#)
- III.A.15.3 [CSEA-District CBA provisions on access to personnel files](#)
- III.A.15.4 [L39-District CBA provisions on access to personnel files](#)
- III.A.15.5 [Education Code 87031](#)

B. PHYSICAL RESOURCES

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Hartnell College operates at three principal sites: Main Campus situated on 54 acres, Alisal Campus on 142 acres (four miles from the main campus), and King City Education Center on .5 acres, (49 miles from the main campus), as well as satellite sites, primarily high school campuses in South Monterey County ([IIIB1.1](#)).



Hartnell College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services.

Through planning and coordinated development activities with representatives from all demographics on campus, the Hartnell Community College District plans, builds, maintains, and upgrades or replaces its physical resources to support its programs and services. In March 2015, the Board of Trustees approved the Facilities Master Plan (FMP) 2014-2024 ([IIIB1.2](#)). The FMP is a document the purpose of which is to provide a guide for future campus development. The FMP aids in the identification of the need of modernization as well as additional new facilities for which expansion programs are called. This process aided the creation of projects for inclusion into the list for Measure T Bond projects ([IIIB1.3](#)). This list is a group of projects that will add new buildings, expand existing campuses, and provide renovation so the physical resources at all College locations are safe and sufficient in provision of a healthy learning environment.

Another all-College activity, which includes the departmental evaluation of program/department performance, identification of program/department goals, and the request of necessary support to achieve set goals such as facilities improvements and/or repair is the PPA report. Information from these reports is also reviewed and utilized in the planning to keep College physical resources sufficient and safe for offered courses, programs, and learning support services ([IIIB1.4](#)).

Hartnell College also used institutional goals (Strategic Plan 2013-2018) ([IIIB1.5](#), [IIIB1.6](#), [IIIB1.7](#)) to create the list of projects that will be funded as a result of Measure T ([IIIB1.8](#)). By the time of this narrative writing in academic calendar year 2017-2018, request for proposals (RFP) and following the RFPs, contracts have been executed with four architectural businesses for a new education center in Soledad, CA ([IIIB1.9](#)); an expansion of the King City Education Center ([IIIB1.10](#)); and a new Nursing and Health Sciences Building on the main campus ([IIIB1.11](#)). Measure T funds will also support renovations to existing facilities such as classroom upgrades and the installation of an accessible elevator in one of the principal classroom buildings. These projects will expand upon the new construction and renovations that were accomplished with measure H funds. This bond measure (Measure H), approved by voters in 2002 and completed in 2016, supported the construction of a learning center, the Center for Applied and Life Long Learning, the Alisal Campus, the new science and engineering building, and various renovations to improve the safety and quality of the learning environment ([IIIB1.12](#)). Measure T was approved by the voters in November 2016 with completion of the bond measure scheduled for 2016.

Subcommittees have been formed and are meeting to provide leadership for these building projects. All committees include representatives from the administration, faculty, staff, student body, and the community to assure that all needs are voiced and reviewed. An evidentiary spreadsheet of names has been attached ([IIIB1.13](#)).

Building projects (publicly funded) are required to go through a specific process of review and must meet building codes and building regulations from the Department of State Architect, Department of Toxic Substance Control, and the California Department of Education. These departments incorporate state building codes into their processes and requirements. Arrows have been added to the attached flow chart identifying the specific processes discussed herein ([IIIB1.20](#)). Plans are reviewed for compliance during design phases, and Department of State Architect has an inspector monitoring building progress for

adherence to building codes and plan requirements during construction. This process lends itself toward making sure that facilities are constructed safely to assure sound and safe learning environments.

The management, maintenance, and operations of physical resources are organized under the Executive Director of Facilities Planning and Construction Management. The facilities department is responsible for all aspects of the maintenance and operations of the College's physical environment. The FDC meets monthly, as did the Facilities Master Planning Group when the plan was being put together. As the Facilities Master Planning Group, members acted as liaison between the campus community and the consulting agency that was facilitating the development of the FMP ([IIIB1.14](#)). The FDC develops, reviews, and evaluates plans, policies, and sets directions for facilities in accordance with the recently updated mission, vision, core values, and strategic plan of the College ([IIIB1.15](#)).

To address the safety of the College facilities, the Safety Risk Management Committee meets quarterly to make ongoing assessments ([IIIB1.16](#)) and recommends actions to ensure safe and secure campuses. The College also added a new position, Director of Public Safety and Emergency Management, as of August of 2017. The director has begun to update and oversee the implementation of the College Emergency Preparedness Plan and its related policies, procedures, programs, and services ([IIIB1.17](#)). The addition of the director position has eliminated the lengthy and unsystematic processes in dealing with campus safety issues that preceded the position. Prior to safety procedure review, safety concerns would be dealt with in an untimely and/or inefficient manner due to the length of time between committee meetings.

The College faculty and staff also participate in online safety training through a series of web-based sessions offered by Keenan Safeschools. This online safety training and tracking system is designed specifically for school employees. All courses are written by expert authors. Depending on the session subject and the classification of the employee, the frequency of these training sessions can vary yearly as mandated by the state, or monthly and weekly as offered by the College ([IIIB1.18](#), [IIIB1.19](#)).

Analysis and Evaluation

Hartnell College has implemented and consistently maintained procedures that aid the



College in the identification of its needs for expansion of its resources for programs, maintenance of its physical facilities, and the safety of all who work and learn at the College campuses. Through the program planning assessment process, shared governance councils, committees, forward-looking college-wide plans, and state-mandated construction processes, the College collects the necessary information to keep it

abreast of the conditions of its physical resources and the needs of its programs to ensure safe and sufficient physical resources are provided at all locations.

With the passage of Measure T, Hartnell College will be able to move forward with the project list identified in the FMP. This measure allows the College to assure the safe condition of its existing facilities and to provide sufficient physical resources at current and newly identified locations over the next 10-12 years. Hartnell College will be renovating existing facilities and additional classrooms, making energy efficient improvements, and upgrading informational technology and equipment.

Conclusion

Hartnell College meets Standard III.B.1.

Supporting Evidence

- IIIB1.1 [Page 1- FMP 2014-2024](#)
- IIIB1.2 [FMP 2014-2024](#)
- IIIB1.3 [Potential Project List Measure T](#)
- IIIB1.4 [PPA Spring 2017 Facilities](#)
- IIIB1.5 [Hartnell Strategic Plan 2013-18](#)
- IIIB1.6 [P. 10 Goals Hartnell Strategic Plan 2013-18](#)
- IIIB1.7 [P. 11 Goals Hartnell Strategic Plan 2013-18](#)
- IIIB1.8 [Exhibit B Full Text Ballot Proposition General Obligation Bond Nov 2016](#)
- IIIB1.9 [RFP for Soledad Ed Center with Attachments A&B and Contract Signature Page](#)
- IIIB1.10 [RFP for King City Expansion with Attachments A&B and Contract Sign Page](#)
- IIIB1.11 [RFP for Nursing and Health Science, Attachments A&B and Contract Sign Page](#)
- IIIB1.12 [Measure H Full Text](#)
- IIIB1.13 [Design Teams for Measure T Facilities Projects](#)
- IIIB1.14 [FMP Planning Group Meeting Minutes](#)
- IIIB1.15 [2018 Vision Mission and Values Statements](#)
- IIIB1.16 [Meeting Minutes Safety Committee 12-07-16](#)
- IIIB1.17 [Hartnell College Campus Emergency Management Plan 2017-2018](#)
- IIIB1.18 [Keenan SafeColleges Webpage](#)
- IIIB1.19 [SafeColleges Online Training Home Webpage Keenan](#)
- IIIB1.20 [WebPortal Flowchart Approval Process for School Construction](#)

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

In 2014, Hartnell College started the development of its FMP. The primary focus was facilities development, renovation, and the recognition of the unique needs and growth of the community.

The initial planning process began in mid-2014. The process of developing the facility master plan included several important steps to clearly understand the desired direction for the plan. Multiple groups played an important part in the development of the plan ([IIIB2.1](#)).

Steering Committee: This group provided guidance and decision making with the inclusion of College leadership and facilities staff ([IIIB2.2](#)).

Planning Group: This group comprises key staff members that know the day-to-day operations of the College, including but not limited to administrators from the academic division, staff in facilities and the business office, representative staff from student services, and faculty representatives ([IIIB2.3](#)).

College and Community Forums: The forums allowed the College and local community an opportunity to exchange information and to expand on the development of ideas for the current and future needs of the College and the community ([IIIB2.4](#), [IIIB2.5](#), [IIIB2.6](#)).

The FMP was approved by the Board of Trustees in March 2015. A prospective list identified where the College needed to make acquisitions, where it needed to build, and where it needed to replace and renovate. On the main campus, the projects include renovations of classroom, office, restroom and performance spaces in buildings F, G, H, J, K, N, D, and E. New construction needs are identified as a new Hartnell Center for Nursing and Health Sciences, the expansion of the King City Education Center, additional classrooms and laboratories at the Alisal Campus, and the building of multi-purpose education facilities in Soledad and North Monterey Counties. Additional land is being acquired for the latter two projects ([IIIB2.7](#)).



Hartnell College hired gkkworks and Belli Architecture for the development of an implementation plan for these projects and to create college architectural standards ([IIIB2.8](#)). Standards will include furniture guidelines for classrooms and offices and building system

components such as room equipment standards and site and landscape standards. This will ensure the uniform utilization of resources and the continuing quality necessary to support the College's programs and services to achieve the College Mission.

The first phase of projects identified includes the two educational facilities in Soledad and North Monterey Counties, Hartnell Center for Nursing and Health Sciences on the Main Campus and additional classrooms and laboratories at the Alisal Campus.

Acquisitions and New Construction Projects First Phase (Series A of the Measure T Bond) will include:

Soledad Education Center: The construction of a multi-purpose education facility will expand educational opportunities in South Monterey County; this includes the establishment of a "Center for Literacy and Language Development" to address the massive ESL and literacy needs within the District, as well as a community room for joint use. The investigative work of the steering and planning committees recognized that students in the southern part of the district experience significant difficulty in traveling to the existing education center in King City and especially to the Main Campus in Salinas. To address this challenge, a new education center in Soledad, CA is being planned. In spring 2018, the project is in the design phase ([IIIB2.9](#), [IIIB2.10](#)).

King City Education Center Expansion: This will include science laboratories to support STEM education space for learning support services and a community room for joint use. Again, research and information identified that there is a lack of rooms with properly dedicated equipment to teach science classes. As part of Series A of Measure T, the King City Education Center expansion will address this deficit. As the project has graduated from concept to design, two labs are included in the project plans. A wet and dry lab will be built for science classes and agricultural classes ([IIIB2.11](#), [IIIB2.12](#)).

Main Campus: The construction of the Hartnell Center for Nursing and Health Science will provide state-of-the-art facilities and expand the student capacity of Hartnell's nursing programs; this will also include a dedicated space that is a student health clinic/center to provide basic health services to Hartnell students and provide job experiences for students preparing for nursing and health related careers ([IIIB2.13](#), [IIIB2.14](#)).

North County Education Center: As identified in the southern part of Monterey County, the northern portion of the county was also found to be underserved by the College. Construction of a multi-purpose education facility will expand educational opportunities in North Monterey County. The center will also include a community room for joint use. A specific parcel of land has been identified and investigative reports are being conducted as part of escrow requirements ([IIIB2.15](#)).

Renovation Project (Series A):

Main Campus Buildings D and E (Classroom Administration Building, built in 1977): This includes the renovation and modernization of outdated classrooms, laboratories, restrooms, and offices. The architects have returned conceptual drawings to address better access to the D

and E buildings with an exterior elevator and a showcase central area with better access points throughout the campus. The classrooms in this building are located around a courtyard on the 2nd and 3rd floors of the two buildings D and E. The classrooms will be completely remodeled altering their size and equipping them with the most up-to-date fixtures, furniture, and equipment. The goal is to make the rooms flexible with an ability to seat 40-45 students in each. The faculty offices/meeting rooms located on these floors will receive a “refresh.” This will include the removal of any antiquated built-ins, new paint, furniture where needed, and new technology systems (e.g., phones, Wi-Fi etc.). This is scheduled to be a part of the Series A projects of the Measure T Bond ([IIIB2.16](#), [IIIB2.17](#)).

Resources and Assets Continuously Maintained:

Campus grounds and playing fields are continuously maintained and upgraded from fencing to new irrigation. The priority is to keep the walkways safe for all pedestrians. Beautification projects such as planting and maintenance of flowerbeds and pruning of trees for safety are ongoing in order to enhance the learning environment. The playing fields maintenance program includes annual aeration, topdressing, over seeding, and monthly fertilization. This ensures healthy playing fields for the students and the community. In response to a dialogue with neighboring community members in 2016, the area surrounding the track and field was provided additional lighting and over-growth was removed from the fence area. This contributed to the safety of the area and was applauded by nearby residents.

Analysis and Evaluation

Hartnell College has been fortunate to pass two bond measures: Measure H in 2002 and Measure T in November of 2016 ([IIIB2.18](#), [IIIB2.19](#)). The funds have allowed and will continue to allow for the renovation and construction of new facilities and the purchase of new equipment. Measure H funds were used to construct a new library/learning center, a parking structure, a building to house student services, and the Allied Health program as well as various classrooms. As with measure H, Measure T funds will be used for renovation and upgrades to existing facilities. A major focus of Measure T is the construction of new facilities throughout the District to improve access to an affordable, quality education.



The College effectively plans for its physical resource needs. Hartnell College has laid the foundation with the completion of the FMP. The plan provides clear direction for renovation, identifies where new acquisitions and additional instructional spaces are needed within the District, and ensures the quality of facilities, so the institution can achieve its mission.

Conclusion

Hartnell College meets Standard III.B.2.

Supporting Evidence

- IIIB2.1 [FMP Page 2 Planning Process Groups](#)
- IIIB2.2 [FMP Steering Committee \(Core Group\) Feb 26, 2014 Minutes](#)
- IIIB2.3 [FMP Strategic Planning Group January 28, 2014 Minutes](#)
- IIIB2.4 [College Forum March 13, 2014 Meeting Minutes](#)
- IIIB2.5 [Community Forum King City March 17, 2014 Meeting Minutes](#)
- IIIB2.6 [Community Forum Soledad March 25, 2014 Meeting Minutes](#)
- IIIB2.7 [Potential Project List Measure T](#)
- IIIB2.8 [Facility Design Standard](#)
- IIIB2.9 [Soledad Education Center Concept Drawing](#)
- IIIB2.10 [Soledad Design Drawings](#)
- IIIB2.11 [King City Education Center Expansion Concept Drawing](#)
- IIIB2.12 [King City Design Drawings](#)
- IIIB2.13 [Nursing and Health Sciences Concept Drawing](#)
- IIIB2.14 [Main Campus Nursing and Health Sciences Design Drawings](#)
- IIIB2.15 [No. County Education Center Concept Drawing](#)
- IIIB2.16 [Building D & E - ADA Accessibility Concept Drawing](#)
- IIIB2.17 [Building D & E - ADA Accessibility Project Design Drawings](#)
- IIIB2.18 [Measure H Bond Full Text](#)
- IIIB2.19 [Exhibit B Full Text of Ballot Proposition](#)

III.B.3 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.

Evidence of Meeting the Standard

Hartnell College assures feasibility and effectiveness of physical resources in supporting College functions. The College continuously evaluates plans and sets goals and objectives to meet the needs of its students, with the assistance of shared governance for short- and long-term planning and decision making. The FMP documents the College's plans for addressing future growth and appropriate renovations of aging buildings for accessibility and to meet programmatic



need. The following identified systems further aid the College in making sure its assets are reviewed on a regular basis.

Through the FDC, one of the shared governance councils, the Request for New Space form ([IIIB3.1](#)) is submitted for consideration. This request form is submitted to the FDC if programs outgrow their current space and have a need for additional space. The form/request concludes the process of review with either an endorsement or disapproval. It then moves forward to the College President for final determination.

As an example, during the spring 2017 semester, a program move to a modular building created a vacancy of a highly visible location on main campus. Two requests for the new space were submitted to the council for review. The council heard the presentations from the programs and asked pertinent questions on use relative to funding, current location pitfalls, and how the new location would alleviate those problems. At the next meeting of the council, a subsequent reading of the requests and an open discussion of the merits of the requests were held amongst the council members. Both requesting parties presented valid arguments for each of their programs, and the council recommended the president support either program to fill the space. However, the council noted the needs of one program that emerged in the process. Specifically, a question and answer session identified that the Adult Education Program is expanding its program to include incarcerated students creating a need for additional staff. The program presentation also identified that this program serves students with non-traditional work schedules. An office that has accessibility from an exterior entrance that can be open at later times than most other campus buildings and offices was therefore necessary. The location of the space requested was determined to be ideal for the proper function of the Adult Education Program.

The construction of the new Hartnell Center for Nursing and Health Science will provide state-of-the-art facilities and expand the student capacity of current nursing programs. This new building in the current planning stage is to include a student health clinic/center to provide basic health services to students and to provide job experience for students preparing for nursing and health related careers. This recognition of the need for more operating space for this program is a direct result of the process noted in the second paragraph of this standard: utilization of the request for new or additional space form. Also, it is a direct result of the planning process in the FMP, which identified the need for additional growing space for this program; and the utilization of PPA reports helped formulate the FMP. The Registered Nursing PPA for spring 2016 identifies the need for additional resources for the program to accomplish their outcomes and goals ([IIIB3.2](#)) pg. 26-39.

Through the described review processes, the existing older classrooms and district buildings have been recognized as needing update or modernization. Modernization has been defined for this period under Measure T to be improvement in the areas of technology, safety, accessibility, and increased classroom capacity. Technology modernization will be the upgrading/replacement of outdated computers, lab equipment, and classroom furnishings. Upgrade/replacement of technology infrastructure and network systems will improve efficiency and increase capacity. The increase of electrical service capacity will improve technology and Internet access.

Sustainability of the older buildings and classrooms is addressed by repairs to the older structures and remodeling of floor layouts to increase classroom capacities. In January of 2017, the roofs on Building H (Gymnasium) and Building K (Performing Arts) were redone.

The buildings and locations on Main Campus slated to be modernized and updated are as follows:

- Building N (Merrill Hall/a former science building built in 1964) will have its classrooms and restrooms modernized and expanded so as to be made ADA compliant.
- Buildings D and E (Classroom and Administration Building) classroom layouts will be new. Rooms will be modernized on the 2nd and 3rd floors. First floors received modernization under Measure H in July of 2013.
- Building K (Performing Arts) will receive renovation and modernization of the music and theater classrooms, its main lobby, and the ticket booth for the Western Stage. The lobby and ticket booth are currently in progress. The demolition phase has been completed and the infrastructure (concrete) is being poured in fall 2018. The Western Stage lobby/ticket booth is a joint Measure T and privately raised funds venture.
- Building J (Visual Arts) renovation includes instructional classroom modernization.
- Building B (Student Services Building) will have the 2nd floor renovated along with the relocation of the nursing program to its new building. Room B208 (the Board of Trustees Meeting room) has already begun its renovation in preparing to house more of the student services that have been displaced to other locations on the main campus, thereby establishing a “University Center” for four-year universities to have a home on campus for their programs and transfer information ([IIIB3.3](#)).



To better maintain facilities’ cleanliness and keep them conducive to learning, the custodial department recently reevaluated the square footage assigned to each custodian and completed new facility inspection forms that are site/building-specific ([IIIB3.4](#), [IIIB3.5](#)). The goal is to have all learning facilities clean to a level three of the Association of Physical Plant Administrators standard. The evaluation of the custodial assignments and the utilization of the Association of Physical Plant Administrators standards have recently been implemented to address

building needs inclusive of necessary improvement. Facilities are kept at a level correlative to the mission and value ideals of the College. They are regularly evaluated for adequate implementation ([IIIB3.6](#)).

A work order system installed in 2014 (Isupport) allows the College faculty, staff, and students to enter an Isupport ticket, and it is web-based. Once a ticket is submitted, it is assigned to a maintenance or an IT staff team member. The team member has an opportunity to evaluate the request and then determine the necessary repairs and/or parts. An inquiry can

then be updated as to the reason for any delay. This system also allows the requester of services to comment on the level of performed services by providing the IT or maintenance department with feedback, thus allowing the departments to review and look for areas that need improvement with provided services ([IIIB3.7](#), [IIIB3.8](#)).

Over the last several years, the College has moved forward with the installation of numerous safety initiatives. These have been incorporated into all three of the current campus sites, and they will continue to be set in place as new facility expansion and construction continues. These new safety initiatives include an interior notification system, interior classroom locks, and exterior emergency Blue Phones (these can be viewed all over campus and can be used to ask for help from the security department, which is staffed 24/7). The phones are checked monthly for proper operation. Each classroom and meeting space has an Emergency Action Guide poster to assist with emergency dependent direction. These were recently updated, and they are being installed under the direction of the new Director of Public Safety and Emergency Management ([IIIB3.9](#)).

Safety improvements such as fire safety equipment, alarms, smoke detectors, sprinklers and video surveillance, and emergency phones in the classrooms will increase emergency preparedness. ADA accessibility will ensure that classrooms, restrooms, and buildings will be improved, thus making them accessible to persons with disabilities. Hazardous materials will be removed (lead paint, asbestos) from older buildings while emergency posters and phones are currently being installed in all classrooms and offices.

Analysis and Evaluation

Hartnell College takes a multifaceted approach to assure the feasibility and effectiveness of physical resources in support of institutional programs and services. The process for developing the FMP in 2014 involved a comprehensive review of facilities use and analysis of needs. This process provided the rationale for Measure T proposals. As for ongoing maintenance, the College has streamlined the work order system to include an evaluation component. Significant improvements have been made to enhance campus safety. Through the shared governance process, the FDC Plan, and management of Measure T funded projects, Hartnell College seeks to prepare for growth and future needs. The College has also taken measure to identify and resolve immediate needs as well.

Conclusion

Hartnell College meets Standard III.B.3.

Supporting Evidence

- IIIB3.1 [Request for New or Additional Space rev 5-17](#)
- IIIB3.2 [PPA Spring 2016 Registered Nursing Program](#)
- IIIB3.3 [Measure T and Measure H Identified and Completed Projects](#)

- IIIB3.4 [Building A Inspection List](#)
- IIIB3.5 [Building B Inspection List](#)
- IIIB3.6 [APPA Cleaning Standard](#)
- IIIB3.7 [Isupport Work Ticket](#)
- IIIB3.8 [Customer Isupport Survey](#)
- IIIB3.9 [Emergency Action Guide 2018](#)

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

In 2014, the College began the development of its current FMP ([IIIB4.1](#)), which involved two integral groups: (1) The Core Group/Steering Committee, comprising District and College leadership and Facilities staff, and (2) the Planning Group, comprising key staff members involved intimately with day-to-day College operations. The membership roster found on the FMP website outlines this information ([IIIB4.2](#)). Together, the groups identified long-range plans and institutional goals for the District. During the FMP development process, meetings were scheduled with each department to ensure the plan included information about current needs and future growth. This information was incorporated into the Master Plan, and it is included/identified through the project list in Measure T ([IIIB4.3](#)). These goals included assessment of current and future facility needs, modernization of facilities and infrastructure, more effective and efficient integration and utilization of all campuses, creation of an interactive forum for communication, use of technology to enhance education and connect campuses, and the incorporation of sustainable design in all future projects. Outcomes for planning include but are not limited to the room use analysis (pages 18-22 of the FMP) and the analysis of district-wide space needs (pages 23-26 of the FMP) ([IIIB4.1](#)).



The FMP was approved by the Board of Trustees in March 2015. Campus issues were identified, and a project list was developed from the investigation going into the plan, including renovations of buildings F, G, H, J, K, N, D, and E on the main campus; additional classrooms and laboratories at the Alisal Campus; and new construction consisting of the Hartnell Center for Nursing and Health Sciences, expansion of the King City Educational Center with a new building, and construction of multi-purpose educational facilities in Soledad and North Counties (Castroville) ([IIIB4.3](#)). The project list was developed utilizing the information in the FMP ([IIIB4.1](#)), and the president and the director of facilities and operation met several times to develop the project cost. The square footage of each building

along with the current market construction value per square foot was used to develop the basis for pricing the Measure T proposal at \$167 million.

In November 2016, the College was very fortunate with the passage of the Measure T Bond. These additional funds will allow the projects outlined in the FMP to move forward through completion. In the process of marketing the bond, the District raised its S&P rating from Aa- to Aa (IIIB4.4). The bond rating review process resulting in the strong financial position of the College ultimately allowed for the bond rating increase. This strongly reflects on the District's ability to plan, identify, and project operational costs for the favorable total cost of ownership of its facilities.

Hartnell College's long-range capital plans will be accomplished in phases. The first phase of projects includes the Hartnell Center for Nursing and Health Sciences and new outreach facilities in Soledad and North Monterey Counties. The nursing building will increase program space by approximately 16,000 square feet. The new outreach facilities in Soledad and North Monterey Counties, at each end of the district, will provide greater access to educational resources for existing students and a chance to increase student enrollment overall, thus alleviating transportation challenges for the student pool. The execution of these three projects addresses the needs for future growth, adaptable classrooms, and support of community needs that were all identified as instructional improvement goals of the FMP (IIIB4.5). Also included under the bond for Phase 1 projects are renovations to existing structures on main campus. Initially, re-roofing and replacement of roofing on Buildings K and H was completed in January 2018. Completion allows for further renovations in later phases of the bond projects. The FMP (IIIB4.6) chronicles an assessment of existing building conditions. Buildings D through N are categorized as being in poor condition, and the project list (IIIB4.7) includes renovation and modernization of these buildings, so instructional goals can be met.

The designs for new construction and remodels of the existing College facilities include implementation of operating and energy efficiencies (solar). Planning incorporates techniques such as green initiatives through the use of green standards to lower ongoing energy costs. Facilities staff and service providers, such as custodial, grounds, mechanical/electrical specialist, and IT, will be included in the provision of guidance regarding design that minimizes construction and operational costs. The College has hired the services of two architectural firms, gkkworks and Belli Architectural Group, to assist in effectively achieving these goals (IIIB4.8). A design standard has been created so the College may reduce or eliminate the costly duplication of efforts in new construction and remodels, not just for Measure T, but for other future projects. The standard is a means to assure conformity with past, present, and future projects as well as a tool for efficient use of the District funds (IIIB4.9). Upon achievement of the goal of modernization of facilities and integration of technology, the College will be able to run more efficiently and effectively with easier-to-maintain buildings that have been built with longevity in mind; all of these improvements contribute to a cost of ownership that supports instructional goals.

One of the requirements of a general obligation bond is to have a community oversight committee to ensure compliance of fund spending. Measure T, per the regulations of Proposition 39, has had an oversight committee that has met regularly since July 24, 2017.

The group meets quarterly. It complies with the requirement to publish to the community an annual report identifying how the College is spending the bond funds. The committee is in the process of writing their first annual report. Current information on the committee and Measure T can be found on the Hartnell website posted under the heading “Measure T Bond Oversight Committee” ([IIIB4.10](#)).

For the resources expended and not a part of Measure T, the College employs standard accounting measures through regular business practices to ensure monies are spent wisely, effectively, and in accordance to the guidelines/regulations set by the various funding sources. Multiple quotes or bids are to be obtained to assure the best price and value. Multi-level approval systems work to assure that all departments associated with the expenditures are kept abreast of what is being purchased for review of need and value, or possible duplication of spending. Review of department and program performance is made yearly and sometimes by semester in order to provide the Business Office and administration with the most accurate data. This enables proper departmental budgeting. The Program Planning and Assessment reports are utilized in this manner to collect some of the data.

Examples of non-Measure T projects include the addition of solar canopies, and the utilization of a Title V grant for modernization of classrooms. The canopies help offset the need for electrical power from local providers. The result is saved funds from the general fund, which can then be utilized for other programs. Additional canopies to be installed on the top floor of the parking garage will increase the savings ([IIIB4.11](#)). Another recently completed venture was a partnership utilizing Title V grant funds to enhance the learning quality in Building N; these spaces have received a total refresh including updated technology and furnishings. The rooms will be utilized for “swing space,” as classes are scheduled during the renovation of other buildings on main campus.

Analysis and Evaluation

The passage of Measure T in November 2016 has significantly increased the College’s ability to achieve the institutional improvement goals set in the FMP. The FMP has accurately identified the growing needs of the College’s facilities—increased classroom square footage for specific programs, modernization of buildings, and further community outreach through new centers district-wide. Those participating in the creation of the plan have reviewed and categorized the existing conditions and potential of the current facilities. The goal to devise responsible plans/projects using sustainable practices and technological innovations to produce facilities that can be of use to the College farther into the future has been achieved. The College has moved forward with the acquisition of



outside assistance (gkkworks and Belli Architectural Group) to ensure the well-defined plans and goals of the FMP are brought to fruition. This ability to use existing resources and plan for new improvements that will have a long service life ensures that the total cost of ownership is in line with overall projections, rather than a drain to operations.

The College has done a comprehensive and thorough job of establishing long range capital plans, which support institutional improvement goals. Consequently, total cost of ownership appears to be in line with expectations for these new buildings and renovations. Information gathered regarding total cost of ownership can now be concisely articulated to offer detailed projections for long range plans.

Through shared planning, clear communications, and a willingness to incorporate new ideas and technologies in the operation and running of District facilities, HCCD is in a position to continue to support and develop its educational programs with modernized efficiency.

Hartnell College has laid the foundation with the completion of the FMP. The plan identifies buildings in need of renovation and additional instructional spaces needed at off-campus sites. Inclusion of outside resources to establish building standards and effective use of sustainable materials will ensure that the cost of ownership of the College's facilities is in line with its long-range capital plans and available resources.

Conclusion

Hartnell College meets Standard III.B.4.

Supporting Evidence

- IIIB4.1 [FMP 2014-2024](#)
- IIIB4.2 [Facilities Master Plan Committee List](#)
- IIIB4.3 [Potential Project List Measure T](#)
- IIIB4.4 [Rating Increase Press Release](#)
- IIIB4.5 [FMP Page 27 Campus Issues](#)
- IIIB4.6 [FMP Existing Facilities Conditions Building Analysis](#)
- IIIB4.7 [Measure T and H Building Project Lists](#)
- IIIB4.8 [Gkkworks \(Measure T\) Signed Contract](#)
- IIIB4.9 [Facility Design Standard](#)
- IIIB4.10 [Minutes CBOC Oct 24, 2017 Approved](#)
- IIIB4.11 [Site Plan Solar Garage Array Hartnell College PH3 Full DSA Set 2](#)

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Hartnell College uses technology resources effectively throughout the district to support management and operations, academic programs, teaching and learning, and support services.



Hartnell continually evaluates and upgrades its technology resources through a continuous improvement process.

The Technology Master Plan 2011-2018 ([IIIC1.1](#)) is a long-term project planning document and provides a broad framework for future direction of the College's technology resources. Technology planning is fully integrated into the College planning process, as described in Standard III.C.2.

Some components of the planning process are the Enterprise Research Management (ERP) Core Team (CORE), the Technology Development Council and various subcommittees (TDC), the PPA process, Information Technology Resources team meetings (ITR), and through ITR participation in various shared governance councils.

Technology Services and Professional Support

Hartnell College provides technology services and support to all stakeholders on campus in a variety of ways. A support ticket system ([IIIC1.2](#)) is in use for requesting help on any technology topic. The web-based software system allows users to create a support request via a web page or by simply sending an email to a support address (ithelp@hartnell.edu). When a new incident is created, rules are used to automatically assign the issue to an ITR staff member best equipped to resolve the issue. Unassigned issues are manually triaged to appropriate personnel. The issuer is kept updated via email as to status and completion of the work. The system has been and continues to be used extensively by faculty, staff, and students ([IIIC1.3](#)).

An emergency number exists for faculty and staff to receive immediate help on critical issues. The issues include an instructor having trouble with technology in the classroom, a staff member experiencing a work-stoppage issue, or technology problems during a campus event. When the emergency number is dialed, the campus phone system systematically dials all ITR

staff members to triage the problem. If no staff members are available (after hours, weekends), the user is requested to leave a call-back number, and the system will contact an on-call staff member on their cell phone. The emergency can be initiated by calling the ITR help line (831-755-6789) and selecting option 1 for emergency support. Placards are placed in all classrooms ([IIIC1.4](#)).

Hartnell's ITR department continues to work with departments on campus to integrate and automate technology into existing processes. Examples include automation of adjunct faculty contracts ([IIIC1.5](#)), online faculty drop rosters ([IIIC1.6](#)), and automated student communications management in admissions/records, financial aid, and other departments ([IIIC1.7](#)). A web-based system for tracking and reporting professional development has been implemented to make it easy for faculty to select activities for flex-time and professional development ([IIIC1.8](#)).

Facilities

Measure T was passed in November 2016. Projects identified as part of the bond include but are not limited to: upgrading computer labs and classroom instructional technology and upgrading and replacing existing technology infrastructure and network system to improve efficiency and increase capacity ([IIIC1.9](#)).



The first project completed under the Measure T initiative was the VoIP Phone System replacement. This project involved the replacement of the campus phone system with a new system that uses leading technology that includes call centers; unified communications; and an allowance for phones in all classrooms, offices, and conference rooms ([IIIC1.10](#)). User training for the new phone system was provided for all faculty and staff at all campus locations ([IIIC1.11](#), [IIIC1.12](#), [IIIC1.13](#)).

Projects currently underway through the bond measure include renovations of all classrooms in buildings D and E, and the move/upgrade of computer labs from buildings D and E to building B. The lab moves/upgrades will provide students with one-stop technology resources in the B building ([IIIC1.14](#)).

Hardware/Network

Hartnell College maintains a district-wide hardware infrastructure, which supports this Standard; some examples are listed:

- Classrooms with a teaching station that includes a computer, monitor and projector, DVD player, sound system, document camera, and a dedicated network connection
- Wireless Internet access available at all College locations
- Maintained general use and program-specific drop-in computer labs
- A centralized printing system at all College locations, including a “print from home” option

- A digital signage system for messaging at all College locations
- Security camera systems operation at all College locations
- Over 2,500 computers distributed throughout labs and amongst faculty and staff
- Over 250 multifunction devices (printers) available for general use
- Specialized printers (large format graphics, diploma, check printing, etc.)
- Call-center systems in use by Admissions and Records and Financial Aid
- Redundant flash storage array for document storage and software systems
- Virtualized data center consisting of over 150 virtual servers
- Virtualized desktop system for labs, ensuring a consistent student learning experience
- Roaming profiles, allowing users to access documents regardless of their location
- Robust fiber network with redundant core network switching
- Private wide-area network connection between campuses
- Firewalls at the District's Internet connection to protect the network

Software

Hartnell College has a wide variety of software platforms in use which support this Standard; some examples are listed:

- SARS (Student Aid Report System) and e-SARS Counseling appointment system, which allows for students to make counseling appointments online from any location
- Cranium Cafe Online Counseling for students to receive remote counseling services
- Canvas Learning Management System for online classes, hybrid classes, and face-to-face classes
- Turnitin.com anti-plagiarism software for student and faculty use
- Papercut E-printing system for remote printing by students, faculty, and staff
- Colleague ERP software system
 - Student Information and Records
 - Financial Aid Management
 - Human Resources
 - Finance and Budgeting
 - WebAdvisor
 - Student Self-service
 - Financial Aid Self-service
 - Student Educational Planner
 - Mobile App
- Mercury Commerce procurement software
- Onbase (Matrix) document imaging software
- Starfish Early Alert system
- PortalGuard single-sign on and identity management software
- CCC-Apply and CCC-BOGG systems
- Taleo HR software: recruiting, onboarding, performance, and training
- eLumen software for PPAs and SLO
- Cognos reporting software with customized reports
- Nuventive Integrated Planning Software
- iSupport Ticket System
- ColdFusion Web Development System
- Astra Room Scheduling software

- Heartland student card management software
- Accuplacer placement test software
- Library database subscriptions
- MiTel connect unified communications software
- OmniUpdate Content Management System
- VMWare virtualization software
- Bomgar Remote Help Desk system
- UniDesk virtual desktop management
- Microsoft Sharepoint Portal
- Voyager Asset Tracking system
- Trend Micro Anti-virus software

Hartnell's ITR staff continues to engage users, asking for feedback on services provided, equipment condition, and Internet access on an annual basis. Survey results have been positive, and survey responses continue to improve. In the past three years, user satisfaction has risen from 50% to 87%, even as the satisfaction goal increased from 85% to 90% ([IIIC1.15](#)).

Analysis and Evaluation

Hartnell continues to provide technology support, facilities, hardware, and software to support the operations and student learning needs of the Institution.

As described in Standard III.C.2, faculty, staff, and lab computers are updated on a three-to-five-year cycle to keep the technology current. Software is kept updated either as a hosted service or by upgrading in-house systems.



Hartnell's ITR staff continues to engage users, asking for feedback on services provided, equipment condition, and Internet access on an annual basis. Survey results have been positive, and survey responses continue to improve.

Hartnell's ITR staff strives to maintain currency in an ever-changing information technology environment. ITR staff is provided opportunities to attend training sessions, conferences, and other professional development opportunities.

Conclusion

Hartnell College meets Standard III.C.1.

Supporting Evidence

- IIIC1.1 [Technology Master Plan 2011-2018](#)
- IIIC1.2 [ITR-Support Ticket System Access](#)
- IIIC1.3 [iSupport Ticket Summary](#)
- IIIC1.4 [Classroom Support Placards](#)
- IIIC1.5 [Faculty Contract Automation](#)
- IIIC1.6 [Sample Drop Roster Notification Email](#)
- IIIC1.7 [Sample Financial Aid Communications Email](#)
- IIIC1.8 [Faculty Flex Activities Menu](#)
- IIIC1.9 [Measure T Ballot Measure](#)
- IIIC1.10 [New Phone System Board Agenda Item](#)
- IIIC1.11 [Initial Phone System Announcement Email](#)
- IIIC1.12 [New Phone System Training Email](#)
- IIIC1.13 [New Phone System Training Reminder Email](#)
- IIIC1.14 [Preliminary Options for Building B 2nd Floor](#)
- IIIC1.15 [ITR Satisfaction Surveys Summary](#)

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Hartnell plans for its technological infrastructure to support its mission, operations, programs, and services. Guided by the 2011-2018 Technology Plan ([IIIC2.1](#)), the ITR department has implemented numerous upgrades and additions to Hartnell’s technology resources in order to better serve students, staff, and faculty. The webpage for ITR provides a list of ongoing IT projects with a status update for each project ([IIIC2.2](#)). The Technology Plan identified 18 projects/initiatives to be completed during the seven-year period ending in 2018. All but three of the projects have been completed. The three projects not completed relied on projections of a software system (Kuali) that failed to mature during the cycle and was not implemented ([IIIC2.3](#)).

The TDC meets monthly and is tasked with reviewing and recommending technology, hearing requests and concerns from constituent groups, viewing software and hardware demonstrations, and discussing the direction for future technological needs of the College. The TDC has representatives from faculty, classified staff, administrators, and students who attend on a regular basis, and minutes are recorded ([IIIC2.4](#)).

Hartnell’s ITR department meets bi-weekly and discusses current and upcoming projects,



support issues since the last meeting, and makes recommendations for purchases and implementation timelines ([IIIC2.5](#)).

Hartnell's ITR department uses the PPA process as a mechanism to plan for technology resource requests, which include technology implementations, updates, replacements, and personnel. ITR's technology needs are reviewed on an annual basis, and resource requests are put forward in the ITR PPA Budget Request ([IIIC2.6](#)). Technology requests from other areas such as Student Services, Academic Affairs, etc., are consolidated from their respective PPAs and prioritized along with ITR's requests. Final decision making rests with the College Planning Council where the integration of budget and resource allocations takes place ([IIIC2.7](#)).

In addition to individual program requests, yearly technology surveys are administered to faculty, staff, and students to determine if technology needs are being met. The survey results are taken to the TDC for review as well as the IT department meetings. The IT department then implements improvements based on results. For instance, the faculty survey indicated a lack of emergency support when an instructor has technology problems in the classroom. Based on the feedback, ITR created a classroom emergency support system as described in Standard III.C.1 ([IIIC2.8](#)). Surveys consistently indicate satisfaction levels of 85% to 90% of survey participants. These include students, faculty, and staff ([IIIC2.9](#)).

Hartnell upgrades and replaces its technological infrastructure to support its mission, operations, programs, and services. Hartnell College has a three-to-five-year upgrade cycle for computers and monitors, and a five-to-seven-year upgrade cycle for network, audio-visual, and related infrastructure ([IIIC2.10](#)). Some examples of recent technology upgrades are listed:

- Computers in all classroom teaching stations were upgraded to small form-factor computers with Intel i7 processors and flash storage
- Document cameras in all classrooms were upgraded
- Phone system replaced with unified communications VoIP system
- Phone service upgraded from PRI to redundant SIP trunks
- Wireless enhancements at remote locations
- Conversion to centralized security camera system
- Conversion of ERP system from Colleague Unidata to Colleague SQL
- Upgrade of desktop software (MS Office, Chrome, etc.)
- Upgrade of all faculty laptop computers
- Upgrade of all staff desktop computers
- Replacement of classroom projectors
- Upgrades of all computer labs to virtual desktops
- Additional print pay stations added in several locations
- Created demonstration teaching station in Professional Development Center

Analysis and Evaluation

Hartnell continues to plan for and upgrade its technological infrastructure to ensure the support of the College's operational functions.

Faculty, staff, and lab computers are updated on a three-to-five-year cycle to keep the technology current. Software is kept updated either as a hosted service or by upgrading in-house systems.

Hartnell's ITR staff strives to maintain currency in an ever-changing information technology environment. ITR staff is provided opportunities to attend training sessions, conferences, and other professional development opportunities.

Conclusion

Hartnell College meets Standard III.C.2.

Supporting Evidence

- IIIC2.1 [Technology Master Plan 2011-2018](#)
- IIIC2.2 [ITR Projects Website](#)
- IIIC2.3 [Technology Master Plan Analysis](#)
- IIIC2.4 [Technology Development Council Minutes](#)
- IIIC2.5 [Sample ITR Team Meeting Minutes](#)
- IIIC2.6 [ITR 2017 PPA Budget Request](#)
- IIIC2.7 [Integrated Planning Model](#)
- IIIC2.8 [Classroom Support Placards](#)
- IIIC2.9 [ITR Satisfaction Surveys Summary](#)
- IIIC2.10 [Computer Replacement Plan](#)

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Hartnell College ensures that technology resources are available throughout the district at all locations where courses, programs, and services are offered. In addition to the main campus at 411 Central in Salinas, the College maintains two learning sites, Alisal and King City. The three sites are connected as one central network through the use of 1 GB wide-area network (WAN) connections between each center and the main campus. This allows for high-speed access to all College resources regardless of location.



The Alisal campus in east Salinas ([IIIC3.1](#)) is a state-of-the-art campus opened in 2011. The campus features smart classrooms, conference rooms, clean/dirty classroom laboratories, computer laboratories, and numerous hands-on technical shops.

The King City Education Center opened in 2002 ([IIIC3.2](#)) and serves students and community members in South Monterey County with a two-story building containing six classrooms, an open computer lab, and a library literacy center.

Services offered at all three locations include the following:

- Admissions and Records
- Financial Aid
- Counseling
- Assessment
- Cashiering
- Library Services
- Open Computer Labs
- Printing Services

Hartnell offers roaming computer profiles to enable access to resources at any location. This means a user may sign-on with their credentials to any computer on any campus and have access to their own desktop and files. Hartnell uses one set of credentials for a single sign-on experience across all locations.

Emergency phone kiosks are available at all three locations. These provide immediate access to campus security with the push of a button. Hartnell’s main campus has two officers on duty 24 hours a day, seven days a week, to receive emergency calls from all locations.

Additionally, staff can request a safety survey ([IIIC3.3](#)) of any facility or office area for recommendations to increase personal safety and strengthen crime prevention.

Security cameras are in use at all locations, monitoring parking lots, hallways, and outdoor areas. Camera footage is recorded and stored for 30 days. BP 2346, “Safety and Security Video Monitoring,” explains what is being monitored and who is allowed to view security footage ([IIIC3.4](#)).

A dual-failover firewall between the College network and the Internet at large, an anti-virus software system, and non-administrator access to staff and student computers, maintain College network security. Further security is provided through the use of virtual LAN (vLAN) segments to separate student traffic from administrative traffic. Hartnell maintains annual software subscriptions to keep anti-virus and firewall software up-to-date. Every five to seven years, the firewall system is replaced to offer protection against changing threats from the Internet ([IIIC3.5](#)).

Analysis and Evaluation

Hartnell College ensures that technology resources are available throughout the District at all locations where courses, programs, and services are offered, ensuring reliable access, safety, and security.

Faculty, staff, and students enjoy the same access at all sites operated by the College. Inter-connected networks, roaming profiles, and single sign-on provide(s) a consistent experience across all locations.

Safety and security are managed through the use of emergency phone stations, security cameras, and electronic door locks at all locations. All sites have an immediate connection to security officers 24 hours a day, seven days a week.

Conclusion

Hartnell College meets Standard III.C.3.

Supporting Evidence

- IIIC3.1 [Alisal Campus](#)
- IIIC3.2 [King City Campus](#)
- IIIC3.3 [Safety Survey Request](#)
- IIIC3.4 [Board Policy 2346, Safety and Security Video Monitoring](#)
- IIIC3.5 [Palo Alto Firewall Purchase](#)

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The instructional technologist ([IIIC4.1](#)) manages the PDC, which is a computer lab in the



Library Resource Center that serves as a space for delivering professional development and technology training opportunities for faculty, staff, and administrators. The PDC is a smart classroom equipped with an interactive whiteboard projector, a teaching station for providing instruction in the effective use of new technology and systems, 11 virtual desktop computers ([IIIC4.2](#)), and collaborative table workspaces. The instructional technologist also updates and

maintains the PDC website where technology and instructional design training opportunities are available in multiple modalities ([IIIC4.3](#)).

Students also have a high level of technology training and support resources between the computer labs ([IIIC4.4](#)) staffed by lab coordinators ([IIIC4.5](#)), academic student support specialists ([IIIC4.6](#)) in the Panther Learning Lab ([IIIC4.7](#)), tutorial center ([IIIC4.8](#)), and student supportive webpages ([IIIC4.9](#)). Students also have access to NetTutor through the

Canvas learning management system, which provides live tutoring support that is grant-funded through the Online Education Initiative ([IIIC4.10](#)). Additional training support in Canvas is available for students on the website ([IIIC4.11](#)), which includes a student quick-start guide, log-in instructions, and an introduction to Canvas video, along with troubleshooting steps and contact information for further support.

Training opportunities for faculty, staff, and administrators are delivered across the following modalities to encourage widespread participation in training events ([IIIC4.12](#)):

- Face-to-face group and individual training workshops
- Remote training support
- Online, interactive self-paced courses
- Interactive video tutorials and simulations
- Instructional guides
- Links to additional training resources

Training is available in the following subjects ([IIIC4.13](#)).

- Basic job skill tools:
 - Colleague for Enterprise Resource Planning
 - Cognos for institutional research functions
 - Webpage creation and development on the Hartnell website (Drupal, soon to be OmniUpdate software)
 - PAWS for electronic roster support and grade submission
 - eLumen for SLO tracking
 - iSupport for using the IT and Maintenance HelpDesks to request support
 - Multi-Function Device for printing, scanning, copying, and faxing
 - Microsoft Office suite including Word, Excel, PowerPoint, Publisher, Access, and OneNote
 - Shoretel for using the campus-wide phone system
 - Web page and document accessibility
- Productivity tools:
 - Adobe Acrobat X Pro for fillable form and portfolio creation
 - Adobe Photoshop and Pixlr for photo editing
 - ConferZoom and Cranium Cafe for web-conferencing
 - VMWare for Virtual Desktop access and usage
 - Google suite for email, calendar, virtual chat, and file sharing and collaboration
 - YouTube for creating, editing, and hosting videos online
 - Smartsheet for online collaborative spreadsheet creation and usage
- Teaching and Distance Education tools:
 - Canvas, the learning management system (used for all courses)
 - Canvas Attendance tool for logging student attendance
 - Instructional Design training, including accessibility compliance training resources, best practices for online/hybrid course instruction, learning objective development, and formative/summative assessment development

- Powtoon and Prezi for developing interactive online presentations
- NetTutor, Turnitin, and McGraw-Hill usage with Canvas to enhance student support and engagement
- Screencast-O-Matic for screen capture and online lectures
- Additional Professional Development tools:
 - Go2Knowledge subscription for self-paced training across multiple subjects
 - Professional Learning Network accounts for access to Lynda, Skillsoft, and Grovo to provide training across multiple subjects

Additional training workshops and online courses are added on an ongoing basis based upon the HelpDesk training tickets ([IIIC4.14](#)), new technology initiatives as guided by the Information Technology Resources management team, and feedback from various committees, including the Professional Development Committee, the Distance Education Committee, the Online Services Committee, and the Technology Development Committee.

Records of employee attendance at training workshops, use of the PDC resources, and certificates of completion of online training courses show that employees are taking advantage of training opportunities. Based on the results from the IT satisfaction survey ([IIIC4.15](#)), 96% of employees are satisfied with the technology training opportunities and resources provided by the Instructional Technologist in the Professional Development Center.

Analysis and Evaluation

Records of employee attendance at training workshops, use of the PDC resources, and certificates of completion of online training courses show that employees are taking advantage of training opportunities. Based on the results from the IT satisfaction survey, employees are satisfied with the technology training opportunities and resources provided by the Instructional Technologist in the PDC. The College is responsive to requests for training and support and the training meets the needs of faculty, staff, students, and administrators.

Conclusion

Hartnell College meets Standard III.C.4

Supporting Evidence

- IIIC4.1 [Instructional Technologist Job Description](#)
- IIIC4.2 [Photo of PDC TC](#)
- IIIC4.3 [Professional Development Center Website](#)
- IIIC4.4 [Computer Labs](#)
- IIIC4.5 [Computer Lab Coordinator Job Description](#)
- IIIC4.6 [Academic Support Specialist Job Description](#)
- IIIC4.7 [Panther Learning Labs](#)

- IIIC4.8 [Tutorial Services](#)
- IIIC4.9 [Student Support Web Pages](#)
- IIIC4.10 [NetTutor Information](#)
- IIIC4.11 [Canvas Student Resources](#)
- IIIC4.12 [PDC Training Events](#)
- IIIC4.13 [PDC Training Subjects](#)
- IIIC4.14 [PDC Support Tickets](#)
- IIIC4.15 [PDC Satisfaction Survey](#)

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College has several policies and procedures in place to guide and ensure the appropriate use of technology in the teaching and learning process. BP 3720, “Computer, Electronic Communication, and Network Use” ([IIIC5.1](#)), states that the use of IT resources is encouraged, and resources are made widely available to the district community. With that commitment to the district community, expectations regarding appropriate use are equally prevalent. Users have “a responsibility to use those resources in an acceptable manner and to respect the rights of others.” BP 3720 directs the superintendent/president to establish APs that provide the guidelines for this appropriate use and that address copyright laws, unauthorized access, and respect for the rights of other users.

AP 3720, “Computer, Electronic Communication, and Network Use” ([IIIC5.2](#)), “requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations.” The procedure goes on to outline the use of technology resources as related to legal context such as copyrighted works, authorized use by minors, use of web pages, and email correspondence. The procedure provides many examples of misuse as well as information regarding the reporting of misuse and enforcement of the procedures.

Given the current state of technology use, the College strives to ensure that all employees are aware of BP 3720 and AP 3720. During the hiring process for full-time faculty, part-time faculty, professional experts, and classified staff, the BP and AP are included in the hiring packets ([IIIC5.3](#)). New hires must sign the Standards of Employment/Agreement form which states,

“I acknowledge that I have received and read a copy of the Hartnell Community College District Board Policy 3720 and Administrative Procedure 3720, Computer and Network Use. I recognize and understand these rules and regulations. I agree to abide by the standards set in the policy and procedure for the duration of my employment. I am aware that violations of this computer and network use policy and procedure may subject me to disciplinary action including, but not limited to, revocation of my network account up to and including prosecution for violation of state and/or federal law” ([IIIC5.4](#)).

Students are made aware of BP 3720 and AP 3720 in the Student Conduct Handbook, which is published on the College website ([IIIC5.5](#)). In addition, the College is in the process of implementing an automated syllabus system, and the syllabus template will include a mandatory section that provides students with a link to the policies and procedures for acceptable technology use ([IIIC5.6](#)).

Additional BPs and APs exist that address the use of technology in regard to teaching and learning. BP 4105 and AP 4105, “Distance Education” ([IIIC5.7](#), [IIIC5.8](#)), state the District uses a student authentication process that consists of a secure credentialing/login and password. It is equally important that instructors delivering education through an online technology platform/CMS be trained. According to AP 4105, “Faculty wishing to teach distance education courses must complete an orientation to the course management software” (CMS). The Collective Bargaining Agreement also makes clear that the faculty member using this technology to deliver instruction must have completed formal coursework in the teaching and delivery of online education or have prior online teaching experience ([IIIC5.9](#)).

BP 3710 and AP 3710, “Securing of Copyright” ([IIIC5.10](#), [IIIC5.11](#)), and BP 3715 and AP 3715, “Intellectual Property” ([IIIC5.12](#), [IIIC5.13](#)), make clear the specifications of ownership of materials related to teaching. The rights of the employee and the District are defined, and definitions of terms used in the outlining of these rights are made clear.

BP 6365 and AP 6365, “Accessibility of Information Technology” ([IIIC5.14](#), [IIIC5.15](#)), direct the District when entering into a contract for the purchase, development, procurement, maintenance, or use of electronic or information technology to have vendor certification for compliance with Section 508 of the Rehabilitation Act of 1973 and its related regulations. Specific language is provided for any vendor contract.

Analysis and Evaluation

There are policies and procedures in place that address the use of technology as it pertains to the teaching and learning process. Acceptable use of technology resources are made known to students, staff, and faculty in a multi-pronged approach which includes onboarding processes, web accessibility, and the course syllabus template. In addition, other policies and procedures that address accessibility certification when purchasing technology, the use of technology platforms to deliver education online, and copyright issues are in place. These remain accessible on the College’s website. All of these BPs and APs are reviewed by College stakeholders including the Academic Senate, the Hartnell College Faculty Association, the Classified Staff and Employee Association, L-39, the College Planning Council as well as other councils, the Executive Cabinet, and ultimately the Board of Trustees.

Conclusion

Hartnell College meets Standard III.C.5.

Supporting Evidence

- IIC5.1 [BP 3720 Computer, Electronic Communication, and Network Use](#)
- IIC5.2 [AP 3720 Computer, Electronic Communication, and Network Use](#)
- IIC5.3 [HR Website Hiring Packets](#)
- IIC5.4 [Standards of Employment HR-16](#)
- IIC5.5 [Hartnell College Student Conduct Handbook 2017-18](#)
- IIC5.6 [Electronic Syllabus Template](#)
- IIC5.7 [BP 4105 Distance Education](#)
- IIC5.8 [AP 4105 Distance Education](#)
- IIC5.9 [HCFA Article 22](#)
- IIC5.10 [BP 3710 Securing of Copyright](#)
- IIC5.11 [AP 3710 Securing of Copyright](#)
- IIC5.12 [BP 3715 Intellectual Property](#)
- IIC5.13 [AP 3715 Intellectual Property](#)
- IIC5.14 [BP 6365 Accessibility of Information Technology](#)
- IIC5.15 [AP 6365 Accessibility of Information Technology](#)

D.

FINANCIAL RESOURCES

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The HCCD continues as a prudent steward of the financial resources entrusted to it. The HCCD Board of Trustees has directed specific actions ([IIID1.1](#)) to ensure compliance with all California State financial management and reporting directives and requirements.

The 2017-2018 budget ([IIID1.2](#)) was formulated following HCCD shared governance policy ([IIID1.3](#)) to ensure the broadest consensus from within the HCCD community. HCCD has adopted a specific structure and methodology ([IIID1.4](#)) within this policy designed to include input from all stakeholders.

Specific evidence for the efficacy of the process can be seen by a review of the 2016-2017 Resource Allocation ([IIID1.5](#)) and comparison with the 2017-2018 budget. Similarly, the 2017-2018 Resource Allocation ([IIID1.6](#)) was formulated using the same process to include the broadest representation of needs and requests from the stakeholders. Additionally, the Hartnell College conducts a regular review of previously allocated monies and, where appropriate and necessary, reallocates unspent funds.

HCCD's General Unrestricted Fund (\$46.4 million) comprises property taxes (50.4%), state apportionment (25.6%), Education Protection Account (12.1%), student fees (4.6%), and other local sources (7.3%), incurring day-to-day operating expenses that help support and sustain learning programs and services.

The largest expenditure in the budget is payroll costs and benefits (84.7%), with the remainder (15.3%) allocated to operating costs, facility maintenance, supplies, contracted services, and equipment.

HCCD maintains a reserve of \$10.76 million to ensure resources are sufficient to support operations in the case of economic downturns or unexpected events. This represents a 20% reserve per BP whereas the state requirement is 5%.

HCCD has in place specific processes to ensure that information regarding program needs and requirements is made available to budget planners in a format and on a timeline that is both efficient and comprehensive. At the beginning of each budget cycle, a timeline is created and circulated to all concerned parties to ensure maximum and timely input ([IIID1.7](#)).

The College will be opening two new education outreach centers (Soledad, Castroville) and expanding the King City Education Center as a result of the passage of the Measure T facilities bond measure. Planning is underway during 2018-2019 to determine projected operational costs (personnel, utilities, maintenance, etc.) along with instructional and student support programs and services associated with these facilities. As part of the financial strategy for allocating resources for these facilities, the College is already setting aside funds for ongoing operational expenses. This strategy was discussed with the Governing Board at its September 4, 2018 meeting in adopting the budget for 2018-2019 ([IIID1.8](#)).

Analysis and Evaluation

HCCD maintains policies and procedures to ensure three outcomes:

- Sound fiscal planning in line with state mandates and policies: This process sets the guidelines required by the state and in accordance with the policies and procedures detailed in the California Community Colleges Budget and Accounting Manual. The successfully adopted budget is the outcome.
- Transparency in all fiscal matters for all stakeholders: The open attendance of representatives from all stakeholders in the district and open discussion of the budget by the Board of Trustees is the outcome.
- Meaningful input from all sectors of the district to ensure that fiscal operations are focused on the primary goal of the District to support student success: Efficient use of resources and their allocation as evidenced by a Resource Allocation process and Funding Decision process is the outcome.

Conclusion

Hartnell College meets Standard III.D.1.

Supporting Evidence

- IIID1.1 [BP 6200 Budget Preparation; HCCD Reserves](#)
- IIID1.2 [2017-18 Annual Budget](#)
- IIID1.3 [BP 2510 Shared Governance](#)
- IIID1.4 [Budget Development & Funding Decision Processes](#)
- IIID1.5 [2016-17 Resource Allocation](#)
- IIID1.6 [2017-18 Resource Allocation](#)
- IIID1.7 [Program Planning and Assessment Process Timeline for 2017](#)
- IIID1.8 [Minutes of September 4, 2018 meeting of the Governing Board](#)

IIID.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The HCCD Vision, Mission, and Values ([IIID2.1](#)) are developed and disseminated throughout the College following shared governance procedures and policy ([IIID2.2](#)). This ensures not only participatory input but affirmative knowledge and understanding by all stakeholders. The result is shared and cooperative support for the budget which ensures buy-in by the stakeholders to make the most efficient use of the College's resources while focusing on the



goal of maximizing student success. The BP ([IIID2.7](#)) to maintain a 20% reserve ratio versus the State mandated 5% reserve ensures sufficient cash reserves throughout the year and added financial security in the long term.

The College formulated a detailed Strategic Planning Process document ([IIID2.3](#)) in 2012 which covered a five-year period. Equally committed to inclusivity, the College ensured that all of its internal constituent groups would play

a major role in developing the Strategic Plan. To this end, representatives from management, faculty, classified staff, and students participated as members of the Strategic Planning Groups. The outcome of this effort was the final draft of the plan, which the College Board of Trustees reviewed and approved on October 1, 2013.

Crucial to the acceptance of the budget and its priorities is a high degree of transparency and trust in both process and decision making. This is demonstrated at several levels including monthly budget updates delivered to the Board of Trustees, monthly updates to the

Administrative Services Council ([IIID2.4](#)), and reports to College administrators ([IIID2.5](#)). Additionally, the president/superintendent delivers a financial report to the college community on a semi-annual basis in conjunction with fall and spring convocation.

One significant example of transparency and oversight of a major fiscal element of the long-term planning by the College is the Citizens Bond Oversight Committee. The recently passed Measure T allowed for a total of \$167,000,000 of General Obligation Bonds to be issued by the HCCD. In accordance with California law, the College supports a citizens' oversight committee. Its reports, including external auditing documents, are available for public review through the College website ([IIID2.6](#)).

Analysis and Evaluation

The Mission, Vision, and Values of the College are integrated at each level of budget development and into its long-term financial planning. Financial information is readily available to the College community and the public alike. It is available in written or web-based documents, and public presentations given throughout the year. It includes current budget documents, as well as fiscal information such as bond oversight.

Conclusion

Hartnell College meets Standard III.D.2.

Supporting Evidence

- IIID2.1 [BP 1200 BP on District Vision, Mission, and Value Statements](#)
- IIID2.2 [BP 2510 BP on Shared Governance](#)
- IIID2.3 [2013-2018 Strategic Plan](#)
- IIID2.4 [Administrative Services Council Handbook](#)
- IIID2.5 [College Planning Council Handbook](#)
- IIID2.6 [Bond Oversight](#)
- IIID2.7 [BP 6200 BP Budget Preparation and Reserves](#)

III.D.3 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.

Evidence of Meeting the Standard

The core of the College's financial planning and budget development processes is found in the Strategic Planning Process document ([IIID3.1](#)) and supplemented by the specifics found in the PPA documents ([IIID3.2](#)), the Budget Development and Funding Decision Processes ([IIID3.3](#)), and Resource Allocation Process ([IIID3.4](#)).

Using the College's Academic Affairs Office as an example, the process for development of the College budget is as follows. The PPA calendar is developed annually by the office of the Dean of IPRE ([IIID3.5](#)). This document spells out the specific steps taken by each department or area of responsibility, including the Vice President, Area Deans, faculty, and staff. It includes items not funded in the previous PPA budgeting cycle. The budget requests are eventually delivered to the College Planning Council ([IIID3.6](#)). The College Planning Council reviews this document and delivers recommendations to the Superintendent/President for inclusion in the Tentative Budget ([IIID3.7](#)).



This process ensures that all departments and areas of the College have direct input in the budgeting process. It also ensures that the Tentative Budget presented to the Board of Trustees accurately reflects the input of the full spectrum of stakeholders and that the Adopted Budget ([IIID3.8](#)) conforms to all College policies.

Analysis and Evaluation

As noted in the PPA and Budget Development Process documents, the College's successful budget process begins at the level closest to instruction, and then proceeds through a carefully detailed set of steps with maximum input from the broadest set of constituents in order to ensure that the final budget most accurately reflects the needs of the Institution.

Conclusion

Hartnell College meets Standard III.D.3.

Supporting Evidence

- IIID3.1 [2013-18 Strategic Plan](#)
- IIID3.2 [Program Planning and Assessment Process Timeline for 2017](#)
- IIID3.3 [Budget Development & Funding Decision Processes](#)
- IIID3.4 [2017-18 Resource Allocation](#)
- IIID3.5 [Timeline for 2018 Program Planning and Assessment](#)
- IIID3.6 [College Planning Council Handbook](#)
- IIID3.7 [2017-2018 Tentative Budget](#)
- IIID3.8 [2017-2018 Adopted Budget](#)

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional planning at HCCD includes input from every area of responsibility within the College ([IIID4.1](#)). At the most senior level, this includes:

- Board of Trustees
- President/Superintendent
- Executive Cabinet
- Office of IPRE

In planning for new budgets, the Vice President of Administrative Services and other members of the leadership team attend the annual Governor's Proposed Budget Workshop held each January ([IIID4.2](#)).

In addition to the annual financial resources from the State, the College actively plans its fiscal future to include funding from grants and funds raised by sales of General Obligation Bonds ([IIID4.3](#)). In conjunction with the Business Office, the current operating budget is reviewed monthly and adjustments are made during the year to ensure the financial stability of the College ([IIID4.4](#)).

The College works toward the proactive development of financial resources, which are used to strengthen the fiscal position of the College through its participation in public entity risk pool joint power agreements (JPAs).

One example of this participation is with the South Bay Regional Public Safety Training Consortium JPA. This participation permits the HCCD to increase its FTES value in order to qualify for additional State funding. Analysis of FTES ([IIID4.5](#), [IIID4.6](#)) ensures monitoring of this asset, and can alert the HCCD when additional FTES may be required in order to maintain its budget integrity. In the 2017-2018 academic year, the College purchased 300 FTES through this agreement, which translated into \$650,000 of FTES apportionment from the state.

HCCD also participates in JPAs with the Monterey County Schools Insurance Group, Bay Area Community College Districts, the School Association for Excess Risk, the Statewide Association of Community Colleges, and the Protect Insurance Program for Schools. Participation in each of these results in cost savings, positively impacting other financial resources available to the College.

An indicator of the faith the commercial market has in the fiscal management of the College is the quality of the creditworthiness rating given by Standard and Poor (S&P) at the time of the issuing of General Obligation Bonds in conjunction with taxpayer-approved Measure T. The initial offering rating was AA/Stable. A substantial contributing factor to this rating was the HCCD's policy of maintaining a 20% reserve, as opposed to the minimally required 5%

reserve ([IIID4.7](#)). The HCCD maintains one of the highest reserve percentages of any community college in California.

Another indicator of the assessment of financial resources, present and future, is the funding of an account to recognize the costs and liabilities associated with “other postemployment benefits” (OPEB). As analyzed and reported by a third party consultancy ([IIID4.8](#)), HCCD has 100% funded OPEB.

Additionally, a pension stabilization fund was created in an effort to offset rising incremental California State Teachers Retirement System (CalSTRS) and California Public Employees Retirement System (CalPERS) costs ([IIID4.9](#)). Originally funded with \$1 million, the HCCD has recently moved to add \$805,000 to this fund.

Analysis and Evaluation

HCCD’s continuous review of revenue and expenditures as well as monitoring of FTES through enrollment analysis ensures an accurate and timely picture of the HCCD financial status. This facilitates an efficient and effective use of resources. Its involvement with other institutions in partnerships demonstrates its commitment to developing as wide a range as possible of resources in order to maintain a high degree of fiscal responsibility and strengthens its ability to meet the goal of supporting student programs.

Conclusion

Hartnell College meets Standard III.D.4.

Supporting Evidence

- IIID4.1 [College Planning Council Handbook](#)
- IIID4.2 [Budget Development Calendar](#)
- IIID4.3 [Measure T General Obligation Bonds Financial Statements June 30, 2017](#)
- IIID4.4 [Budget Development and Funding Decision Processes](#)
- IIID4.5 [320 2016-17 Annual Attendance Report](#)
- IIID4.6 [311 2016-17 Annual Financial and Budget Report](#)
- IIID4.7 [BP 6200 BP Budget Preparation and Reserves](#)
- IIID4.8 [OPEB Actuarial Report](#)
- IIID4.9 [PARS Statement](#)

III.D.5 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. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The HCCD adheres to recognized accounting standards throughout its fiscal programs. These standards are intrinsic and common to all accounting entities and are consistent with California Education Code and with the California Community College Budget and Accounting Manual ([IIID5.1](#)).

As indicated in these policies and procedures, periodic financial reports and supplemental information is presented to the Board of Trustees monthly, and the information is further distributed within the College as required ([IIID5.2](#)).

Control over HCCD expenditures and oversight of both staff and accounting procedures rests with the President/Superintendent and his or her designees. This includes the responsibility for ensuring that HCCD resources are both legally disbursed and that accountability for any funds disbursed is maintained within the College ([IIID5.3](#)).

Examples of specific practices that support these policies include: recognized separation of duties, internal approval of expenditures at different administrative levels, public dissemination of financial reports, and annual independent audits.

Typically, in an annual audit, a report with “No Findings” is indicative of having met generally accepted accounting standards and having properly followed and completed necessary accounting procedures. HCCD had no findings in its last annual audit, fiscal year 2016-2017 ([IIID5.4](#), [IIID5.5](#), [IIID5.6](#), [IIID5.7](#)).

Analysis and Evaluation

This department within the College is subject to intense regulation by both the Education Code and through the Community College Budget and Accounting Manual. The fact that it has consistently maintained a “no finding” status in its annual audit report is testament to the integrity of the procedures followed by the College.

Conclusion

Hartnell College meets Standard III.D.5.

Supporting Evidence

- IIID5.1 [BP 6300 Fiscal Management](#)
- IIID5.2 [BP 2215 Periodic Financial Reports](#)
- IIID5.3 [BP 6150 Designation of Authorized Signatures](#)
- IIID5.4 [2016-17 Audited Financial Statements](#)
- IIID5.5 [2015-16 Audited Financial Statements](#)
- IIID5.6 [2014-15 Audited Financial Statements](#)
- IIID5.7 [2013-14 Audited Financial Statements](#)

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The value of the budget to its users must be reflected in two elements. First, it must be perceived as having been developed through a collaborative process in which every sector of the stakeholders is represented. Standard III.D.3 addresses the methods through which this is accomplished.

Next, it must be seen as the most realistic and accurate depiction of the resources available to the College. In addition to the inclusivity of the process, the institutional outcomes projected by the budget must reflect the degree of confidence the stakeholders assign to the final product. Standard III.D.4 addresses the methods through which this is accomplished.

From the beginning of the budget planning cycle ([IIID6.1](#)) through the process of developing the budget ([IIID6.2](#)), every budget decision is scrutinized to ensure that it is meeting the goals and vision of the College. The input of faculty and staff at every step is crucial to meeting this standard.

The accuracy of the budget and the credibility of the process are reflected by the “no finding” status of the auditor’s reports ([IIID6.3](#)).

Analysis and Evaluation

The public process by which the budgets are formulated and the results of the independent audit reflect the accuracy of the adopted budget ([IIID6.4](#)) and are directly tied to the resource allocation ([IIID6.5](#)) required in meeting Hartnell College’s goals.

Conclusion

Hartnell College meets Standard III.D.6.

Supporting Evidence

- IIID6.1 [Budget Development Calendar](#)
- IIID6.2 [Budget Development and Funding Decision Processes](#)
- IIID6.3 [2016-2017 Auditor Report](#)
- IIID6.4 [2017-2018 Budget](#)
- IIID6.5 [2017-2018 Resource Allocation](#)

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

HCCD receives external audit reports which include findings by the auditors. These findings typically detail deficiencies in procedures or errors uncovered during the course of the audit. The last finding was during the 2015-2016 fiscal year ([IIID7.1](#)). The issue highlighted in that report was addressed promptly ([IIID7.2](#)). The 2016-2017 audit ([IIID7.3](#)) was unqualified, meaning there were no findings.

It is noteworthy that the regulations governing the issue addressed in the 2015-2016 audit were later changed and that the procedure initially followed by the College was determined to be correct.

Analysis and Evaluation

The unqualified audits do not require response.

Conclusion

Hartnell College meets Standard III.D.7.

Supporting Evidence

- IIID7.1 [2015-2016 Auditor Report](#)
- IIID7.2 [Response to Audit Findings \(HEP, SSSP\) 2015-16 \(p. 84-85\)](#)
- IIID7.3 [2016-2017 Auditor Report](#)

III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

HCCD is subject to annual independent audits. The last finding was a minor procedural matter noted in the 2015-2016 Audit Report ([IIID8.1](#)). In the 2016-2017 Audit Report ([IIID8.2](#)), there were no findings.

It is noteworthy that the regulations governing the issue addressed in the 2015-2016 audit were later changed and that the procedure initially followed by the College was determined to be correct.

Analysis and Evaluation

There were no findings in the Hartnell College 2016-2017 Audit Reports.

Conclusion

Hartnell College meets Standard III.D.8.

Supporting Evidence

IIID8.1 [2015-2016 Audit Report](#)

IIID8.2 [2016-2017 Audit Report](#)

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

HCCD maintains a 20% reserve ([IIID9.1](#)), substantially higher than the 5% requirement for reserves.

An example of a proactive strategy of the College’s risk management is the funding of an account to recognize the costs and liabilities associated with OPEB. As analyzed and reported by a third party consultancy ([IIID9.2](#)), HCCD has 100% funded OPEB.

Additionally, a pension stabilization fund was created in an effort to offset rising incremental STRS and PERS costs ([IIID9.3](#)). Originally funded with \$1 million, the HCCD has recently moved to add \$800,000 to this fund.

Risk management might also include strategies intended to spread and attempt to minimize potential liabilities among a wider base. To that end, for example, HCCD participates in JPA including the Monterey County Schools Insurance Group, Bay Area Community College Districts, the School Association for Excess Risk, the Statewide Association of Community Colleges, and the Protect Insurance Program for Schools. Membership in each of these JPAs is intended to be a hedge against unforeseen liabilities for HCCD.

Cash flow in the community college system is most directly dependent upon two sources: release of funding by the State of California and the release of monies from tax collections in Monterey County. When the timing of these releases is out of sync with the cash requirements of a College, a standard practice has been to make up the shortfall by issuing Tax and Revenue Anticipation Notes (TRANs) ([IIID9.4](#)). One example of the prudent cash flow management practices of the HCCD is that there have been no TRANs required since 2012-2013 ([IIID9.5](#)).

Analysis and Evaluation

HCCD has proactive policies to manage cash flow and risks of unforeseen or difficult to calculate liabilities. It has funded various accounts in order to prepare for potential increased liabilities for the College. Its policy of maintaining a 20% reserve is more than enough to withstand any system shock that might result from severe cuts from the state.

Conclusion

Hartnell College meets Standard III.D.9.

Supporting Evidence

- IIID9.1 [BP 6200 BP Budget Preparation and Reserves](#)
- IIID9.2 [OPEB Actuarial Report](#)
- IIID9.3 [PARS Statement](#)
- IIID9.4 [California Debt Issuance Primer](#)
- IIID9.5 [2012-2013 Audit Report](#)

III.D.10 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.

Evidence of Meeting the Standard

HCCD BPs ([IIID10.1](#), [IIID10.2](#)), coupled with the shared governance model ([IIID10.3](#)), ensure transparency and oversight of all fiscal matters at the College.

Much of oversight in III.D.10 is included in the purview of the College Planning Council ([IIID10.4](#)) in its role to promote genuine involvement before and while decisions are being made and to provide for inclusive participation of all campus constituencies. Its responsibility also includes providing counsel to the president in matters of institutional operations including, but not limited to, budgeting and planning.

Financial aid for students, including scholarships, grants, and other forms of aid such as the California College Promise Grant (formerly the Board of Governors Waiver), is overseen by the Financial Aid Office.

Grants applied for, awarded, and accepted by the HCCD are required to be ratified by the Board of Trustees ([IIID10.5](#)) and are subject to oversight by the receiving entity within the College, as well as the Business Office, and are included in both the College Budget ([IIID10.6](#)) and the Audit Report ([IIID10.7](#)).

Contractual relationships are governed by a separate BP ([IIID10.8](#), [IIID10.9](#), [IIID10.10](#), [IIID10.11](#), [IIID10.12](#), [IIID10.13](#), [IIID10.14](#)) that ensures transparency in letting, bidding, and oversight of all contracts.

The Hartnell Foundation is a separate entity which has its own Audit Report ([IIID10.15](#)).

Analysis and Evaluation

HCCD BPs and shared governance ensures that every level of the College and every constituency within the College is actively involved in financial decision-making. Continued positive attainment of the College's student success goals along with a strong history of unqualified audits attest to the high quality of fiscal management oversight.

Conclusion

Hartnell College meets Standard III.D.10.

Supporting Evidence

- IIID10.1 [Governance and Decision-Making Model](#)
- IIID10.2 [BP 6300 Fiscal Management](#)
- IIID10.3 [BP 2510 Board Policy on Shared Governance](#)
- IIID10.4 [College Planning Council](#)
- IIID10.5 [BP 1470 - Board Ratification for Grant Applications Board Approval Grant](#)
- IIID10.6 [2016 2017 Budget](#)
- IIID10.7 [2016-2017 Audit Report](#)
- IIID10.8 [BP 6340 Bids and Contracts – Goods and Services](#)
- IIID10.9 [BP 6345 Construction Change Orders](#)
- IIID10.10 [AP 6346 Contract Review and Monitoring](#)
- IIID10.11 [AP 6350 Construction](#)
- IIID10.12 [AP 6360 Contracts-Electronic Systems and Materials](#)
- IIID10.13 [BP 6365 Accessibility of Information Technology](#)
- IIID10.14 [AP 6370 Contracts-Agreements for Service](#)
- IIID10.15 [Hartnell Foundation 2015-2016 Audit Report](#)

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. 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.

Evidence of Meeting the Standard

Short-term solvency is demonstrated through two elements. Firstly, the College budget process ([IIID11.1](#)) assures that every level of institutional input is thoroughly representative of stakeholders and is completely transparent. Secondly the BP ([IIID11.2](#)) mandating a 20% reserve ensures that in the event of an unforeseen fiscal shortfall, the HCCD has sufficient funds to continue operating.

Long-term planning, including physical expansion, has been funded in part by General Obligation Bond Measures approved by the taxpayers of the District ([IIID11.3](#)). This allows the College to successfully integrate long-term expansion into each year's financial planning.

The successful approval of the annual budget by the Board of Trustees ([IIID11.4](#)), coupled with monthly analysis of expenditures by the Business Office, ensures that the College can manage its current obligations in a prudent and responsible manner. One measure of this is the fact that the College has not had to use TRANs or Certificates of Participation (COP) financing in more than four years. This demonstrates the care with which the College manages its cash flow and plans for matching revenue receipts and expenditures.

Further, OPEB funding ([IIID11.5](#)) and PARS funding ([IIID11.6](#)) are evidence of the long-range planning for reasonable forecast increases in legal obligations. An additional \$805,000 has been approved by the Board of Trustees to offset forecast increases in PARS expenses.

There is an existing voluntary retirement plan (a “golden handshake”), the costs of which will be finally expensed in the coming fiscal year. The only other significant long-term obligation the College faces is a zero-interest loan from the State of California in conjunction with the College’s solar energy installations. That loan will be amortized over 19 years and is partially offset by previously forecasted energy expenses.

Analysis and Evaluation

The HCCD constantly monitors its cash flow, and it uses prudent operating policies. Its short-term expenses and liabilities are well managed. Careful stewardship and oversight of prior General Obligation funding, e.g., Measure H funds, have given HCCD the ability to successfully float new bond issues, e.g., Measure T funds, at a lower interest rate for the taxpayers as a result of a higher credit rating.

Conclusion

Hartnell College meets Standard III.D.11.

Supporting Evidence

- IIID11.1 [Budget Development and Funding Decision Processes](#)
- IIID11.2 [BP 6200 BP Budget Preparation and Reserves](#)
- IIID11.3 [County Treasurer’s Office Report on GO Bond Debt Service](#)
- IIID11.4 [2017 2018 Budget](#)
- IIID11.5 [OPEB Actuarial Report](#)
- IIID11.6 [PARS Statement](#)

III.D.12 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. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The College placed its OPEB funds on deposit with an irrevocable trust in June 2016. In November 2016, the most recent actuarial study was prepared ([IIID12.1](#)). The District is slightly over-funded, enough to cover the current year’s Annual Required Contribution (ARC). As of November 2017, the value of the fund had grown from \$4.3 million to \$4.9 million.

Additionally, the HCCD funded a pension stabilization account for \$1 million and recently approved an additional \$805,000 for this account to offset projected STRS and PERS costs ([IIID12.2](#)).

The District also maintains a 20% Budget Reserve to be used in the case of an emergency or should anticipated external funding not arrive in a timely manner ([IIID12.3](#)).

Compensated absences, such as sick leave, are considered liabilities and are accrued at the end of the fiscal year.

Current retirees' health benefits are treated as pay-as-you-go. In 2017–2018, the cost was calculated at \$350,000.

Other liabilities and future obligations are discussed in III.D.11.

Analysis and Evaluation

By funding an irrevocable trust for OPEB monies and maintaining and monitoring a fund for potential STRS and PERS increases, the HCCD has planned for the two most pressing and potentially largest liabilities to face it in the reasonable future.

Conclusion

Hartnell College meets Standard III.D.12.

Supporting Evidence

IIID12.1 [OPEB Actuarial Report](#)

IIID12.2 [PARS Statement](#)

IIID12.3 [BP6200](#)

III.D.13 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.

Evidence of Meeting the Standard

In November 2016, voters in Monterey County approved Measure T which carries on new building projects including a new nursing program building. Measure T also funds building renovations. For example, classroom buildings such as Building E, built in 1977, will be upgraded to allow for the installation of new technology and compliance with the Americans with Disabilities Act (ADA). The financial status of the measure is reported to the Board of Trustees ([IIID13.1](#)), including a current budget summary ([IIID13.2](#)).

Although only in an advisory capacity, the College supports the Measure T Oversight Committee comprising members of the public ([IIID13.3](#)). The charge of the committee includes oversight and monitoring of the bond funds.

Of additional note is that as a result of diligent assessment and oversight, the College was able to refinance a previously issued bond, Measure H. The refinance allowed for a lower interest rate, saving taxpayers a substantial amount of money. As a result of this, Standard and Poor's Financial Services increased the credit rating at the time of the pricing of the Measure T bonds, leading to lower costs for these debt instruments as well.

Analysis and Evaluation

In addition to internal controls and oversight, the HCCD Oversight Committee adds another layer of monitoring of the financial status of the bond.

Conclusion

Hartnell College meets Standard III.D.13.

Supporting Evidence

- IIID13.1 [April 3, 2018; Measure T Status Update to the Board](#)
- IIID13.2 [April 3, 2018; Exhibit F Budget Summary](#)
- IIID13.3 [Measure T Bond Oversight Committee](#)

III.D.14 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.

Evidence of Meeting the Standard

HCCD has a robust shared governance structure which ensures input and oversight from faculty, staff, and students, as well as the Board of Trustees and relevant staff ([IIID14.1](#)). This input and oversight begins with PPA ([IIID14.2](#)) and continues through the adoption of the Adopted Budget ([IIID14.3](#)).

Grants must be approved by the Board of Trustees ([IIID14.4](#)). Reviews of grants are conducted in accordance with the requirements of the individual grant, whether public, e.g., Federal, State, or Local, or private, e.g., the Hartnell Foundation. Substantial financial funding, such as Measure T, includes separate oversight committees which include members of the public ([IIID14.5](#)). They issue public reports and hold public meetings to review the status of the projects funded by the bonds.

These monitoring processes ensure that funds are used as required by each funding source.

Analysis and Evaluation

The oversight structure and shared governance procedures of the College ensure that at every step in the process, committees and individuals have full opportunities to monitor the use of HCCD resources.

Conclusion

Hartnell College meets Standard III.D.14.

Supporting Evidence

- IIID14.1 [Governance and Decision-Making Model](#)
- IIID14.2 [2017 Program Planning and Assessment Reports](#)
- IIID14.3 [2017-2018 Budget](#)
- IIID14.4 [Board Ratification Grant Applications, Board Approval of Grants Received](#)
- IIID14.5 [Measure T Bond Oversight Committee](#)

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

In early 2012, the College was notified that its loan default rate for the new three-year Cohort Default Rate was 47.5. All colleges that have a default rate of 30 or more must develop and submit a Default Management Plan to the Department of Education ([IIID15.1](#)).

Under the direction of the Dean of Student Affairs/Enrollment services, a Task Force was organized and a number of administrators, staff, faculty, and students were invited to participate in this committee to ensure positive representation. The goals were to determine the source of default risk, develop a default prevention plan, provide resources to implement the plan, and monitor Hartnell's default rate.

During the 2013-2014 academic year, the College established a Default Management Task Force that developed a number of interventions that could assist students in attaining a greater understanding of loan borrowing ([IIID15.2](#), [IIID15.3](#), [IIID15.4](#)). The Task Force offered such activities as financial literacy which is embedded into the



Counseling-1 curriculum. The Task Force identified students who could be at risk due to academic performance, and it contracted with a third party servicer to help manage defaulted students. Moreover, the free loan default services offered by the Chancellor's Office are continuing to be used.

As a result of the College's efforts, its loan default rate has reduced ([IIID15.5](#)) while the Financial Aid Office continues to assist eligible students in meeting educational costs through numerous types of financial assistance ([IIID15.6](#)).

In recent years, the College has not offered student loans. The College will, however, comply with federal loan participation requirements on or before January 1, 2019 in order to participate in the California College Promise.

Conclusion

The College monitors and manages loan default rates to ensure compliance with all federal requirements. In recent years, the College has not offered student loans.

Supporting Evidence

- IIID15.1 [Default Management Plan to DOE](#)
- IIID15.2 [Default Management Activity Calendar](#)
- IIID15.3 [Example Task Force Agenda](#)
- IIID15.4 [Example Task Force Minutes](#)
- IIID15.5 [Official Loan Default Rate](#)
- IIID15.6 [College Catalog Financial Aid p.28-30](#)

III.D.16 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The HCCD Board of Trustees has established policies ([IIID16.1](#), [IIID16.2](#), [IIID16.3](#), [IIID16.4](#), [IIID16.5](#), [IIID16.6](#)) ensuring that contracts entered into by the College meet all legal requirements to guarantee the integrity of the process. This includes specific direction that all agreements conform to California Public Contracts Code.

Additionally, the Board of Trustees established a separate policy ([IIID16.7](#), [IIID16.8](#), [IIID16.9](#)) detailing steps that must be taken at any level of the College in order to avoid any conflict of interest when dealing with any contractual or fiscal agreement.

Analysis and Evaluation

HCCD Board of Trustees policies are clear and conform to California Public Contracts Code.

Conclusion

Hartnell College meets Standard III.D.16.

Supporting Evidence

- IIID16.1 [BP 6340 Bids and Contracts Goods and Services](#)
- IIID16.2 [BP 6345 Construction Change Orders](#)
- IIID16.3 [AP 6346 Contract Review and Monitoring](#)
- IIID16.4 [AP 6350 Construction](#)
- IIID16.5 [AP 6360 Contracts Electronic Systems and Materials](#)
- IIID16.6 [BP 6370 AP6370 Contracts Agreements for Service](#)
- IIID16.7 [BP 2710 Conflict of Interest](#)
- IIID16.8 [AP 2710 Conflict of Interest](#)
- IIID16.9 [AP 2712 Conflict of Interest Code](#)



MW

STANDARD IV

Leadership and Governance

STANDARD IV

Leadership and Governance



The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success and sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.

DECISION-MAKING ROLES AND PROCESSES

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

To achieve its Mission and Vision, Hartnell College has made innovation an institutional priority. “Innovation and Relevance for Educational Programs” is strategic priority number six in the Strategic Plan 2013-2018. Evidence that institutional leaders create, encourage, and support innovation among all employees and students can be found in the “Innovation and Creativity List” ([IVA1.1](#)) and the “2017-19 Integrated Plan: Executive Summary” ([IVA1.2](#)). Many examples in these documents demonstrate how staff and students have taken initiative to improve practices, programs, and services. Examples of innovation leading to institutional excellence include, but are not limited to, the following:

- A range of projects and activities supported the College’s “Employee Innovation Grant” awards ([IVA1.3](#)).
- The innovative CSin3 Bachelor’s Degree Program in Computer Science in collaboration with California State University (CSU), Monterey Bay; the only program of its kind in the United States ([IVA1.4](#)). The program was presented at the annual conference of the Hispanic Association of Colleges and Universities (HACU), the annual conference of the

- Association of Community College Trustees (ACCT), and the annual conference of the ACM Richard Tapia Celebration of Diversity in Computing ([IVA1.5](#)). The CSin3 program received a \$5 million innovation award from the state of California in 2015 ([IVA1.6](#)).
- Hartnell’s innovative alliance with the agriculture industry led to receipt of the Public-Private Partnership Award from the Monterey Bay Economic Partnership ([IVA1.7](#)).
 - Hartnell is the only college in the United States recognized for four “Bright Spots” by the White House Initiative on Educational Excellence for Hispanics ([IVA1.8](#)).
 - The innovative Teacher Preparation Pathway program, in collaboration with CSU, Monterey Bay, is a cohort-based 2+2 program that prepares elementary school teachers to address the acute shortage of teachers in the Salinas Valley ([IVA1.9](#)).
 - STEM research internships have been completed by over 400 students leading to impressive student achievement outcomes ([IVA1.10](#)).
 - The innovative Women’s Education and Leadership Institute has produced impressive student achievement outcomes ([IVA1.11](#)).
 - The Employee Scholars Program provides up to \$3,000 per year for an employee to work toward completion of a college degree ([IVA1.15](#)).

A current move toward improvement with significant institution wide implications is Guided Pathways. Systematic and participatory processes are being used to assure effective planning and implementation. On January 11, 2018, the superintendent/president announced a mandatory workshop for all College employees ([IVA1.13](#)). This introductory session on Guided Pathways has been followed by a number of planning meetings and workshops involving employees and students from across the College ([IVA1.12](#)). There are many ideas for improvement being promulgated as part of the College’s next strategic plan. Institutional planning sessions have been held involving employees and students from across the College to assure effective planning and implementation ([IVA1.14](#)).

Analysis and Evaluation

Innovation supported by institutional leaders has led to institutional excellence. Employees and students have engaged in improving practices, programs, and services. Systematic participation processes have been utilized to assure effective planning and implementation for ideas that have policy or institution wide implications.

Conclusion

Hartnell College meets Standard IV.A.1.

Supporting Evidence

- IVA1.1 [Innovation and Creativity List](#)
- IVA1.2 [2017-19 Integrated Plan-Executive Summary](#)
- IVA1.3 [Employee Innovation Grant Program](#)
- IVA1.4 [CSin3 program](#)

- IVA1.5 [CSin3 presentations](#)
- IVA1.6 [2015 Innovation Award for CSin3 Program](#)
- IVA1.7 [Monterey Bay Economic Partnership-Public Private Partnership Award 2018](#)
- IVA1.8 [Bright Spots-White House Initiative on Educational Excellence for Hispanics](#)
- IVA1.9 [Teacher Pathway Program](#)
- IVA1.10 [STEM Research Internships](#)
- IVA1.11 [Women's Education and Leadership Institute](#)
- IVA1.12 [SENSE-Guided Pathways Workshop](#)
- IVA1.13 [Mandatory Meeting-Introduction to Guided Pathways](#)
- IVA1.14 [Institutional Planning Retreats](#)
- IVA1.15 [BP&AP 7165, Employee Scholars Program](#)

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College depends upon participation, input, and leadership from all of its constituencies to support institutional effectiveness and student success. BP 2510 and AP 2510, “Participation in Local Decision-Making” ([IVA2.1](#)), provide the policy and administrative procedure for participation in decision-making and define the roles of each constituency in decision-making through collegial governance. The College’s Governance and Decision-Making Model ([IVA2.2](#)) outlines the decision-making processes.

The College’s standing governance councils and committees include appropriate representation by students, staff, faculty, and administrators. Council and committee handbooks ([IVA2.3](#)) provide the operational details including how members are selected for these groups. Each handbook has a section that covers a council member’s “responsibility and expectations for participating in governance.” Items are routed to governance councils, committees, and/or other operational workgroups, and any individual can bring an item to any governance group for consideration.

Students have representation on every governance council and committee to ensure the student voice is represented and to ensure student views are taken into consideration for items that have the potential to impact students. The Associated Students of Hartnell College selects students to be members of each council or committee. Per each council’s handbook, students have two representatives as a mechanism to ensure there is always student representation, given that students have class conflicts, work conflicts, and family responsibilities that can prevent them from attending every meeting. The vote of student members carries the same weight as any other member of the councils or committees. Additionally, a student trustee elected by the student body sits on the District Board and provides a student perspective at the highest level of governance at the College.

As a result of participation in local decision-making, recommendations are ultimately made to the superintendent/president for final decisions. When an item requires action, the practice is to have the item on an agenda for a first reading (no action), and the item is then brought back at a subsequent meeting for action. In some cases, due to time constraints with meeting deadlines, action can be taken at a first reading. Additionally, if more time is needed for input and discussion, an item is often on the agenda more than two times. Some items involving decisions require action by the Governing Board, and it is the superintendent/president's responsibility to work with the Governing Board president to have these items placed on the agenda for consideration.

Many examples of governance in action can be accessed through agendas, documents, and minutes for all councils and committees. These are posted on the College website ([IVA2.4](#)). An excellent example of policy, procedure, participation, and decision-making is the process for review of vision, mission, and values statements. The most recent process of such began with a survey completed by 687 employees and students and involved (1) an ad hoc committee of the College Planning Council, (2) a final recommendation by the College Planning Council to the superintendent/president, and (3) two readings by the Governing Board with the Governing Board approving revised vision, mission, and values statements at the second reading ([IVA2.5](#)).

December 2017 – January 2018	Employee and student surveys of current vision, mission, and values statements, including an opportunity to provided suggestions for improving vision, mission, and values statements.
February 2018	Results of the survey were reviewed by College Planning Council and an ad hoc committee was formed to further evaluate the survey results and to bring back to the CPC any recommended changes to vision, mission, and values statements.
February – March 2018	Ad hoc committee met.
March 21, 2018	Ad hoc committee presented its recommended revisions to College Planning Council. Members of College Planning Council provided additional recommendations for revisions.
April 4, 2018	College Planning Council recommended approval of revised vision, mission, and values statements.
April 17, 2018	First reading by the Governing Board.
May 1, 2018	Second reading and approval by the Governing Board.

Analysis and Evaluation

Policies and procedures provide the authorization for the participation of faculty, staff, and administrators in decision-making processes. Policies and procedures include provisions for student participation and consideration of student views in those matters, which can impact students. Students or employees can bring forward ideas, which can then be considered through the governance process.

Conclusion

Hartnell College meets Standard IV.A.2.

Supporting Evidence

- IVA2.1 [BP 2510 Participation in Local Decision-Making](#)
- IVA2.2 [Governance and Decision-making Model](#)
- IVA2.3 [Governance Councils Handbooks](#)
- IVA2.4 [Governance Councils and Committee](#)
- IVA2.5 [Governing Board Agenda May 1, 2018](#)

IV.A.3 Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard

The roles of administrators and faculty in institutional governance are defined in BP 2510 and AP 2510, “Participation in Local Decision-Making” ([IVA3.1](#)). The representation of administrators and faculty is defined in the governance council handbooks ([IVA3.2](#)).

BP 2410 and AP 2410, “Board Policy and Administrative Procedures” ([IVA3.3](#)), provide the processes for administrators and faculty to exercise a substantial and inclusive voice in the development of policies and administrative procedures.

BP 3250 and AP 3250, “Institutional Planning” ([IVA3.4](#)), define the broad purposes of planning and the mechanisms by which administrators and faculty contribute to planning. Through institutional governance, policies, administrative procedures, and other participation mechanisms, administrators and faculty have contributed to the development and implementation of institutional plans ([IVA3.5](#)) including, but not limited to, the following:

- Continuous Improvement Plan
- Strategic Plan
- Student Support and Success Program Plan
- Student Equity Plan
- Facilities Master Plan
- Technology Plan
- Equal Employment Opportunity Plan
- Guided Pathways Work Plan
- President’s Task Force Funding Plan
- Salinas Valley Adult Education Consortium Plan
- Basic Skills Initiative Plan

The PPA process ([IVA3.6](#)) provides for substantive contributions from administrators and faculty where resource allocation is linked to planning/budget. The College Planning Council serves as the College’s budget committee as defined in the CPC Handbook ([IVA3.2](#)) where administrators and faculty have significant roles.

Analysis and Evaluation

Policies, administrative procedures, and governance structures clearly define the roles of administrators, faculty, staff, and students in institutional governance. Through these mechanisms, all constituents have a voice in the development and implementation of policies, plans, and budget.

Conclusion

Hartnell College meets Standard IV.A.3.

Supporting Evidence

- IVA3.1 [BP 2510 Participation in Local Decision-Making](#)
- IVA3.2 [Governance Councils Handbooks](#)
- IVA3.3 [BP&AP 2410, Board Policies and Administrative Procedures](#)
- IVA3.4 [BP&AP 3250, Institutional Planning](#)
- IVA3.5 [Long Term Plans](#)
- IVA3.6 [Program Planning and Assessment](#)

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

BP 4020, “Program, Curriculum, and Course Development” ([IVA4.1](#)), places responsibility for curriculum upon the Curriculum Committee, a standing committee of the Hartnell College Academic Senate.

This policy states and describes the appropriate involvement of the faculty, the Academic Senate, and administrators in making recommendations in the areas of curriculum and academic standards. In addition to course review, approvals, and modifications, the committee has a focus on Title 5 compliance, Distance Education (DE) modality approval, statewide mandates, and ensuring the Board of Trustees is informed about curriculum changes. Curriculum workload is guided by annual goals developed by the Curriculum Chair and a curriculum timeline through the College's shared governance process.

In particular, BP 4020 states, “To satisfy statutory requirements and to assure implementation of the Mission and Vision Statements of Hartnell College, the superintendent/president shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance” ([IVA4.1](#)).

Appropriate involvement of the faculty and Academic Senate for making recommendations in the areas of curriculum and academic standards includes the following:

- Regular course, degree, and certificate review and justification
- All course, degree, and certificate compliance with Title 5 regulations
- All new program and program discontinuance approval by the Board
- All new program submission to the California Community Colleges Chancellor’s Office for approval ([IVA4.1](#))

AP 4020, “Program, Curriculum, and Course Development” ([IVA4.2](#)), defines committee composition as a combination of at least nine faculty members appointed by the Academic Senate to represent each academic division, including counseling and library. One adjunct faculty position is also included in the identified positions:

- Articulation officer
- Student Learning Outcomes coordinator or designee
- Vice president of Academic Affairs or designee
- Two deans of Academic Affairs selected by the vice president of Academic Affairs
- Dean of Student Affairs, Enrollment Services
- A student appointed by the Associated Students of Hartnell College as an ex officio member

The Curriculum Handbook ([IVA4.3](#)) defines additional policies and procedures for the variety of duties. Course approval is further defined in AP 4022, “Course Approval” ([IVA4.4](#)), with the Curriculum Committee charged with reviewing programs and degree and non-degree applicable, noncredit, and community service courses for approval to ensure that Hartnell College continues to serve students and the community. Specific policies that govern the regular duties of the Curriculum Committee include BP 4260 and AP 4260, “Prerequisites and Co-requisites” ([IVA4.5](#), [IVA4.6](#)), which describes how the committee oversees the developing and reviewing of course sequences through the application of course pre- and co-requisites.



AP 4021, “Establishing, Revitalizing Discontinuing Academic Programs” ([IVA4.7](#)), defines the process for developing, strengthening, or discontinuing programs. AP 4021 ensures that comprehensive factors, qualitative and quantitative, are considered when making decisions about instructional programs.

The Outcomes and Assessment Committee ([IVA4.8](#)) supports the Curriculum Committee, and it identifies strengths and opportunities in the

assessment process. The committee is able to assist in providing data to support resource allocation for performance improvement and program planning. This is accomplished through an assessment of Student Learning Outcomes and Service Area Outcomes. Faculty members actively assess their programs to improve Learning Outcomes. Programs are assessed at least once in a five-year period, and program courses are assessed multiple times within the same time frame.

Recommendations regarding student learning programs and services typically emerge through systematic planning processes that result in plans for program and services. BP 3250 and AP 3250, “Institutional Planning” ([IVA4.9](#)), define the broad purposes of planning and the mechanisms by which administrators and faculty contribute to planning. Through institutional governance, policies, administrative procedures, and other participation mechanisms, administrators and faculty have contributed to the development and implementation of institutional plans ([IVA4.10](#)).

Lastly, the Distance Education Committee ([IVA4.11](#)) ensures that appropriate development guidelines are created to assure the College provides accessible, inspiring, and effective learning opportunities for an increasingly diverse student population.

Analysis and Evaluation

Through clearly delineated, policies, procedures, committees, structures, and roles, College faculty and academic administrators have the responsibility for recommendations regarding curriculum and student learning programs and services. The procedures for the curriculum process are well-defined through established policies, administrative procedures, and Senate bylaws. The College maintains current and applicable curriculum through open channels of communication and clearly defined processes that enable the curriculum workload to be handled in a timely and equitable manner. The Curriculum Committee maintains an excellent balance of course development by working closely with administration and faculty to ensure the College provides learning opportunities for students that will benefit them academically, professionally, and personally. The addition of the Outcomes and Assessment Committee and the Distance Education Committee has strengthened the College’s processes for curriculum development and improvement of student learning programs and services.

Conclusion

Hartnell College meets Standard IV.A.4.

Supporting Evidence

- IVA4.1 [BP 4020 Program, Curriculum, and Course Development](#)
- IVA4.2 [AP 4020 Program Curriculum Course Development](#)
- IVA4.3 [Curriculum Committee Handbook](#)
- IVA4.4 [AP 4022 Course Approval](#)
- IVA4.5 [BP 4260 Prerequisites and Co-requisites](#)

- IVA4.6 [AP 4260 Prerequisites and Co-requisites](#)
- IVA4.7 [AP 4021 Establishing Revitalizing Discontinuing Academic Programs](#)
- IVA4.8 [Outcomes and Assessment Committee Handbook](#)
- IVA4.9 [BP&AP 3250, Institutional Planning](#)
- IVA4.10 [Long Term Plans](#)
- IVA4.11 [Distance Education Committee Handbook](#)

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College uses the Governance and Decision-Making Model ([IVA5.1](#)), and BP 2510 and AP 2510, “Participation in Local Decision-Making” ([IVA5.2](#)), to establish an effective College wide focus on institutional governance and to make it clear that all decisions are ultimately made by the superintendent/president or the Governing Board. The model incorporates processes that support input of relevant perspectives for decision-making at the course, department, program, and institution levels. BP 3250 and AP 3250, “Institutional Planning” ([IVA5.3](#)), detail the College’s institutional planning process and mandate involvement of all community constituencies. The governance councils and committees are composed of administrators, faculty, staff, and students who possess expertise and who have responsibilities that can support decision-making. Membership, roles, and responsibilities for governance councils are described in council handbooks ([IVA5.4](#)).

Timelines for the development and implementation of institutional plans are established at the beginning of any of these planning processes to ensure consideration of relevant perspectives and to ensure timely decision-making. Two examples include the timelines created for the development of the 2019-2024 Strategic Plan ([IVA5.5](#)) and the timeline for the development of the Guided Pathways Work Plan ([IVA5.6](#)). The College’s Model for Integrated Planning & Sustainable Continuous Quality Improvement guides the cycle of planning ([IVA5.7](#)). As part of the College’s integrated planning model, an annual comprehensive PPA process occurs each year ([IVA5.8](#)). This annual process of program review results in continual program improvement. The timeline for the approval of annual budget development requests is linked to positive program results ([IVA5.9](#)). All programs at Hartnell College complete the PPA process ([IVA5.10](#)).

BP 2410 and AP 2410, “Board Policy and Administrative Procedures” ([IVA5.11](#)), include a timeline for the review and development of Board Policies and Administrative Procedures.

AP 4022, “Course Approval,” establishes that curriculum development is a faculty-driven process of collegial consultation ([IVA5.12](#)). The Academic Affairs Council works closely with the Academic Senate on curricular changes as well as on specific academic and professional matters ([IVA5.13](#)). BP 4100, “Graduation Requirements” ([IVA5.14](#)), establishes that curriculum, including degree and certificate additions or modifications, is approved at least twice a year.

Analysis and Evaluation

The College has systems, policies, structures, procedures, and practices in place along with established timelines and plans that result in informed, timely actions on planning, policies, and curricular changes.

Conclusion

Hartnell College meets Standard IV.A.5.

Supporting Evidence

- IVA5.1 [Governance and Decision-making Model](#)
- IVA5.2 [BP 2510 Participation in Local Decision-Making](#)
- IVA5.3 [BP&AP 3250, Institutional Planning](#)
- IVA5.4 [Governance Councils Handbooks](#)
- IVA5.5 [Strategic Plan 2019-2024 Stages of Development](#)
- IVA5.6 [Timeline for Development of Guided Pathways Work Plan](#)
- IVA5.7 [Model for Integrated Planning](#)
- IVA5.8 [Program Planning and Assessment Process](#)
- IVA5.9 [Timeline for 2017 Program Planning and Assessment](#)
- IVA5.10 [Schedule of Annual Comprehensive Reviews](#)
- IVA5.11 [BP&AP 2410, Board Policies and Administrative Procedures](#)
- IVA5.12 [AP 4022 Course Approval](#)
- IVA5.13 [Academic Senate Constitution](#)
- IVA5.14 [BP 4100 Graduation Requirements](#)

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Processes for decision-making are documented in BP 2510 and AP 2510, “Participation in Local Decision-Making” ([IVA6.1](#)), the Governance and Decision-Making Model ([IVA6.2](#)), the Governance Councils Handbooks ([IVA6.3](#)), and in other policies and administrative procedures.

Recommendations and actions by governance councils are documented via council agendas and minutes, available on the College website for each of the governance councils. Recommendations and actions by the College Planning Council are communicated via email to the College community through a “highlights” report following each council meeting ([IVA6.4](#)) of the various listed councils:

- Academic Affairs Council ([IVA6.5](#))
- Academic Senate ([IVA6.6](#))
- Accreditation Council ([IVA6.7](#))
- Administrative Services Council ([IVA6.8](#))
- Advancement Council ([IVA6.9](#))
- College Planning Council ([IVA6.10](#))
- Facilities Development Council ([IVA6.11](#))
- Student Affairs Council ([IVA6.12](#))
- Technology Development Council ([IVA6.13](#))

Decisions and actions by the Governing Board are documented in the minutes of meetings and are posted on the College website. Decisions and actions by the Governing Board are communicated via a “highlights” report following each Board meeting ([IVA6.14](#)).

Decisions regarding resource allocation are documented through a communication to the College community from the superintendent/president ([IVA6.15](#)). A communication is also provided that summarizes actual resource allocation expenditures for the previous year ([IVA6.16](#)). Additionally, various decisions are communicated by the superintendent/president during presidential forums ([IVA6.17](#)) held each semester and presentations to faculty during convocation ([IVA6.18](#)). All the superintendent/president’s presentations are posted on the College website ([IVA6.19](#)).

As noted in all council handbooks, council members are responsible for the support and conveyance of council business. In particular, the council handbooks make clear the responsibilities of council members. As it is noted in the handbooks, council members are responsible for keeping their constituent groups informed about council actions and matters under review and consideration.

Council members commit to representing and working toward the best interests of all students, the College, and the community, although each member is encouraged to interact with and express the viewpoints of his/her constituent group. Council members commit to preparing in advance of meetings and to participating fully in council meetings. Council members commit to engaging in civil and respectful discussion, debate, and deliberation. Council members commit to working toward consensus in council deliberations prior to taking action. Council members reserve their right to cast an independent vote. Council members commit to supporting all actions taken by the council, regardless of the viewpoint each member may hold individually or express on any specific issue or action item.

Analysis and Evaluation

Decision-making processes are effectively documented through: policies, procedures, models, committee and council meeting agendas, minutes, documents, and Governing Board meeting agendas, minutes, and documents. Decisions and actions are documented and communicated through a variety of mechanisms including, but not limited to, the College website, presentations, and email communications.

Conclusion

Hartnell College meets Standard IV.A.6.

Supporting Evidence

- IVA6.1 [BP 2510 Participation in Local Decision-Making](#)
- IVA6.2 [Governance and Planning Model](#)
- IVA6.3 [Governance Councils Handbooks](#)
- IVA6.4 [Highlights of CPC Meeting April 4, 2018](#)
- IVA6.5 [Academic Affairs Council Website](#)
- IVA6.6 [Academic Senate Website](#)
- IVA6.7 [Accreditation Council Website](#)
- IVA6.8 [Administrative Services Council Website](#)
- IVA6.9 [Advancement Council Website](#)
- IVA6.10 [College Planning Council Website](#)
- IVA6.11 [Facilities Development Council Website](#)
- IVA6.12 [Student Affairs Council Website](#)
- IVA6.13 [Technology Development Council](#)
- IVA6.14 [Highlights of Governing Board Meeting February 6, 2018](#)
- IVA6.15 [Resource Allocation Decisions Communication 2017-18](#)
- IVA6.16 [Summary of Resource Allocation Expenditures 2016-17](#)
- IVA6.17 [President's Forum Presentation Spring 2017](#)
- IVA6.18 [Convocation Presentation Fall 2017](#)
- IVA6.19 [Superintendent President Presentations](#)

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

Governance, decision-making policies, procedures, and processes are well defined and instantiated with sufficient and appropriate structure to ensure timely evaluation in order to support both institutional integrity and effectiveness. The results of evaluations are widely communicated and serve as the basis for ongoing institutional improvement.

Evaluation of Leadership Roles

College leadership roles are regularly evaluated to assure their integrity. The superintendent/president is evaluated on an annual basis per BP 2435, "Evaluation of the CEO" ([IVA7.1](#)). BP 2200, "Board Duties and Responsibilities" ([IVA7.2](#)),



delineates Board duties, which include the responsibility to monitor institutional performance and educational quality. The Governing Board evaluates its effectiveness at least annually as specified in BP 2745, “Board Self-Evaluation” ([IVA7.3](#)). The Governing Board conducts its self-evaluation in an open meeting and the results ([IVA7.4](#)) are posted on the College website through the online portal for Governing Board meetings. At its May 1, 2018 meeting, the Governing Board established its self-evaluation process for 2017-18 ([IVA7.5](#)).

BP 7150 and AP 7150, “Evaluation of Administrative Employees” ([IVA7.6](#)), provide for the regular evaluation of all administrative employees.

Evaluation of Governance and Decision-making Policies and Processes

Governance councils are routinely evaluated for integrity and effectiveness as specified in



council handbooks. All governance councils were evaluated in 2014, 2015, and 2017, and the results of these evaluations were reviewed by each council and posted on council webpages ([IVA7.7](#)). An evaluation of the effectiveness of the overall governance system was conducted in 2014, 2015, and 2017, and the results of these evaluations were reviewed by the College Planning Council and posted to the CPC webpage ([IVA7.8](#)).

Changes and improvements to governance and decision-making processes have been implemented as a result of formal evaluations and open and collegial dialogue. For example, lack of clear communication of actions by College Planning Council was identified as an issue through the evaluation process. In an effort to improve communication, a highlights document is now sent to all employees and is posted on the CPC webpage ([IVA7.9](#)), providing a summary of CPC agenda items, actions, and recommendations.

Regular, consistent attendance of all council members was also identified as a problem in several evaluations. Lack of regular attendance created problems for councils in taking action on items due to lack of a quorum. As a result, a quorum was re-defined as a quorum of those present at the meeting ([IVA7.10](#)). Additionally, email contact is made with absent members as follow-up regarding attendance.

An additional classified employee was added to each governance council during 2017-18, and a part-time faculty member was added to governance councils.

A “Member Responsibility and Expectations for Participating in Governance” was added to each council handbook during 2017-18 ([IVA7.11](#)).

Analysis and Evaluation

Evaluation of leadership roles is regular and systematic. Evaluation of the College's governance and decision-making policies, procedures, and processes is regular and systematic. These evaluations are widely communicated and the results are used to improve leadership, governance, and decision-making.

Conclusion

Hartnell College meets Standard IV.A.7.

Supporting Evidence

- IVA7.1 [BP 2435 Evaluation of the CEO](#)
- IVA7.2 [BP 2200 Board Duties and Responsibilities](#)
- IVA7.3 [BP 2745 Board Self-Evaluation](#)
- IVA7.4 [Governing Board Self-Evaluation Results](#)
- IVA7.5 [Governing Board Self-Evaluation Process 2017-18](#)
- IVA7.6 [BP&AP 7150 Evaluation of Administrative Employees](#)
- IVA7.7 [Results of the Evaluation of Governance Councils Effectiveness](#)
- IVA7.8 [Results of the Evaluation of Overall Governance](#)
- IVA7.9 [CPC Highlights May 1, 2018 Meeting](#)
- IVA7.10 [CPC Meeting Minutes May 17, 2017](#)
- IVA7.11 [Governance Council Member Responsibilities and Expectations](#)

B. CHIEF EXECUTIVE OFFICER

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Through BP 2430, "Delegation of Authority to the Superintendent/President" ([IVB1.1](#)), the Governing Board delegates to the superintendent/president the executive responsibility for interpreting and administering the policies adopted by the Board and executing all Board decisions that require administrative action. In addition to the responsibility for policy administration, the superintendent/president also ensures the quality of the institution via a number of policies, procedures, and practices.

Planning/Organizing

As the chief executive officer of the District, the superintendent/president has the authority and responsibility for the quality of the College's instructional programs, student support services, and administrative services. BP 3250 and AP 3250, "Institutional Planning" ([IVB1.2](#)), establish that the superintendent/president has the primary role of implementing a comprehensive, systematic, and integrated system of planning that is collegial.

As mentioned throughout Standard I.B, the superintendent/president is responsible for creating and maintaining an effective and transparent College planning process that ensures constituent input into College decision-making with a focus on student success and completion. This process is accomplished through a strong and collegial governance structure that supports decision-making. The role of each constituency group and governance



committee in decision-making is outlined in BP 2510 and AP 2510, "Participation in Local Decision-Making" ([IVB1.3](#)). The superintendent/president co-chairs the College Planning Council, which provides final recommendations regarding all institutional plans and items that have college wide impact. The superintendent/president meets regularly with the leadership of all constituent groups to ensure decision-making is inclusive and collaborative.

The superintendent/president is responsible for ensuring the College has an organizational structure that supports institutional quality. When significant changes are made to the organizational structure, the superintendent/president communicates those changes to all concerned ([IVB1.4](#)).

Budgeting

A number of Board Policies and Administrative Procedures establish the superintendent/president as responsible and providing leadership for the District's fiscal management and stability. These include, but are not limited to:

- BP/AP 6200, "Budget Preparation" ([IVB1.5](#))
- BP/AP 6250, "Budget Management" ([IVB1.6](#))
- BP/AP 6300, "Fiscal Management" ([IVB1.7](#))

The superintendent/president is responsible for bringing a tentative and final budget each year to the Governing Board. The Board receives a preliminary budget presentation in spring each year ([IVB1.8](#)). The presentation updates the Board on the current budget and projections for the following year. The College's budget process is tied directly to planning through the PPA process. As outlined in Standard III, the College Planning Council makes budget recommendations to the superintendent/president who then makes recommendations to the Governing Board in adopting the budget.

Evidence of leadership for fiscal management is found in BP 6200 ([IVB1.5](#)), which establishes that general fund reserves shall never be less than 20%. General fund reserves have averaged 25% over the last five years ([IVB1.9](#)).

Pursuant to BP 2430, the superintendent/president delegates to the vice president of Administrative Services responsibility for all general business procedures of the District to assure the proper administration of property and contracts; the budget, audit, and accounting of funds; the acquisition of supplies, equipment, and property; and the protection of assets and persons in compliance with applicable laws and regulations. The vice president of Administrative Services also regularly provides reports to the Governing Board regarding financial statements, current financial planning projections, and expenditures ([IVB1.10](#)).

Selecting and Developing Personnel

As stipulated in BP 7110, “Delegation of Authority, Human Resources” ([IVB1.11](#)), the Governing Board members delegate authority to the superintendent/president to authorize employment, fix job responsibilities, and perform other personnel actions. The superintendent/president has provided effective leadership in the selection of personnel as evidenced by his participation in conducting final interviews for all full-time faculty positions and all administrative positions. He also makes final decisions for the hiring of all classified employees where he reviews the recommendations of hiring committees and the reference checks for all candidates. The superintendent/president has demonstrated leadership for the development of personnel. In 2013-14, he allocated a budget of \$100,000 for professional development of all employees and that budget has been retained in all years since; a Professional Development Committee coordinates and administers the budget ([IVB1.12](#)). In 2016-17, the superintendent/president developed the “Employee Scholars Program” to encourage all employees to pursue additional degrees and credentials. BP 7165 and AP 7165, “Employee Scholars Program” ([IVB1.13](#)), were adopted in 2016-17, and the program was implemented in 2017-18 with a budget of \$100,000 and the intent to fund the program every year. In 2015-16, an orientation ([IVB1.14](#)) for all new employees was implemented where historically only new faculty members received an orientation.

Board Policies and Administrative Procedures are in development to formalize historical practices for recruiting and hiring talented faculty, staff, and administrators ([IVB1.15](#)). These policies and procedures will be reviewed and approved during 2018-19 through the College’s governance process outlined in BP 2410 and AP 2410 ([IVB1.16](#)). The superintendent/president ensures that the College follows established policies and laws by delegating responsibility for the selection and development of personnel to the Office of Human Resources ([IVB1.17](#)).

Assessing Institutional Effectiveness

Assessment of institutional effectiveness was established as a priority by the superintendent/president upon his hiring in 2012. One of the first positions he created was the dean of Institutional Planning, Research, and Effectiveness. Over the last six years, the superintendent/president has supported the growth of this important institutional function and the department has grown from just the dean position to a staff of five full-time employees. In just his second meeting with the Governing Board in July 2012, the superintendent/president engaged the Board in establishing strategic priorities to guide the development of the Strategic Plan. The Strategic Plan was adopted in 2013 and



concluded in June 2018. The 2013-2018 Strategic Plan was focused on institutional effectiveness through the regular assessment of outcomes and key performance indicators ([IVB1.18](#)). The superintendent/president has established an institutional commitment to continuous quality improvement by institutionalizing evaluation and assessment efforts ([IVB1.19](#)). This is particularly evident in the process for the development of the College's next Strategic Plan ([IVB1.20](#)).

Analysis and Evaluation

Through BP 2430, "Delegation of Authority to the Superintendent/President" ([IVB1.1](#)), the Governing Board delegates to the superintendent/president the executive responsibility for interpreting and administering the policies adopted by the Board and executing all Board decisions that require administrative action. The superintendent/president has primary responsibility for the quality of the institution and provides effective leadership in every facet of the organization including planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Through the superintendent/president's guidance and direction, the College has established planning and resource allocation models that are integrated, evaluated, and effective in improving student achievement and success. Comprehensive data, both internal and external, are used to develop short- and long-term planning structures, priorities, goals, and objectives. The superintendent/president has established a culture of evidence and a focus on student learning and achievement.

Conclusion

Hartnell College meets Standard IV.B.1.

Supporting Evidence

- IVB1.1 [BP 2430, Delegation of Authority to the Superintendent President](#)
- IVB1.2 [BP&AP 3250, Institutional Planning](#)
- IVB1.3 [BP&AP 2510, Participation in Local Decision-Making](#)
- IVB1.4 [Communication about Reorganization of Career Technical Education \(CTE\) and Workforce Development](#)
- IVB1.5 [BP&AP 6200, Budget Preparation](#)
- IVB1.6 [BP&AP 6250, Budget Management](#)
- IVB1.7 [BP&AP 6300, Fiscal Management](#)
- IVB1.8 [2018-19 Tentative Budget Presentation](#)
- IVB1.9 [Ending General Fund Balances 2013-14 to 2017-18](#)
- IVB1.10 [Budget Report to the Governing Board](#)
- IVB1.11 [BP 7110, Delegation of Authority, Human Resources](#)
- IVB1.12 [Professional Development Committee](#)
- IVB1.13 [BP&AP 7165, Employee Scholars Program](#)
- IVB1.14 [Orientation for New Employees](#)
- IVB1.15 [Board Policies and Administrative Procedures for Recruiting and Hiring Personnel](#)

- IVB1.16 [BP&AP 2410, Board Policies and Administrative Procedures](#)
- IVB1.17 [AP 7110, Delegation of Authority, Human Resources](#)
- IVB1.18 [Hartnell College Handbook of Continuous Improvement Processes 2013-2018](#)
- IVB1.19 [Institutional Effectiveness Measures](#)
- IVB1.20 [Strategic Plan 2019-2024 Stages of Development](#)

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The superintendent/president has ultimate authority over College operations as outlined in BP 2430, “Delegation of Authority to the Superintendent/President” ([IVB2.1](#)). Included in BP 2430 is the authority for the superintendent/president to delegate duties to others.

Considerable operational authority is delegated to five vice presidents representing five major operational divisions of the College: Academic Affairs, Student Affairs, Administrative Services, Information Technology Resources, and Advancement/Development. Consistent with their respective roles and responsibilities as outlined in their individual position descriptions ([IVB2.2](#), [IVB2.3](#), [IVB2.4](#), [IVB2.5](#), [IVB2.6](#)) and reflective of the College’s organizational structure, each of the vice presidents and the dean of Institutional Planning, Research, and Effectiveness ([IVB2.7](#)) reports to the superintendent/president and provides leadership and management for all personnel and operations within their respective divisions. The Executive Cabinet meets weekly to discuss issues and collaboratively make data-driven decisions that are of broad scope that impact the College. The superintendent/president also has his own division, the Office of the Superintendent/President, which includes the Office of Institutional Planning, Research, and Effectiveness and the Office of Hispanic Serving Institution Initiatives ([IVB2.8](#)).

The administrative leadership team (all vice presidents, deans, directors, supervisors, and managers) meet each month following the first meeting of the Governing Board. This group meets to review actions and information from the recent Board meeting and to discuss matters pertaining to the institution, receive updates and information, and set planning agendas and priorities for not only their individual area of oversight but for the College as a whole ([IVB2.9](#)). This regular meeting of all administrators helps strengthen communication at all levels of the institution’s leadership team. Professional development is included in these monthly meetings and a focused professional development strategy (Leadership Institute for Administrators) will be implemented for the 2018-19 academic year ([IVB2.10](#)).

Per BP 2000, “Organizational Chart” ([IVB2.11](#)), the Office of the Superintendent/President maintains the College organizational charts clearly identifying the titles and areas of responsibility for all administrators. BP 2000 will be reviewed and updated during 2018-19 to become BP 3100 and AP 3100, “Organizational Structure” ([IVB2.12](#)). All organizational charts are available to the College community and the public through the College web site ([IVB2.13](#)). All administrators are expected to assist the College in achieving institutional goals, objectives, and priorities and support student learning and achievement through

administrative program review, planning, and the overall institutional strategic planning. Additionally, administrators are assigned to serve on all participatory governance councils and committees. Membership on all councils and committees can be accessed in the handbooks for all governance groups posted on the College website ([IVB2.14](#)).

The superintendent/president ensures that the organizational structure is regularly evaluated to determine if it is effective for the Institution's purpose, size, and complexity. A comprehensive assessment was conducted in 2012-13 ([IVB2.15](#)). Numerous organizational changes resulted from that assessment and many administrative positions were created. This was all documented in previous accreditation follow-up reports submitted to the Commission ([IVB2.16](#)). Another assessment will be conducted during the 2018-19 academic year. Because the College has several learning sites, appropriate administrative structures have been established to account for effective levels of staffing, administration, and support for the different learning sites. Both the Alisal Campus and the King City Education Center have dean positions responsible for the operations of the campuses ([IVB2.17](#)).

Analysis and Evaluation

Through Board Policies, Administrative Procedures, and actions, the superintendent/president plans, oversees, and evaluates an administrative structure that supports the purposes, size, and complexity of the institution to ensure an effective organizational structure for a multi-site single College district. The superintendent/president delegates authority to a core leadership team and consistently evaluates roles and responsibilities to ensure effective management and staffing.

Conclusion

Hartnell College meets Standard IV.B.2.

Supporting Evidence

- IVB2.1 [BP 2430, Delegation of Authority to the Superintendent President](#)
- IVB2.2 [Vice President of Academic Affairs Position Description](#)
- IVB2.3 [Vice President of Student Affairs Position Description](#)
- IVB2.4 [Vice President of Administrative Services Position Description](#)
- IVB2.5 [Vice President of Information and Technology Resources Position Description](#)
- IVB2.6 [Vice President of Advancement and Development Position Description](#)
- IVB2.7 [Dean of Institutional Planning, Research, and Effectiveness Position Description](#)
- IVB2.8 [Director of Hispanic Serving Institution Initiatives Position Description](#)
- IVB2.9 [Sample Agendas for Monthly Administrators Meeting](#)
- IVB2.10 [Leadership Development Program for Administrators 2018-19](#)
- IVB2.11 [BP 2000, Organizational Chart](#)
- IVB2.12 [BP&AP 3100, Organizational Structure \(draft\)](#)
- IVB2.13 [Organizational Charts](#)

- IVB2.14 [Handbooks for Governance Councils and Committees \(web site\)](#)
- IVB2.15 [Report on Assessment of Organizational Structure 2012-13](#)
- IVB2.16 [Changes to Organizational Structure](#)
- IVB2.17 [Administrative Responsibility for Other Learning Sites](#)

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the College sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high-quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Establishing a Collegial Process that Sets Values, Goals, and Priorities

The superintendent/president guides institutional improvement of the teaching and learning environment by maintaining a collegial process that establishes values, goals, and priorities



through his active leadership and involvement in a collegial governance structure and process. The last accreditation external follow-up evaluation report (April 2015) concluded the following about the College’s governance structure: “Hartnell’s new governance structure appears sound. There is a remarkable difference in how decisions are made,” noted a member of one of the new Governance Councils.

Numerous interviewees attested to a new culture of transparency and trust on campus. The integrity of the president and consistency in processes, procedures, and documents has helped to foster trust, encourage collegiality, and encourage participatory governance. Meetings with leaders from Classified Staff and Associated Students, as well as faculty and managers, confirm that a place and space is regularly made for people to speak their minds and contribute to the College.

Working with a Governance Planning Task Force, the superintendent/president was the chief architect of the current governance structure that was implemented in 2013-14. He serves as the co-chair of the College Planning Council, the College’s highest level governance council. The College has since evaluated the effectiveness of its governance structure three times (most recently 2016-17), and all evaluations have demonstrated strong satisfaction with the structure ([IVB3.1](#)).

Part of the work of the Governance Planning Task Force in 2012-13 was to develop institutional values. These values were adopted by the Governing Board in February 2014 ([IVB3.2](#)). In 2017-18, an ad hoc committee of the College Planning Council was formed to review Vision, Mission, and Values statements ([IVB3.3](#)). A survey was administered to all employees and students to solicit feedback on the Vision, Mission, and Values statements. Over 600 responded to the survey, and the results ([IVB3.4](#)) were utilized by the ad hoc committee in its review and evaluation of the statements. The ad hoc committee made its recommendations to the College Planning Council which approved recommended changes in April 2018 ([IVB3.5](#)). At the May 1, 2018 meeting, the Governing Board approved the revised Vision, Mission, and Values statements ([IVB3.6](#)).

The superintendent/president provided leadership in facilitating the Governing Board's adoption of strategic priorities in just his second meeting with the Board in July 2012 ([IVB3.7](#)). This process led to development of the College's 2013-18 Strategic Plan through a collegial process where goals linked to the strategic priorities adopted by the Governing Board were established ([IVB3.8](#)). The superintendent/president is providing leadership for the development of the next Strategic Plan 2019-24 that is being developed through a collegial process. The 2018-19 year is a transition year to evaluate the 2013-2018 Strategic Plan and to finalize the 2019-24 Strategic Plan that will be launched in 2019-20.

Upon the recommendation of the superintendent/president, the Governing Board adopted core outcomes as strategic priorities that will guide the next Strategic Plan ([IVB3.9](#)).

Ensuring the College Sets institutional Performance Standards for Student Achievement

The formal process of developing institution-set standards for student achievement began in the fall 2014 semester with a formulation of a task force representing different constituency groups. A timeline was created to develop the first set of institution-set standards ([IVB3.10](#)). The institution-set standards for student achievement established for 2014-15 included four metrics: course completion, retention, certificates, and degrees. Upon the recommendation of the superintendent/president, the 2014-15 standards were approved by the Governing Board on April 7, 2015 ([IVB3.11](#)). After thorough discussion and research, the College decided to set the standard for each metric at 5% below the mean of the most recent five years.

In 2015-2016, the College set institutional-set standards for student achievement for two more key metrics: student transfer and CTE job placement ([IVB3.12](#)) ([IVB3.13](#)). The proposed institution-set standards for 2015-16 were developed against the most valid and recent trend data that could be accessed. The College has also been setting standards for licensure examination passage rates annually as reflected in the ACCJC annual reports ([IVB3.14](#), [IVB3.15](#)). The College continues to set and/or update institution-set



standards for student achievement, student transfer, and CTE job placement annually ([IVB3.16](#)).

Ensuring that Evaluation and Planning Rely on High Quality Research and Analysis

The College's research agenda and quality of the data have significantly improved over the last six years. The superintendent/president has provided leadership in the development and expansion of the research, evaluation, and analysis functions that assure the College's effective planning. To provide evaluation and planning efforts with high-quality research and analysis, the superintendent/president created a dean of Institutional Planning, Research, and Effectiveness position ([IVB3.17](#)) during 2012-13. The position reports directly to the superintendent/president. The superintendent/president has provided leadership to ensure that adequate resources are provided to planning, evaluation, and research efforts. Over the last six years, the Office of Institutional Planning, Research, and Effectiveness has been strengthened to become an operation of seven full-time employees with the addition of responsibilities for Guided Pathways ([IVB3.18](#)). A particularly important development is making data and information readily available to faculty, staff, and administrators. Tools, data, reports, and resources are accessible through the Institutional Research web page ([IVB3.19](#)). Reports on external and internal conditions are used for evaluation and planning ([IVB3.20](#)).

Ensuring that Educational Planning is Integrated with Resource Planning and Allocation

The College adopted a "Model for Integrated Planning & Sustainable Continuous Quality Improvement" ([IVB3.21](#)). The College has developed and implemented several long-term plans ([IVB3.22](#)) through a collegial process that guides planning, decision-making, and resource allocation in support of student achievement and learning. All long-term plans are linked to the College's strategic priorities and goals and are posted on the College website. The College has a robust PPA process that informs decisions about resource allocation at the unit and program levels ([IVB3.23](#)).

Ensuring that the Allocation of Resources Supports Learning and Achievement

Through the budget planning and development and PPA processes ([IVB3.23](#)), resources are allocated to support student learning and achievement. Resource allocation requests must be linked to strategic priorities and goals. Recommendations for resource allocation are developed through these processes and are prioritized by the vice presidents working through governance structures. Resource allocation requests go before the College Planning Council (which serves as the College Budget Committee) and are then recommended ([IVB3.24](#)) to the superintendent/president who makes final decisions about resource allocation ([IVB3.25](#)). The superintendent/president's decisions are ultimately incorporated into the annual budget which is considered for approval by the Governing Board.

Procedures to Evaluate Overall Institutional Planning and Implementation Efforts

The "Model for Integrated Planning & Sustainable Continuous Quality Improvement" includes a component for evaluating institutional planning and its implementation. Procedures have been established to evaluate institutional planning and implementation efforts ([IVB3.26](#)).

Analysis and Evaluation

The 2013-18 Strategic Plan was collegially developed and established priorities, goals, and outcomes for the College. The 2019-24 Strategic Plan will be completed during 2018-19. The superintendent/president guides institutional improvement of the teaching and learning environment through ensuring policies, procedures, standards, systems, and processes are established to support excellence in teaching and learning. The College has demonstrated the effective utilization of evidence-informed planning, evaluation, and decision-making using high-quality research and analysis. Additionally, through the College Master Plan, three-year Strategic Plan, annual program review, and the work of the related committees, resource planning and allocation support student learning, student achievement, and institutional effectiveness in a mission-driven manner.

Conclusion

Hartnell College meets Standard IV.B.3.

Supporting Evidence

- IVB3.1 [Results of the Evaluation of Governance Councils Effectiveness 2016-17](#)
- IVB3.2 [Governing Board Approval of Vision, Mission, Values Statements 02-04-14](#)
- IVB3.3 [Formation of Ad Hoc Committee to Review Vision, Mission, Values Statement](#)
- IVB3.4 [Vision, Mission, Values Survey Results 2-5-18](#)
- IVB3.5 [CPC Approval of Vision, Mission, Values Statements](#)
- IVB3.6 [Governing Board Approval of Vision, Mission, Values Statements 05-01-18](#)
- IVB3.7 [Governing Board Workshop - Strategic Priorities \(July 25, 2012\)](#)
- IVB3.8 [2013-18 Strategic Plan](#)
- IVB3.9 [Governing Board Approval of Core Outcomes for 2019-24 Strategic Plan 08-01-17](#)
- IVB3.10 [Time Line for Development and Approval of Institution Set Standards](#)
- IVB3.11 [Institution Set Standards for 2014-15](#)
- IVB3.12 [Institution Set Standards for Student Transfers for 2015-16](#)
- IVB3.13 [Institution Set Standards for CTE Program Job Placement](#)
- IVB3.14 [ACCJC AAR](#)
- IVB3.15 [Assessment of Institution-Set Standards 4-2-18](#)
- IVB3.16 [Institution Set Standard for Student Achievement, Student Transfer, CTE JP](#)
- IVB3.17 [Dean of Institutional Planning, Research, and Effectiveness Position Description](#)
- IVB3.18 [Office of IPRE Org Chart](#)
- IVB3.19 [Institutional Research Web Page](#)
- IVB3.20 [Reports on Internal and External Conditions](#)
- IVB3.21 [Model for Integrated Planning & Sustainable Continuous Quality Improvement](#)
- IVB3.22 [Long Term Plans](#)
- IVB3.23 [2018 Program Planning and Assessment Process](#)
- IVB3.24 [CPC Consideration of Resource Allocation Requests 2017-18](#)
- IVB3.25 [Resource Allocation Requests and Funding Decisions for 2017-18](#)

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

BP 3200, “Accreditation” ([IVB4.1](#)), establishes that the Governing Board is committed to educational quality and continuous improvement through accreditation. The superintendent/president is responsible for implementing Board Policy and per AP 3200, “Accreditation” ([IVB4.2](#)), he has primary leadership responsibility for approving all reports and submissions to the Commission and he recommends approval of all reports to the Governing Board. AP 3200 also provides for the involvement of appropriate faculty, staff, and administrators in accreditation processes.

The superintendent/president arrived at the College at the conclusion of a comprehensive accreditation visit that made several recommendations and placed the College on probation. Under his leadership, all of the recommendations and sanctions were resolved. The superintendent/president has considerable experience with accreditation. He has been an evaluator for the Commission since 2000 and has served as team chair for six comprehensive evaluation visits. In 2016, he was elected as an ACCJC Commissioner where he also serves on its Evaluation and Planning Committee ([IVB4.3](#)). Since 2015, he has been a member of the Substantive Change Committee for the Western Association of Colleges and Universities (Senior Colleges and Universities). He is the only community College representative on this committee. During 2016-17 and 2017-18, he served on the community College workgroup that explored long-range goals and structure for alignment of higher education accreditation in the Western Region.

Per AP 3200, “Accreditation,” the superintendent/president has assigned the College’s Accreditation Liaison Officer (ALO) responsibilities to the vice president for Academic Affairs. The superintendent/president meets regularly with the ALO to collaborate on Eligibility Requirements, Accreditation Standards, Commission policies and the College’s accreditation standing.

As part of a new governance structure implemented in 2013-14, the superintendent/president created an Accreditation Council ([IVB4.4](#)). The council was created to ensure that accreditation remains an ongoing matter of quality assurance for the College rather than an event that occurs every seven years. The Accreditation Council has broad representation from all segments of the College, and co-chairs of the accreditation standards for the ISER are permanent members of the council ([IVB4.5](#)). The Accreditation Council's purpose is to implement, monitor, review, evaluate, and revise College accreditation activities and procedures in accordance with ACCJC Accreditation Standards, Policies, and Eligibility Requirements ([IVB4.6](#)).

Analysis and Evaluation

Through policies, procedures, governance, and practices, the superintendent/president has the primary leadership responsibility for ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission Policies. Through policies, procedures, governance, and practices, faculty, staff, and administrative leaders have responsibilities related to assuring compliance with accreditation requirements.

Conclusion

Hartnell College meets Standard IV.B.4.

Supporting Evidence

- IVB4.1 [BP 3200, Accreditation](#)
- IVB4.2 [AP 3200, Accreditation](#)
- IVB4.3 [ACCJC Commissioners](#)
- IVB4.4 [Accreditation Council Meetings 2017-18](#)
- IVB4.5 [Accreditation Council Members](#)
- IVB4.6 [Accreditation Council Handbook](#)

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Governing Board delegates authority to the superintendent/president for administering Board Policies and ensuring compliance with relevant statutes and regulations ([IVB5.1](#)). The superintendent/president assures that institutional practices are consistent with institutional mission and policies through BP 2410 and AP 2410, “Board Policies and Administrative Procedures” ([IVB5.2](#)). This policy and administrative procedure provides the governance process for developing, reviewing, and updating Board Policies and Administrative Procedures. Administrative procedures implement Board policies and memorialize institutional practices. All Board Policies and Administrative Procedures are available to the College community and the public through posting on the College website.

To keep institutional priorities foremost, the Mission and Vision statements are recorded on all meeting agendas ([IVB5.3](#)). Additionally, all governance council handbooks include the Vision, Mission, and Values statements ([IVB5.4](#)).

Through Board Policies and Administrative Procedures, the superintendent/president assures effective control of budget and expenditures.

- BP/AP 6200, “Budget Preparation” ([IVB5.5](#))
- BP/AP 6250, “Budget Management” ([IVB5.6](#))
- BP/AP 6300, “Fiscal Management” ([IVB5.7](#))

Analysis and Evaluation

Board Policies, Administrative Procedures, institutional governance systems, and institutional practices assure that the superintendent/president implements statutes, regulations, and Governing Board policies and also assure that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Conclusion

Hartnell College meets Standard IV.B.5.

Supporting Evidence

- IVB5.1 [BP 2430, Delegation of Authority to the Superintendent President](#)
- IVB5.2 [BP-AP 2410, Board Policies & Administrative Procedures](#)
- IVB5.3 [College Planning Council Agenda May 15, 2018](#)
- IVB5.4 [College Planning Council Handbook](#)
- IVB5.5 [BP&AP 6200, Budget Preparation](#)
- IVB5.6 [BP&AP 6250, Budget Management](#)
- IVB5.7 [BP&AP 6300, Fiscal Management](#)

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The superintendent/president works with and communicates effectively with the campus community and with the communities served by the College through a number of actions.

President’s Weekly Report to the Board of Trustees

The superintendent/president produces the “President’s Weekly Report to the Board of Trustees” ([IVB6.1](#)). These reports are posted on the College website. After each report is posted, an email is sent to all students, all employees, elected officials, K-12 board members, organizations, and all donors, stakeholders, and partners informing them that the report is available ([IVB6.2](#)). The report focuses on achievements, accomplishments, events,



activities, programs, initiatives, honors, recognition, institutional effectiveness, and outcomes. Since July 2012, the superintendent/president has produced this report every week with the exception of some holiday breaks ([IVB6.3](#)).

Highlights of Governing Board Meetings

Beginning in 2014, the superintendent/president began producing a “highlights” report following each meeting of the Governing Board ([IVB6.4](#)) in recognition that not all employees are able to attend every board meeting. However, it is important that all employees be informed as much as possible about the work of the Governing Board. The report summarizes information and particularly actions taken by the Governing Board and is posted on the College website ([IVB6.5](#)). An email is sent to the College community when the report is posted ([IVB6.6](#)).

Highlights from College Planning Council Meetings

Beginning in 2014-15, the superintendent/president began producing a “highlights” report following each meeting of the College Planning Council ([IVB6.7](#)). This strategy emerged from the assessment of the effectiveness of the governance structure. One of the items identified as needing improvement was communication about information and actions resulting from the work of the College Planning Council. The report summarizes information and particularly actions taken by the College Planning Council and is posted on the CPC web page ([IVB6.8](#)). An email is sent to the College community when the report has been posted ([IVB6.9](#)).



President’s Forums/State of the College Address

At least once each semester, the superintendent/president hosts a President’s Forum in which he provides a State of the College address for all employees. These presentations are posted on the College website for those who are unable to attend ([IVB6.10](#)).

Convocation/State of the College Address

The superintendent/president provides a State of the College address at convocation each semester, and these presentations are posted on the College website ([IVB6.10](#)).



Press Releases and Press Conferences

The College sends regular press releases in an effort to communicate widely about achievements, accomplishments, events, activities, programs, initiatives, honors, recognition, institutional effectiveness, outcomes, and student success ([IVB6.11](#)).

Community Presentations regarding Measure T (Facilities Bond Measure)

During the campaign for Measure T leading up the election in November 2016, the superintendent/president provided over 30 formal presentations and numerous informal presentations ([IVB6.12](#)). The bond measure passed with 69% voter approval. These presentations included an update on Hartnell College as well as specific information about the need for new and renovated facilities.

Report to the Community

Each year since 2012-13, a “Report to the Community” has been published, which is broadly distributed through the District and posted on the College website ([IVB6.13](#)).

Presentations across the Communities Served by the College

The superintendent/president makes many presentations each year to organizations, agencies, service clubs, and school districts throughout the District in an effort to keep everyone informed about programs and services, initiatives, and outcomes. These presentations are posted on the College website ([IVB6.10](#)).

Active Involvement with Local Agencies, Organizations, and the Community

The superintendent/president is actively engaged with many local agencies and organizations, which provides opportunities to work with and communicate with communities served by the College ([IVB6.14](#)). The superintendent/president attends numerous events throughout the communities served to further work with the communities and to strengthen relationships ([IVB6.15](#)).

Active Involvement with Professional Organizations

Involvement with professional organizations provides an opportunity for the superintendent/president to network with other professionals to gather information on best practices and high-impact strategies which in turn help him work effectively with the communities served by the College ([IVB6.14](#)).

Strategic Planning Advisory Group

For the 2013-18 Strategic Plan, the superintendent/president formed the Strategic Planning Advisory Group, which meets biannually ([IVB6.16](#)). The SPAG is not a working group. Its purpose is to provide another mechanism for communicating effectively with the communities served by the College. The SPAG serves as a sounding board for reporting progress on outcomes for the strategic plan. Its membership includes members of the community as well as College staff and a representative from the Governing Board ([IVB6.17](#)). Additional College updates are provided to the group as well.

Standing Report at Hartnell College Foundation Board Meetings

The superintendent/president provides a College update at every meeting of the Hartnell College Foundation Board of Directors and the Executive Committee Meeting ([IVB6.18](#)).

Lunches with Student Groups

Beginning in 2013-14, the superintendent/president began hosting two to three informal lunch meetings each semester with groups of students ([IVB6.19](#)). These meetings provide an opportunity for the superintendent/president to hear directly from students regarding their

challenges, achievements, and successes. Lunch meetings have been hosted for student athletes, EOPS students, students served by DSPS, undocumented students, students served by TRIO, students served by MESA, officers of the Associated Students of Hartnell College, and others.

Lunches with Employees

Beginning in 2013-14, the superintendent/president began hosting two to three informal lunch meetings each semester with groups of employees ([IVB6.20](#)). The lunches include a mix of faculty members, classified staff, and administrators. These meetings provide an opportunity for the superintendent/president to hear directly from employees and to learn personally about employees.

Analysis and Evaluation

Through presentations, structured communications, publications, active involvement in local organizations and agencies, participation in community events, formal groups, and informal gatherings, the superintendent/president works with and communicates effectively with both the College community and the communities served by the College.

Conclusion

Hartnell College meets Standard IV.B.6.

Supporting Evidence

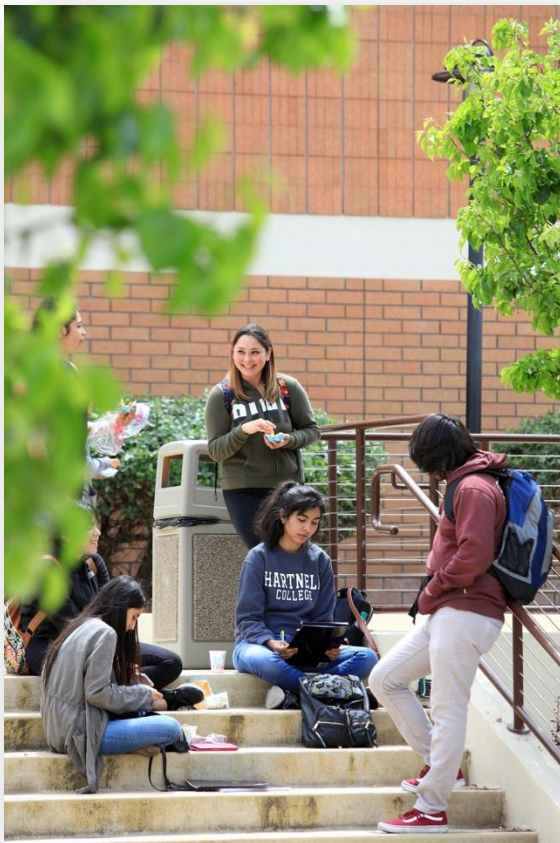
- IVB6.1 [Sample President's Weekly Report to the Board of Trustees](#)
- IVB6.2 [Email Distribution for Weekly Report](#)
- IVB6.3 [Web Page President's Weekly Report to the Board of Trustees](#)
- IVB6.4 [Sample Highlights of Board of Trustees Meeting](#)
- IVB6.5 [Posting of Highlights from Board of Trustees Meetings](#)
- IVB6.6 [Email to Employees about Governing Board Meeting Highlights](#)
- IVB6.7 [Sample Highlights from College Planning Council Meeting](#)
- IVB6.8 [Posting of Highlights from College Planning Council Meeting](#)
- IVB6.9 [Email to Employees about College Planning Council Meeting Highlights](#)
- IVB6.10 [Superintendent-President Presentations](#)
- IVB6.11 [Press Releases](#)
- IVB6.12 [Measure T Presentations Log](#)
- IVB6.13 [Reports to the Community](#)
- IVB6.14 [Superintendent-President Membership and Service](#)
- IVB6.15 [Superintendent-President Log of Involvement 2017-18](#)
- IVB6.16 [Strategic Planning Advisory Group](#)
- IVB6.17 [Members of the Strategic Planning Advisory Group](#)
- IVB6.18 [Hartnell College Foundation Board of Directors Meeting Agendas](#)
- IVB6.19 [Lunch Meetings with Students \(page 5\)](#)

C. GOVERNING BOARD

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Governing Board is authorized by state law ([IVC1.1](#)) and local policy to establish policies



for the District, approve annual and long-range plans and programs, and oversee the administration of the District. BP 1005, “Authority of the Governing Board” ([IVC1.2](#)), articulates the legal authority of the Governing Board. BP 2200, “Board Duties and Responsibilities” ([IVC1.3](#)), defines Board authority and responsibility in assuring the academic quality, integrity, effectiveness, and financial stability of the College.

The College publishes all Board Policies and Administrative Procedures on the College’s website ([IVC1.4](#)), so they are conveniently available to students, employees, and the public. These policies and administrative procedures are divided into seven chapters focusing on (1) the District and Mission, (2) the Board of Trustees, (3) General Institution, (4) Academic Affairs, (5) Student Services, (6) Business and Fiscal Affairs, and (7) Human Resources. It is through these Board Policies and Administrative Procedures that the Governing Board

assures academic quality, integrity, and effectiveness for all the programs and services as well as financial stability. BP 2410 and AP 2410 ([IVC1.5](#)), “Board Policies and Administrative Procedures,” provide a comprehensive process for review of all policies and procedures through College governance that ultimately results in approval by the Governing Board for Board Policies and approval of Administrative Procedures by the superintendent/president. The College subscribes to the Community College League of California (CCLC) policy and procedure service that sends draft revisions twice annually for policies and procedures based

upon required legal changes or suggested best practices. A committee or council can also trigger a review based upon a need to change.

Analysis and Evaluation

The Governing Board has demonstrated effectiveness in exercising authority over its duties and responsibilities. The Governing Board, through the College mission, policies, procedures, plans, and budget, sets expectations about the Institution’s academic quality, integrity, and effectiveness of student learning programs and services as well as its financial stability. This authority is documented in policy and practice. BPs 1005 and 2200 provide clear authority for the Governing Board to represent the public interest, establish policies, hire and evaluate the CEO, assure fiscal health and stability, and monitor the College’s performance and educational quality. BP 2410 and AP 2410 provide the process for establishing policy that implements the authority of the Governing Board. A collection of Board Policies and Administrative Procedures assures academic quality, integrity, effectiveness for all student learning programs and services, and the financial stability of the institution.

Conclusion

Hartnell College meets Standard IV.C.1 and Eligibility Requirement 7.

Supporting Evidence

- IVC1.1 [California Education Code Section 70902](#)
- IVC1.2 [BP 1005 Authority of the Governing Board](#)
- IVC1.3 [BP 2200 Board Duties and Responsibilities](#)
- IVC1.4 [All Board Policies and Administrative Procedures](#)
- IVC1.5 [BP&AP 2410 Board Policies and Administrative Procedures](#)

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Governing Board acts as a collective entity after full and open discussion of a College business matter has taken place and a vote held. The practice of a unified and collective voice is supported by BP 2200, “Board Duties and Responsibilities” ([IVC2.1](#)), which states the Governing Board will “act as a unit.” When Governing Board members do have differing opinions on issues, they engage in debate professionally and with civility.

BP 2330, “Quorum and Voting” ([IVC2.2](#)), outlines the specifics of Board voting. For most items, a simple majority of the Governing Board is required for action to be taken. Actions such as purchase of property, deeds, exemption from planning commissions, or appropriations from the reserve require a two-thirds majority of the full Board. Finally, for actions such as

sale or lease of property to the state, county, or city, or involving the production of gas, the unanimous decision of the Governing Board is required.

The Governing Board follows the Ralph M. Brown Act ([IVC2.3](#)) and cannot conduct or discuss District business with each other as a governing body when not at a recognized and properly announced Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Governing Board operations.

Analysis and Evaluation

Governing Board policy provides a framework for collective action that effectively guides Board discussions, voting, and actions. Governing Board members engage in debate and present multiple perspectives during discussions, but still come to collective decisions on all matters and support those decisions once reached.

Conclusion

Hartnell College meets Standard IV.C.2.

Supporting Evidence

- IVC2.1 [BP 2200 Board Duties and Responsibilities](#)
- IVC2.2 [BP 2330 Quorum and Voting](#)
- IVC2.3 [Ralph M. Brown Act](#)

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard

The Governing Board has established policies defining selection and evaluation of the superintendent/president. BP 2431, “CEO Selection” ([IVC3.1](#)), describes the process for selecting the superintendent/president. The Governing Board utilized this policy in 2011-12 in selecting the current superintendent/president who began employment in July 2012. The Governing Board utilized an executive recruitment firm and a committee comprising faculty, staff, administrators, and community members to conduct the initial screening and interview processes. BP 2435, “Evaluation of the CEO” ([IVC3.2](#)), is the policy for evaluating the performance of the superintendent/president. Each year, the Governing Board establishes the process and procedure for the evaluation of the superintendent/president, which has included the following components each of the last five years:

- Superintendent/president self-evaluation
- Governing Board performance evaluation of the superintendent/president effectiveness through a survey completed by each Governing Board member

- Review of superintendent/president goals established during the previous performance evaluation
- Open discussion and review of superintendent/president performance during closed session meeting of the Governing Board (with superintendent/president present)
- Establish superintendent/president goals for the next performance evaluation.

Performance evaluations for the superintendent/president have been completed each year 2013-2018 ([IVC3.3](#)).

Analysis and Evaluation

Established policies BP 2431 and BP 2435 define the process for superintendent/president selection and performance evaluation. BP 2431 was utilized in 2011-12 for selecting the current superintendent/president. BP 2435 has been utilized every year since 2013 to evaluate the performance of the superintendent/president.

Conclusion

Hartnell College meets Standard IV.C.3.

Supporting Evidence

- IVC3.1 [BP 2431 CEO Selection](#)
 IVC3.2 [BP 2435 Evaluation of CEO](#)
 IVC3.3 [CEO Evaluation, Minutes of Board Meeting 2013-2018](#)

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Governing Board is an independent, policy-making body with seven members each representing defined areas within the Hartnell CCD. Trustees are elected by specific voting districts to help ensure the Governing Board members are familiar with and advocate for the needs of their electorate as well as the needs of all residents within the District, which is in the public interest.

BP 2200, "Board Duties and Responsibilities" ([IVC4.1](#)), specifies the authority of the Governing Board as a policy-making body, including the following specific authorities and responsibilities:

- Acts as a unit
- Represents the public interest
- Establishes policies that define the institutional mission and set prudent, ethical, and legal standards for College operations
- Hires and evaluates the CEO
- Delegates power and authority to the chief executive to effectively lead the District
- Assures fiscal health and stability
- Monitors institutional performance and educational quality
- Advocates and protects the District

BP 2715, “Code of Ethics/Standards of Practice” ([IVC4.2](#)), and BP 2716, “Political Activity” ([IVC4.3](#)), provide a framework and guidance for preventing undue influence or political pressure. BP 2715 provides that “As individuals, Trustees make no commitments on behalf of the Board to constituents, nor do they criticize or work against Board decisions.” Additionally, BP 2715 provides that Governing Board members will demonstrate:

- Equity in attitude
- Trustworthiness in stewardship
- Honor in conduct
- Integrity of character
- Commitment to service

The public interest is also served through regular meetings of the Governing Board, open to the public and announced/posted at least ten days in advance of the meeting date per BP 2310, “Regular Meetings of the Governing Board” ([IVC4.4](#)). Meeting agendas are posted at least 72 hours before the meeting per BP 2340, “Agendas” ([IVC4.5](#)). The Governing Board provides time for public comment at the beginning of meetings. Public comment provides a consistent forum for public interaction with the Governing Board and for voicing of community concerns regarding any component of College operations.

Two Board Policies work together to ensure that public participation is included in the Governing Board meetings. BP 2345, “Public Participation in Governing Board Meetings” ([IVC4.6](#)), ensures that anyone wishing to address the Governing Board may do so. BP 2350, “Speakers” ([IVC4.7](#)), provides additional guidance on how persons may address the Governing Board.

Analysis and Evaluation

Board Policies and Administrative Procedures provide the framework for ensuring that the Governing Board is an independent, policy-making body that reflects the public interest in the College’s educational quality. Board Policies and Administrative Procedures provide rules and guidance for Governing Board members to conduct and establish protocols to protect the College from undue influence or political pressure. Public interest in educational quality and College operations is provided through public comment at meetings of the Governing Board and through the Board’s consistent adherence to open meeting laws and principles. Minutes of meetings provide examples of public input and comments.

Conclusion

Hartnell College meets Standard IV.C.4.

Supporting Evidence

- IVC4.1 [BP 2200 Board Duties and Responsibilities](#)
- IVC4.2 [BP 2715 Code of Ethics Standards of Practice](#)
- IVC4.3 [BP 2716 Political Activity](#)
- IVC4.4 [BP 2310 Regular Meetings of the Governing Board](#)
- IVC4.5 [BP 2340 Agendas](#)
- IVC4.6 [BP 2345 Public Participation in Governing Board Meetings](#)
- IVC4.7 [BP 2350 Speakers](#)

IV.C.5 The governing board establishes policies consistent with the College/district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Governing Board-approved BPs and their accompanying APs ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them ([IVC5.1](#)).

BP 2200, “Board Duties and Responsibilities” ([IVC5.2](#)), makes clear that the Governing Board has responsibility to:

- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for College operations
- Assure fiscal health and stability
- Monitor institutional performance and educational quality

The Governing Board demonstrates it has ultimate responsibility for educational quality, legal matters, and financial integrity and stability primarily through two processes. The Governing Board takes action at regularly scheduled meetings on these matters, and it consistently studies these matters at regularly scheduled meetings. Examples of this ultimate responsibility include:

- Approval of actions concerning educational quality ([IVC5.3](#))
- Approval of actions concerning legal matters ([IVC5.4](#))
- Approval of the District budget and adjustments to the budget ([IVC5.5](#))
- Adoption of BP 6200, “Budget Preparation,” requiring a general fund reserve not less than 20% ([IVC5.6](#))

Analysis and Evaluation

Policies have been established by the Governing Board ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Governing Board takes action on educational quality, legal matters, and matters of financial integrity and stability, demonstrating the Governing Board has ultimate responsibility for these items.

Conclusion

Hartnell College meets Standard IV.C.5.

Supporting Evidence

- IVC5.1 [Hartnell CCD Board Policies and Administrative Procedures](#)
- IVC5.2 [BP 2200 Board Duties and Responsibilities](#)
- IVC5.3 [Minutes of Governing Board Meetings Concerning Educational Quality](#)
- IVC5.4 [Minutes of Governing Board Meetings Concerning Legal Matter](#)
- IVC5.5 [Minutes of Governing Board Meetings Concerning Financial Integrity & Stability](#)
- IVC5.6 [BP 6200 Budget Preparation](#)

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Governing Board policies and procedures are published on the College's website ([IVC6.1](#)). BP 2010, "Board Membership" ([IVC6.2](#)), establishes the size of the seven-member board. BP 2015, "Student Member of the Governing Board" ([IVC6.3](#)), provides for a student trustee elected by the student body. BP 2200, "Board Duties and Responsibilities" ([IVC6.4](#)), clearly establishes the board duties and responsibilities. BP 2210, "Officers" ([IVC6.5](#)), establishes the role of the Board president, vice president, and secretary. BP 2220, "Committees of the Board" ([IVC6.6](#)), establishes the ability for the Board to form ad hoc committees. Additional Board Policies in Chapter 2 (numbered 2000) ([IVC6.7](#)) describe and define operational procedures of the Board.

Analysis and Evaluation

The Governing Board has adopted a comprehensive set of policies and procedures informed by collegial governance, superintendent/president recommendations, and legal guidance, as needed. These are made public on the College's website and include policies that specify the size, duties, responsibilities, structure, and operational procedures for the Governing Board.

Conclusion

Hartnell College meets Standard IV.C.6.

Supporting Evidence

- IVC6.1 [Hartnell CCD Board Policies and Administrative Procedures](#)
- IVC6.2 [BP 2010 Board Membership](#)
- IVC6.3 [BP 2015 Student Member of the Governing Board](#)
- IVC6.4 [BP 2200 Board Duties and Responsibilities](#)
- IVC6.5 [BP 2210 Officers](#)
- IVC6.6 [BP 2220 Committees of the Board](#)
- IVC6.7 [Chapter 2, Board of Trustees](#)

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Governing Board Policies provide a clear framework and guidance for all actions and activities of the Governing Board. The Board consistently acts in accordance with all Policies and Administrative Procedures. Review of all Policies and Administrative Procedures is conducted on an ongoing basis to ensure they are current and consistent with regulatory provisions, accreditation, and legislation. All Board Policies and Administrative Procedures are established, reviewed, and/or revised according to process outlined in BP 2410 and AP 2410 ([IVC7.1](#)). Per the BP/AP, they are reviewed through the College governance process. At the appropriate time, Board Policies are brought before the Governing Board for a first reading and then a second reading at a subsequent meeting for approval consideration. Administrative Procedures are developed through the College governance process and approved by the superintendent/president. All Administrative Procedures are shared with the Governing Board as an information item when the accompanying Board Policy is brought before the Board.

Since 2012-13, a systematic approach has been utilized to either update existing or to develop new policies and procedures. A significant part of that work has been updating many existing Board Policies and converting them into the current structure and numbering system. An inventory of all Policies and Procedures is maintained ([IVC7.2](#)). Each year, the superintendent/president selects a list from the inventory to be reviewed and/or developed to ensure that regular progress is made in updating and/or developing Policies and Procedures. Over the last five years, 80 Board Policies and 89 Administrative Procedures have been established and/or revised. Because of regular changes through legislation, regulatory provisions, and/or accreditation, policies and procedures will always be in a state of review, revision, and/or development.

Analysis and Evaluation

Board Policies guide consistent actions, activities, and decisions of the Governing Board. All Board Policies and Administrative Procedures are regularly reviewed for their effectiveness through a comprehensive, structured process and are revised as necessary.

Conclusion

Hartnell College meets Standard IV.C.7.

Supporting Evidence

IVC7.1 [BP-AP 2410, Board Policies and Administrative Procedures](#)

IVC7.2 [Inventory of BP&APs](#)

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board established “student success” as one of its strategic priorities as the foundation of developing the 2013-18 Strategic Plan ([IVC8.1](#)). The Governing Board receives regular reports and presentations and reviews key indicators of student learning and achievement. The Governing Board reviews and approves institutional plans for improving academic quality as noted:

- Student Success Scorecard ([IVC8.2](#))
 - 2013-18 Strategic Plan ([IVC8.3](#))
 - 2013-18 Strategic Plan Progress Report ([IVC8.4](#))
 - Institutional Effectiveness Partnership Initiative (IEPI) Goals ([IVC8.5](#))
 - ACCJC Institution-Set Standards ([IVC8.6](#))
 - Student Support and Success Program Plan ([IVC8.7](#))
 - Student Equity Plan ([IVC8.8](#))
 - Guided Pathways Planning ([IVC8.9](#))
 - Salinas Valley Adult Education Consortium Plan ([IVC8.10](#))
-

Analysis and Evaluation

The Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Governing Board agendas, minutes, and actions provide evidence of this engagement.

Conclusion

Hartnell College meets Standard IV.C.8.

Supporting Evidence

- IVC8.1 [2013-18 Strategic Plan](#)
- IVC8.2 [Student Success Scorecard Governing Board Agendas and Minutes](#)
- IVC8.3 [2013-18 Strategic Plan Governing Board Agendas and Minutes](#)
- IVC8.4 [2013-18 Strategic Plan Progress Report Governing Board Agendas and Minutes](#)
- IVC8.5 [Institutional Effectiveness Partnership Initiative \(IEPI\) Goals Governing Board Agendas and Minutes](#)
- IVC8.6 [ACCJC Institution-Set Standards Governing Board Agendas and Minutes](#)
- IVC8.7 [Student Support and Success Program Plan Governing Board Agendas and Minutes](#)
- IVC8.8 [Student Equity Plan Governing Board Agendas and Minutes](#)
- IVC8.9 [Guided Pathways Planning Governing Board Agendas and Minutes](#)
- IVC8.10 [Salinas Valley Adult Education Consortium Plan Governing Board Agendas and Minutes](#)

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Governing Board members engage in regular, ongoing education and professional development as addressed in BP 2740 and AP 2740, Board Education and Professional Development ([IVC9.1](#)). Each year, a list of professional development opportunities for the Governing Board is provided at a regular meeting ([IVC9.2](#)), and the list of opportunities is updated as additional opportunities arise. A summary of Governing Board education and training activity since 2013-14 has been documented ([IVC9.3](#)). The most formal, new member orientation is delivered through attendance at professional conferences and meetings. Per AP 2740 and consistent with budget development procedures for the District, the Governing Board reviews expenditures for board education and professional development and establishes a budget for the subsequent year ([IVC9.4](#)).

For nine of the 12 months each year, the Governing Board has development/study session meetings where staff offer in-depth presentations on selected topics to ensure the Governing Board maintains current understanding of important aspects of programs, services, initiatives, operation, student success, legislation, and accreditation ([IVC9.5](#)). Some of these are also presented at regular meetings of the Governing Board.

The superintendent/president has standing one-on-one, monthly meetings with Governing Board members. During these meetings, there is considerable education and professional

development related to the College and to aspects of governance. An informal library of publications and materials is maintained for Governing Board members in the office of the superintendent/president.

Candidates for the Governing Board are oriented to the District prior to any election. All candidates receive a communication from the superintendent/president and are provided with access to important information about the District, the College, and its operations ([IVC9.6](#)).

BP 2100, “Board Elections” ([IVC9.7](#)), provides for staggered terms of office. BP 2110 and AP 2110, “Vacancies on the Board” ([IVC9.8](#)), provide the policy and procedures for addressing vacancies.

Analysis and Evaluation

Board Policies and Administrative Procedures govern regular, ongoing education and professional development for Governing Board members. Along with participation in professional conferences and meetings, considerable education and professional development occurs through regularly scheduled development meetings throughout the year. Board Policies and Administrative Procedures address continuity of Board membership and staggered terms of office.

Conclusion

Hartnell College meets Standard IV.C.9.

Supporting Evidence

- IVC9.1 [BP-AP 2740, Board Education and Professional Development](#)
- IVC9.2 [Governing Board Agenda August 1, 2017](#)
- IVC9.3 [Governing Board Education and Professional Development Activity 2013-18](#)
- IVC9.4 [Governing Board Agenda May 2, 2017](#)
- IVC9.5 [Governing Board Agendas](#)
- IVC9.6 [Communication to Governing Board Candidates](#)
- IVC9.7 [BP 2100 Board Elections](#)
- IVC9.8 [BP-AP 2110 Vacancies on the Board](#)

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

BP 2745, “Board Self- Evaluation” ([IVC10.1](#)), notes that the Governing Board is committed to continuing evaluation of its performance in order to identify strengths and areas in which it



may improve its functioning. The Governing Board’s process for evaluation begins with a review of the process used for the previous evaluation and a discussion leading to agreement about the timeline and process for the current evaluation ([IVC10.2](#), [IVC10.3](#)). The evaluation is conducted in a public meeting, and the results of evaluation surveys and supporting documents are included ([IVC10.4](#), [IVC10.5](#)).

Beginning in 2013, all board agenda items have been linked to the College’s strategic priorities and accreditation standards ([IVC10.6](#)). As part of the evaluation process, the Governing Board reviews a summary of the linkages, which provides a quantified picture of how much time is spent related to matters of academic quality and institutional effectiveness ([IVC10.7](#)).

Results of Governing Board evaluations have led to recommendations for improving Board performance. Some examples of such are as follows:

- Clarification of regulations that govern election of Governing Board officers
- Clarification of procedures for a Governing Board member to request that an item be placed on the agenda. BP 2340, “Agendas,” was revised accordingly.
- Implementation of BoardDocs meeting management software to move to paperless Board meetings and for more effective management of Board meetings

Analysis and Evaluation

The Governing Board has established a process for Board evaluation and has demonstrated a commitment to evaluation as demonstrated by regular evaluations of its practices and performance. Evaluations have focused on the Governing Board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. Evaluations have led to improvements in Board performance, and results of evaluations have been made public.

Conclusion

Hartnell College meets Standard IV.C.10.

Supporting Evidence

- IVC10.1 [BP 2745 Board Self-Evaluation](#)
- IVC10.2 [Governing Board Agenda May 3, 2016](#)
- IVC10.3 [Governing Board Agenda May 23, 2017](#)
- IVC10.4 [Governing Board Agenda June 7, 2016](#)
- IVC10.5 [Governing Board Agenda June 20, 2017](#)
- IVC10.6 [Governing Board Agenda, Examples of Linkages to Accreditation Standards and Strategic Priorities](#)
- IVC10.7 [Summary of Linkages to Accreditation Standards and Strategic Priorities](#)

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

All members of the Governing Board adhere to the following Board Policies and Administrative Procedures:

- BP 2710, “Conflict of Interest” ([IVC11.1](#))
- AP 2710, “Conflict of Interest” ([IVC11.2](#))
- AP 2712, “Conflict of Interest Code” ([IVC11.3](#))
- AP 2714, “Distribution of Tickets or Passes” ([IVC11.4](#))
- BP 2715, “Code of Ethics/Standards of Practice” ([IVC11.5](#))

Governing Board members file a Statement of Economic Interests-Form 700 ([IVC11.6](#)) from the California Fair Political Practices Commission. Form 700 is a public document available for review upon request from the Superintendent/President’s Office. Governing Board members recuse themselves when a conflict of interest arises related to the discussion or vote on College business. During this accreditation evaluation period, there have been no alleged violations of the code of ethics or conflicts of interest.

Analysis and Evaluation

The Governing Board upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code. The Board has a clearly defined Policy and Administrative Procedure for dealing with alleged behavior that violates its code of ethics. Board members have no employment, family, ownership, or other personal financial interest in the Institution. Board member interests are disclosed, and they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the Institution.

Conclusion

Hartnell College meets Standard IV.C.11.

Supporting Evidence

- IVC11.1 [BP 2710 Conflict of Interest](#)
- IVC11.2 [AP 2710 Conflict of Interest](#)
- IVC11.3 [AP 2712 Conflict of Interest Code](#)
- IVC11.4 [AP 2714 Distribution of Tickets or Passes](#)
- IVC11.5 [BP 2715 Code of Ethics Standards of Practice](#)
- IVC11.6 [Statement of Economic Interests-Form 700](#)

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or College, respectively.

Evidence of Meeting the Standard

The Governing Board follows BP 2430, “Delegation of Authority to the Superintendent/President” ([IVC12.1](#)), and delegates to the superintendent/president “responsibility for administering the policies adopted by the Governing Board and executing all decisions of the Governing Board requiring administrative action.” The superintendent/president reports directly to the Governing Board and is its only employee; therefore, the superintendent/president is held accountable for all operations. A primary mechanism for accountability is the annual performance evaluation for the superintendent/president (addressed in Standard IV.C.3). Consistent with BP 2430, the superintendent/president has authority to interpret Board policy, to make decisions for College operations, and to ensure that the College complies with all laws and regulations.

Analysis and Evaluation

The Governing Board follows established policy in delegating authority to the superintendent/president and holding the superintendent/president accountable for the operation of the College as demonstrated through performance evaluations. These practices have empowered the superintendent/president to effectively manage the operations of the College and to implement and administer Board Policies.

Conclusion

Hartnell College meets Standard IV.C.12.

Supporting Evidence

IVC12.1 [BP 2430, Delegation of Authority to the Superintendent President](#)

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Governing Board is regularly informed about all aspects of accreditation. Examples of this reporting include, but are not limited to, the following:

- Commission Actions on Institutions, February 6, 2018 ([IVC13.1](#))
- Approval of Institution-Set Standards, April 4, 2017 ([IVC13.2](#))
- Update on ACCJC Accreditation Workgroups, March 21, 2017 ([IVC13.3](#))
- Approval of Institution-Set Standards, June 7, 2016 ([IVC13.4](#))
- Approval of Accreditation Midterm Report, March 1, 2016 ([IVC13.5](#))
- Information on Accredited Status, July 7, 2015 ([IVC13.6](#))
- Approval of Institution-Set Standards, April 7, 2015 ([IVC13.7](#))
- Approval of Accreditation Follow-up Report, March 3, 2015 ([IVC13.8](#))
- Accreditation Update, August 5, 2014 ([IVC13.9](#))
- Information on AP 3200, May 6, 2014 ([IVC13.10](#))
- Changes to Accreditation Standards and Eligibility Requirements, April 8, 2014 ([IVC13.11](#))
- President's Weekly Report to the Governing Board, September 22, 2017 ([IVC13.12](#))
- President's Weekly Report to the Governing Board, December 8, 2017 ([IVC13.13](#))
- BP 3200 and AP 3200, "Accreditation" ([IVC13.14](#)), provide the Board Policy and Administrative Procedure for how the Governing Board supports institutional

improvement through accreditation. BP 3200 and AP 3200 also include the Governing Board's expectations for the superintendent/president's role in accreditation.

The Governing Board's self-evaluation includes numerous survey items directly related to accreditation policies, processes, eligibility requirements, and standards ([IVC13.15](#)).

Analysis and Evaluation

Through regular meeting agenda items and other communications, the Governing Board is informed about the Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. Board Policy and Administrative Procedure are established for accreditation. Governing Board roles and functions related to accreditation are included in the Board's evaluation process.

Conclusion

Hartnell College meets Standard IV.C.13.

Supporting Evidence

- IVC13.1 [Governing Board Agenda February 6, 2018 - Commission Actions on Institutions](#)
- IVC13.2 [Governing Board Agenda April 4, 2017 - Approval of Institution-Set Standards](#)
- IVC13.3 [Governing Board Agenda March 21, 2017 - Update on ACCJC Accreditation Workgroups](#)
- IVC13.4 [Governing Board Agenda June 7, 2016 - Approval of Institution-Set Standards](#)
- IVC13.5 [Governing Board Agenda March 1, 2016 - Approval of Accreditation Midterm Report](#)
- IVC13.6 [Governing Board Agenda July 7, 2015 - Information on Accredited Status](#)
- IVC13.7 [Governing Board Agenda April 7, 2015 - Approval of Institution-Set Standards](#)
- IVC13.8 [Governing Board Agenda March 3, 2015 - Approval of Accreditation Follow-up Report](#)
- IVC13.9 [Governing Board Agenda August 5, 2014 - Accreditation Update](#)
- IVC13.10 [Governing Board Agenda May 6, 2014 Information on AP 3200, Accreditation](#)
- IVC13.11 [Governing Board Agenda April 8, 2014 - Changes to Accreditation Standards and Eligibility Requirements](#)
- IVC13.12 [President's Weekly Report to the Governing Board - September 22, 2017](#)
- IVC13.13 [President's Weekly Report to the Governing Board - December 8, 2017](#)
- IVC13.14 [BP-AP 3200, Accreditation](#)
- IVC13.15 [Governing Board Self-evaluation Survey Results 2016 and 2017](#)

PLANS & QFE

Changes and Plans Arising Out of the Self-Evaluation Process

Standard	Change, Improvement, or Innovation	College Lead	Status	Completion Date
Commission Policies-Student Complaints	The language for representation of accredited status in the College catalog will be updated in the 2019-20 catalog to conform to the Commission's format and to remove expired programmatic accreditation	Vice President of Academic Affairs	In-Process	June 2019
III.A.5	Complete past due part-time faculty evaluations	Human Resources Associate Vice President	In-Process	May 2019
III.A.1 and IV.B.1	Development and implementation of Board Policies and Administrative Procedures for recruitment and hiring of employees	Human Resources Associate Vice President	In-Process	May 2019
III.A.13	Update the College's Professional Code of Ethics Policy with the goal of codifying the post-review code as AP 3050 consistent with the policy and procedures numbering suggested by the Community College League of California.	Superintendent/President	In-Process	May 2019
IV.B.2	Assessment of organizational structure	Superintendent/President	In-Process	May 2019

Quality Focus Essay

Overview of QFEs

The Accreditation Council’s responsibilities to both “*serve as the steering committee for the accreditation process,*” and “*provide leadership in the development, planning, preparation, and completion of the accreditation self-evaluation report*” (QFE-1), ensure that the College is purposeful in selecting and subsequently developing QFE topics that will have the greatest impact on student success. The Council requested submissions of QFE topics, and it conducted robust discussions regarding such. Ultimately it decided to develop three interrelated QFEs on College Re-Design (QFE-2). These QFEs collectively target and are in perfect alignment with the four student success goals in Strategic Plan 2019-2024.

QFE 1 - Design & Execution of Guided Pathways

Strategic Plan Goal 1 - Increase student degree and certificate completion
Metrics - number of certificates, number of degrees, graduation rate
Strategic Plan Goal 2 - Increase student degree completion efficiency

Metrics - median time to degree completion, median units to degree completion

QFE 2 - Development & Implementation of Continuous Improvement Process for Student Transfer to Four-Year Institutions

Strategic Plan Goal 3 - Increase student transfer to four-year institutions

Metrics - number of transfers, transfer rate

QFE 3 - Development & Implementation of Continuous Improvement Process for Career Placement

Strategic Plan Goal 4 - Increase student employment opportunities subsequent to training and degree/certificate completion

Metrics - employment rate, median percentage change in earning

Institutional Context for QFE Selection

Hartnell College is a beacon for higher education in the Salinas Valley. The College is strategically poised to help students make a successful educational ascent toward reaching their self-determined goals. This climb to the top is embodied in the College Vision Statement,

“Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world,” and in the tagline, *“Growing Leaders through Opportunity, Engagement, and Achievement.”*

The student success goals in Strategic Plan 2019-2024 delineated individually in the above QFE headers have been unified into ***The ASCENT***:

Transfer
Noteworthy Achievements &
Employment
Culminating in Completion
Students
The Advancement of

To ensure that greater numbers and proportions of students successfully make ***The ASCENT*** in a timely manner, the Institution is committed to making bold, strategic choices: halt ineffective actions; begin actions which promise to be much more effective; and continue effective actions representative of core defining features of the organizational culture that make Hartnell a special place for its students and employees. Branded ***H2.0 College Re- Design***, Hartnell’s approach to Guided Pathways will fully engage employees in a collective focus on systems, structures, processes, and practices through the lens of College Re-Design. The goal is to greatly impact student success and leave a lasting legacy for Hartnell’s next one hundred years starting in the year 2020. H2.0 College Re-Design is being fully integrated into the 2019-2024 strategic planning cycle.

An overarching Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis provided a comprehensive yet focused tool through which to begin developing Strategic Plan 2019-2024 ([QFE-3](#)). Key results from numerous research studies conducted over the three-year period 2016 through 2018 revealed that College employees are dedicated to serving the diverse community that encompasses many first-generation students from low socioeconomic backgrounds and traditionally underserved groups including, but not limited to one of the highest proportions of Latinx students of any community college in California. College employees recognize that Hartnell students are full of optimism for their future and have the grit and determination to succeed when paired with concerted institutional effort and proactively tailored support.

Five Continuous Improvement (CI) processes with accompanying task forces have been approved and initiated for the 2019-2024 strategic planning cycle. Two CI processes on student career placement and student transfer to four-year institutions will have direct impact on the improvement of student success metrics, and are therefore included in this set of QFEs. The other three CI processes – Safe and Inclusive, Learner-Focused Facilities, Student Communication, and Workflow Efficiency and Digitized Paperwork – will have a more indirect, yet critically significant, impact on student success. Development and implementation of these latter three processes are not covered in detailed fashion in the QFEs, but are nonetheless essential components to the success of H2.O College Re-design.

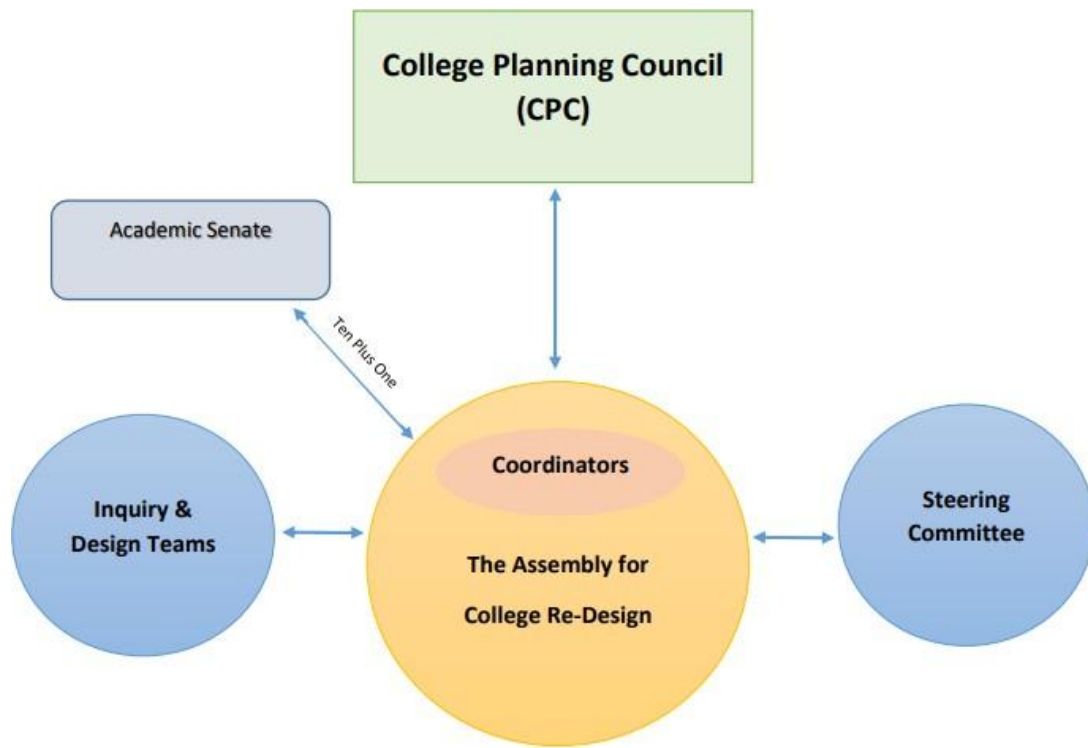
QFE Project #1

Design & Execution of Guided Pathways

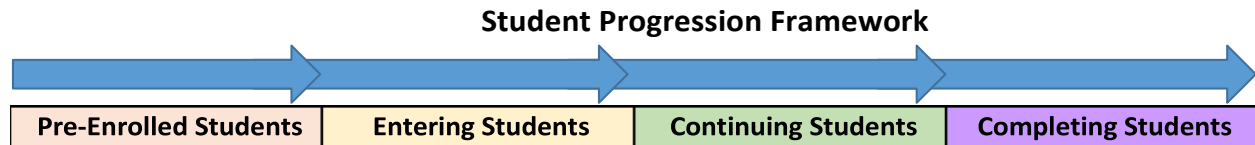
The College will celebrate its centennial in 2020. In advance of this historic event, the College has made an unwavering commitment to a systematic re-design and coherent integration of processes, systems, and structures toward the aim of better serving students for the next one hundred years. The College has adopted Guided Pathways for the purpose of markedly increasing student completion and markedly decreasing time and units to degree completion.

Some progress made toward increasing completion and completion efficiency occurred prior to Guided Pathways implementation. Recently however, the median time and units to degree completion calculated for all students who completed a degree over the most recent five-year cumulative period resulted in a median completion time of four and a half years. The median number of units completed was 92 while the great majority of degrees require only sixty units. 31% of students graduating completed within three years (150% of normal time), and 33% of those graduating completed within four years (200% of normal time) while many students never complete a degree or certificate despite having stated this educational goal. The potential for improvement presented by this analysis of current time and units to degree completion exemplifies the need for College shift. This shift is Guided Pathways.

Guided Pathways is a conceptual framework that promotes designing and structuring College processes and student support services in effective, efficient, and user-friendly ways. *H2.0 College Re-Design* is Hartnell College's approach to Guided Pathways.



Hartnell College has adopted the depicted organizational structure that provides for monthly Assembly, Steering Committee, and Inquiry & Design Team meetings. Based on a student progression model, four Inquiry & Design Teams ensure direct impact on student success by having dedicated focus on improving every stage of the student experience from pre-enrollment to entrance status, then to continuance status, and finally to completion.



In addition, the Facilitation Team deals with broader College issues that more indirectly impact students, such as cross-functional inquiry, integrated planning and decision making, and prioritization of funding to achieve strategic goals.

Over a multi-year period, the College will use Guided Pathways as a framework to re-design and implement a set of clear processes and program maps that promote better enrollment decisions and better prepare Hartnell students for future success. The College will also integrate support services that make student assistance easier during every step of the student academic experience from onboarding, proactive academic and career advisement, to academic goal completion. All campus stakeholders – faculty, staff, students, and administrators – are collaboratively participating in this process by engaging with actionable research and local data, thereby breaking down data silos and leveraging their work toward the aim of maximizing completion and completion efficiency.

The chart below indicates the use of Guided Pathways in the first year to set clear and transparent collaborative processes for inquiry, design, and implementation. Over the course of year two, teams will begin moving initial designs through the process of receiving College feedback and approval. Some implementation will begin. During years three and four, the initial designs will have been adopted and implemented by the College. Based on need, additional team designs will continue through the feedback, approval, and implementation process.

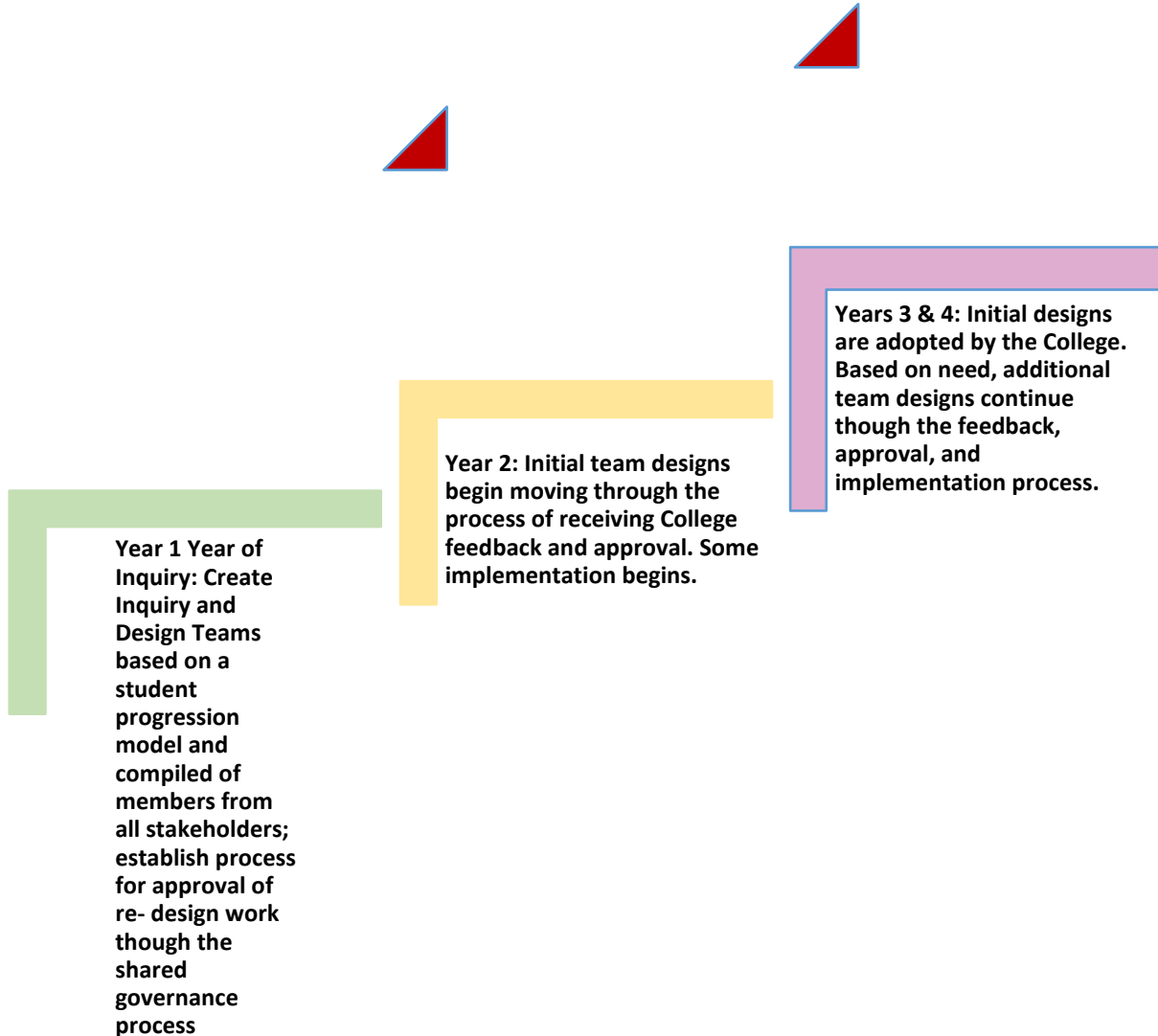
ACTION	PLAN	TIMELINE
Year 1 (2018-2019)	Hartnell Creates Transparent Processes for College Re-Design	
Integrate College Re-Design (Guided Pathways) into the Institution's governance structure by expanding College Planning Council responsibilities	<p>Institutionalizing Guided Pathways ensures the initiative is considered a priority at the College and will help facilitate College approval of work through the shared governance process</p> <p>Responsible Party: Dean of Institutional Planning, Research, and Effectiveness</p>	Completion Date May 2018
Summer Inquiry Groups analyze data, conduct research, compare models at other colleges, discuss findings, and create e-portfolios	<p>Campus stakeholders will work collaboratively to gain more knowledge about Guided Pathways key elements and to create materials to be used by teams during the upcoming academic year</p> <p>Responsible Party: College Re-Design Coordinators</p>	Completion Date August 2018
Develop dedicated web page for College Re-Design Guided Pathways	<p>Create a web page to house information about the State initiative Guided Pathways and Hartnell's College Re-Design efforts; to provide contact information for coordinators and team leads, and to provide links to Canvas shells used by teams (containing meeting times and team members as well as other pertinent information) and other local data, inquiry results, and resources. http://www.hartnell.edu/h20-college-re-designguided-pathways</p> <p>Responsible Party: College Re-Design Coordinators</p>	Completion Date October 2018

<p>Develop and begin implementing structure for College Re-Design</p>	<p>The organizational structure of College Re- Design is pictured in the chart above. The Inquiry & Design Teams collaborate and receive feedback from the College during monthly Assembly meetings. The agenda for the Assembly is set by the Steering Committee, and designs are ultimately approved by the College Planning Council.</p> <p>Responsible Party: College Re-Design Coordinators</p>	<p>The College Planning Council and the Academic Senate will consider by November 2018</p>
<p>Establish Planning Council work group on deepening institutional dialogue</p>	<p>Campus stakeholders will research, analyze local data, and discuss ways to improve communication at the College</p> <p>Responsible Party: Dean of Institutional Planning, Research, and Effectiveness; College Planning Council</p>	<p>The College Planning Council will consider the work group’s recommendations by December 2018</p>
<p>Implement the Guided Pathways year of inquiry in 2018-19</p>	<p>Teams will lay the foundation for Guided Pathways design and implementation during the “year of inquiry” with participation by all campus stakeholders</p> <p>Responsible Parties: Inquiry & Design Team Leads and College Re-Design Coordinators</p>	<p>Completion Date: May 2019</p>
<p>Integrate the Guided Pathways Work Plan into the development of Strategic Plan 2019-2024</p>	<p>The Guided Pathways work plan will be integrated into the College’s strategic planning cycle and integrated planning software</p> <p>Responsible Parties: Dean of Institutional Planning, Research, and Effectiveness; Faculty Guided Pathways Coordinator</p>	<p>Completion Date: May 2019</p>

Years 2 (2019-2020) & 3 (2020-2021)	Designs Are Made Collaboratively & Implementation Begins	
Expansion of Dual Enrollment classes at local area high schools	<p>The College will collaborate with the multiple area high school districts to in order to expand dual enrollment offerings. The high school to post-secondary bridge will, thereby, be strengthened for both college prep students and those who had not previously considered attending college after graduation.</p> <p>Responsible Parties: Vice President of Academic Affairs; Dean of Academic Affairs/Instructional Programs and Support, Director of College Readiness</p>	Completion Date: May 2020
Expand student self- service capabilities for schedule planning and technology support	<p>Students will have access to software that will help them plan their academic careers</p> <p>The College will also provide greater support to students concerning technology use</p> <p>Responsible Parties: Vice President of Information and Technology Resources; Director of Information Technology Resources</p>	Completion Date: December 2020
Map course sequences for all academic programs	<p>Program mapping will be achieved for full-time and part-time student schedules</p> <p>Responsible Parties: Vice President of Academic Affairs; Dean of Academic Affairs/Instructional Programs and Support</p>	Completion Date: December 2020
Provide structured information to students about career pathways for academic programs	<p>The College will provide substantial information to students across programs about careers</p> <p>Responsible Party: Vice President of Academic Affairs; Vice President of Student Affairs</p>	Completion Date: June 2021

Year 4 2021-2022	Based on need, Additional Designs Continue though the Feedback, Approval, and Implementation Process	
Improve student support infrastructure	<p>The College will expand and improve facilities for academic and student services</p> <p>Responsible Parties: Executive Director, Facilities Planning and Construction Management; Vice President of Academic Affairs; Vice President of Student Affairs</p>	Completion Date: May 2022

Systematically designing and implementing strategies under the Guided Pathways umbrella will allow the College to make concerted improvement efforts as indicated by the following timeline:



QFE Project #2

Development & Implementation of Continuous Improvement Process for Student Transfer to Four-Year Institutions

Hartnell College regularly reviews student achievement data to guide self-evaluation of the College's mission and to plan for improvement. Acceptable standards for student achievement and goals for institutional effectiveness at the college level are developed and established annually through the participatory governance process and with final approval by the Board of Trustees. In 2015-2016 and 2016-2017, the number of students transferring to four-year institutions exceeded the institution-set standard. The Institution reported 769 transfers in 2017 and 642 transfers in 2016.

Hartnell College will focus on the following areas:

- Address the California Community College Chancellor's Vision percent increase for transfer to the CSU/UC
- Analyze Hartnell's "Through the Gate" student groups
- Connect the future of career exploration and tools into a cohesive process for the plan moving forward
- Expand and leverage internship opportunities
- Inform first steps by using data sharing agreements that include college, career preparation, and service learning information
- Establish data collection of acceptance as well as non-acceptance by university
- Provide counselors in specific focus areas with backups
- Develop first-year and cohort-based opportunities for incoming students
- First year students will participate in cohorts and second year (and beyond) will become the mentors

Hartnell College will develop transfer and career readiness assessment and put students on a plan by enacting the following:

- Aligning systems to establish value for readiness metrics
- Administering a self-efficacy survey on intake
- Identifying commonalities among groups to provide structures, strategies, and resources for these groups

Hartnell College will determine cultural differences, family and peer influence, and establish structures to leverage support through the following actions:

- Provide family education and scheduling strategies
- Employment opportunities and high demand, high wage local industries
- Leverage alumni connections and support
- Develop a comprehensive and coordinated approach to establishing career and transfer resources
- Social media campaign: ConnectIn, LinkedIn, Facebook, etc.

Table 1: Institution-Set Standards for Transfer 2016-17**Methodology**

The mean of each measure over the immediate five previous years was calculated and reduced by five percent of the mean.

System	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Last 5 years Average**	Reduced by 5% of mean	Standard for 2016-17
In-State-Private & Out-of-State ¹	132	129	133	124	135	131	124	124
CSU ²	332	365	333	441	477	390	370	370
UC* System ³	32	44	53	33	53	43	41	41
Total Transfers	496	538	519	598	665	563	535	535

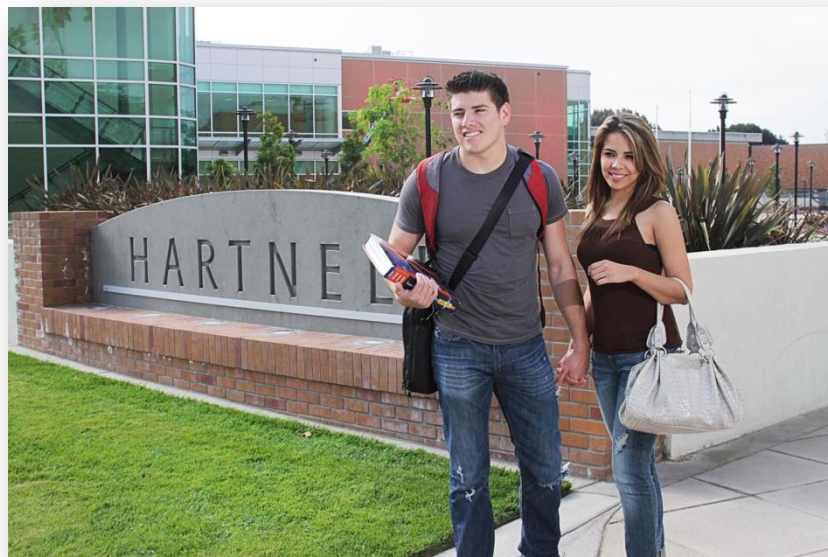
Table 2: Transfer Volume

Number of Students Transfers by System per Academic Year								
System	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total	% per system
In & Out State Private ¹	136	152	147	135	116	117	803	21%
CSU ²	365	333	441	477	468	572	2,656	70%
UC* System ³	44	53	33	53	58	80	321	8%
Total Transfers	545	538	621	665	642	769	3,780	100%

The following plan identifies actions to be taken by the College to carefully focus effort on promoting and supporting students toward the goal of greatly increasing transfer to four-year colleges and universities.

Action	Evaluation Plan	Timeline	Responsible Party
1. Transfer and Career Task Force meets to review additional data	Analyze most recent transfer numbers Analyze the number of transfers as a proportion of all students indicating an education goal of transferring	June 2018 – September 2018	Dean of Counseling, Transfer and Career Center Coordinator, Task Force Members (Faculty, staff, students), Director of Institutional Research
2. Transfer and Career Task Force recommends list of most impactful actions to increase transfers	Task force recommendations are vetted with responsible parties to ensure they can be enacted	September 2018 – November 2018	Dean of Counseling & other responsible parties identified

3. Actions identified in step two are enacted by responsible parties	Progress reports on the status of carrying out each recommendation will be provided to the Task Force each semester	January 2019 – August 2019	Dependent upon Task Force identification, possible inclusion of Dean of Counseling, etc.
4. Transfer and Career Task Force evaluates progress and recommends improvements to what has been enacted	Recent transfer rates are evaluated by institution and major Actions such as transfer events are assessed when offered	September 2019 – March 2020	Transfer Task Force Members additionally identified responsible parties
5. If not explicit in Task Force recommendations, the College’s Transfer and Career Center is strengthened to sustain the recommendations	Track center offerings, events, available resources, and student utilization and student satisfaction with the center	January 2018 – March 2020	Dean of Counseling, Transfer and Career Center Lead, Director of Institutional Research



QFE Project #3

Development & Implementation of Continuous Improvement Process for Career Placement

The goal of the California Community College Chancellor's Office in its *Vision for Success* is to increase the number of students who obtain jobs in their field of study from the statewide average of 60% to 69%. The College has only in the past few years begun to emphasize the examination of job placement data in Career Technical Education (CTE) programs for students who have completed training or certificate/degree coursework. The College is in the process of developing an overarching strategic approach to ensure that students across all fields of study - CTE or otherwise - are informed of career choices, provided career preparatory services, directed to industry opportunities, and connected with prospective employers.

The College has recently begun the process of examining data using the CalPass Launchboard portal to understand the extent to which students actually obtain jobs in their field of study. To date, the College has utilized CTE outcomes survey data, Strong Workforce Metrics and other CTE student survey data collected as part of grant reporting processes. However, data collection that reflects student career placement across all non-CTE disciplines is generally limited. An initial assessment of current career placement processes and data has shown that there is no designated source to house this information.

There are multiple college-wide partners that collect data on career placement such as the Office of Institutional Planning and Effectiveness and the Transfer and Career Center. This is primarily because the Strong Workforce Program and Student Success Initiatives require the tracking and reporting of these metrics as part of a program of continuous improvement. Various Career Technical Education disciplines also collect career placement data such as the Nursing & Allied Health programs and Agricultural Business Technology Institute programs. This data collection is an informal process that has evolved out of necessity, as faculty have assumed the task of placing students in job opportunities made known through employer partnerships.

The Career Technical Education faculty members work with industry employers to help students find placements through networking, direct introductions, and cooperative work experience and internship requests. To address the need for a more formalized procedure, the College recently implemented a Career Preparation and Placement Services center along with two new positions to assist with CTE disciplines. The Career Preparation and Placement Services center is staffed with a Job and Internship Placement Coordinator and a Cooperative Work Experience Instructor who have already greatly expanded upon services available to students in CTE disciplines.

Moving forward in providing opportunities for all interested students includes proposed activities based on student input including but not limited to:

- Disseminating information to students through counselors and the pathways team
- Creating work-based learning opportunities for students with diverse needs
- Creating a communication portal and information clearinghouse

- Creating webpages by meta-major that show career ladder information
- Creating a social network for students using a cohort model
- Implementing a college-wide career management software system.

Implementing the following action plan and strategies will greatly expand the institution’s capacity to significantly improve student career placement.

Action/ Student Need & Purpose	Strategy and Description	Timeline	Responsible Party
1. Awareness of career placement services: internship and employment opportunities and job readiness activities	Counselor and cohort models by meta-major and/or special needs categories, such as non-traditional populations Career Interest Inventories, career search, exploration and awareness activities, education planning, and seminars on time management, career readiness, transfer process, Financial aid, etc.	Set up meta-majors and coordinator counseling staff assignments Design cohort models based on meta-major or special population July 2019 - July 2020	Counselors and Pathways Team Pathway Coordinators Job Placement and Internship Coordinators Co-op Work Experience Coordinator Additional staffing needs: industry liaisons, counselors and pathway team members for all service areas
2. Student access to career placement services for students with diverse needs and barriers to employment	Flexible activities with multiple options and services designed to address various points on the career continuum such as entry level, re-entry skill builders and continuing education, and students that have already taken Counseling 1 and 23	Hire and assign staff to plan and implement work-based learning events and activities to benefit all students Aug 2019 to June 2020	Job Placement and Internship Coordinator Counselors and Pathways Team Faculty and staff by meta-major

<p>3. Student access to communication portal and information clearinghouse to inform them of services, establish social networks, provide information and resources related to work-based learning, job readiness activities, internships, scholarships and employment opportunities</p>	<p>Create multiple methods of communicating: Website, Canvas, Ellucian, fliers, brochures, videos</p> <p>Include in the student orientation process so that students know how to access and use the communication portal</p>	<p>Create communication system to connect students to opportunities</p> <p>August 2019 - June 2020</p> <p>Design web- based communication portal that has connectivity across many platforms and modes of delivery</p> <p>June 2020 to June 2021</p>	<p>IT department and programmers</p> <p>Currently in the works is Ellucian, and may include a badging system and push notifications</p> <p>Career Preparation and Placement Services staff using an event calendar, preferably via Google or Canvas which is universal</p>
<p>4. Create web pages by meta-major that show career ladder information so that students can make informed decision</p>	<p>List labor market demand and rate of pay information aligned with education or skills attainment and certificate and degree programs of study</p>	<p>Attach labor market and career ladder information to academic program career related web pages</p> <p>August 2019- May 2020</p>	<p>IT Department</p> <p>Transfer and Career Center,</p> <p>Career Prep and Placement Services</p> <p>All programs</p>
<p>5. Connect students to a social network of information, resources and opportunities related to career placement</p>	<p>Use Canvas or Starfish early alert system which contains Kudos recognition or badging system and other pertinent information</p>	<p>August 2019- March 2020</p>	<p>IT Department</p> <p>Student driven</p> <p>Career Preparation and Placement Services</p> <p>All programs</p>

6. Track student placements and progress using a college wide career management software system	Use career management software to manage student career placement services, monitor progress and collect data as a program of continuous improvement	August 2019-August 2020	IT department Transfer and Career Center, Career Preparation and Placement Services All programs
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Supporting Evidence

- QFE-1 [Accreditation Council Handbook](#)
- QFE-2 [Accreditation Council Meeting Minutes](#)
- QFE-3 [SWOT Analysis 7-5-18](#)



Acronyms

ACCJC	Accrediting Commission for Community and Junior Colleges
AOD	Alcohol and Other Drugs
AP	Administrative Procedure
ASHC	Associated Students of Hartnell College
BP	Board Policy
BSI	Basic Skills Initiative
CCCCO	California Community College Chancellor's Office
CCLC	Community College League of California
CI	Continuous Improvement
COR	Course Outline of Record
CSU	California State University
CSUGE	California State University General Education
CSUMB	California State University, Monterey Bay
CTE	Career and Technical Programs
DE	Distance Education
ESP	Early Support Program
FDC	Facilities Development Council
FMP	Facilities Master Plan
FTES	Full Time Equivalent Students
HCCD	Hartnell Community College District
IGETC	Intersegmental General Education Transfer Curriculum
ILO	Institutional Learning Outcomes
IPRE	Office of Institutional Planning, Research and Effectiveness
IR	Institutional Research
ISER	Institutional Self-Evaluation Report
PDC	Professional Development Center
PLO	Program Learning Outcomes
PPA	Program Planning and Assessment
SAO	Service Area Outcomes
SEP	Student Equity Plan
SLO	Student Learning Outcomes
SSSP	Student Success and Support Program
UC	University of California



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