Recommendation 1

In order for the college to meet the standard, the team recommends that the college develop a process for regular and systematic evaluation of its mission statement. Additionally, the team recommends that the college implement this process to thoroughly review and revise its mission statement to more clearly reflect its intended population and address student leaming (I.A.; I.A.3).

In its action letter dated July 3, 2014, the Accrediting Commission communicated that Recommendation 1 was resolved.

Recommendation 2

As previously noted in Recommendations 1, 2, and 3 in the 2007 Comprehensive Team Report and in order to meet the eligibility requirements and the standards, the team recommends that the college develop a comprehensive integrated planning process that includes participatory governance and meets both the strategic and annual needs of the college. The team further recommends that all institutional plans of the College (e.g., budgeting, technology, Student Services) be linked to its planning processes and that the outcomes of these processes be regularly communicated to all college constituencies. The team further recommends that budget planning and allocation of resources inform financial projections. (Eligibility Requirement 19; Standards I.B.1; I.B.2; I.B.3; I.B.4; I.B.5; II.B.l; II.B.3; II.B.3.a,c,d,e,f; II.B.4; III.C.2; III.D.1; III.D.l.a, d; III.D.2.b; III.D.3)

Resolution and Analysis

The college has developed a comprehensive integrated planning process that includes participatory governance and meets both the strategic and annual needs of the college. All of the college's institutional plans are linked to this integrated planning process, and the outcomes of these processes are regularly communicated to all constituents

Development and Implementation of Annual Integrated Planning Process

Hartnell's Model for Integrated Planning & Sustainable Continuous Quality Improvement (2.1)

The Continuous Improvement (CI) Plan 2017-2018 describes the alignment between specific CI processes and goals in the Strategic Plan, whereby each of the 11 goals is supported by one or more CI processes (2.26).

The Student Success and Support Program Plan speaks directly to multiple goals in the Strategic Plan (2.27).

The Student Equity Plan includes reference to goals in the Strategic Plan (2.28).

The draft Facilities Master Plan links each potential project to one or more goals in the Strategic Plan (2.29).

Strategic decisions and other key outcomes are systematically communicated in various ways in fulfillment of the established continuous improvement process governing internal and external communications (2.30). Vehicles of communication include:

Highlights document of meetings of the Board of Trustees reported by the Superintendent/President, including planning-related actions taken by the Board (2.31).

Highlights document of meetings of the College Planning Council (2.32).

Actions/Recommendations of the Academic Senate (2.33).

Minutes of governance council meetings posted on the college website (2.34).

E-mails sent by the Superintendent/President to the college on budgeting and other decisions (2.35).

Addresses made by the Superintendent/President to the college (2.36).

Briefings on Board meeting highlights made by the Superintendent/President at monthly administrator meetings (2.37).

Supporting Evidence/Documentation

2.1 Model for Integrated Planning & Sustainable Continuous Quality Improvement
2.2 Minutes for College Planning Council Meeting September 17, 2014
2.3 Minutes for College Planning Council Meeting February 5, 2014
2.4 Annual Program Planning & Assessment – Components of Continuous Improvement
2.5 Timeline for Fall 2013 PPA Process
2.6 Budget Development Calendar FY 2014-15
2.7 Timeline for 2014 PPA Process
2.8 Annual Budget Development Calendar
2.9 Budget Development & FunC /Link5ing14

Recommendation 3

As previously noted in Recommendation 3 in the 2007 Comprehensive Team Report and in order to meet the standards, the team recommends that the college develop a regular systematic process for assessing its long term and annual plans, as well as its planning process, to facilitate continuous sustainable institutional improvement. The team further recommends that the college systematically review effectiveness of its evaluation mechanisms. (Standards I.B.6; I.B.7)

Resolution and Analysis

Development of Systematic Processes for Assessing Long Term Plans, Annual Plans & The Integrated Planning Process

The college has developed regular systematic processes for assessing its long-term and annual plans, as well as its integrated planning process, to facilitate continuous sustainable institutional improvement. Specific processes or review mechanisms have been developed for evaluating the college's strategic plan, long-term institutional plans, comprehensive program plans, annual program plans, and the overall integrated planning process.

The process for assessing the strategic plan is documented in the continuous improvement process, Development, Review & Revision of The Strategic Plan (3.1, 3.2). The process entails an annual evaluation of selected goals, outcomes, and key performance indicators (KPIs) in the plan, with a complete evaluation of the plan in its final (2017) year of implementation. The first progress report—which was focused specifically on the first two priorities, Student Access and Student Success—was presented to the Board of Trustees at its development meeting on November 12, 2014 (3.4).

The process for assessing long-term institutional plans is provided in the continuous improvement process, Development, Review & Revision of Long Term Institutional Plans (3.4). This process consists of an annual assessment of the extent to which the plan's implementation is on, behind, or ahead of schedule, relative to the final year of the plan's implementation, descriptions of the linkages between the initiatives in that plan and strategic plan goals, and a quantitative assessment of progress made on each initiative. Assessment of the Technology Plan and President's Task Force Funding Plan provide detailed examples (3.5, 3.6).

Processes for reviewing comprehensive and annual program plans are delineated in the continuous improvement processes, Comprehensive Program Review and Annual Program Planning & Assessment (3.7, 3.8). Faculty, staff, and/or administrators in all designated programs, services, and offices (3.9) are responsible for completing an annual and periodically, a comprehensive review that requires responses to multiple evaluative items.

Both qualitative and quantitative indicators are considered as appropriate to the program and/or services offered. Annual assessment includes completion of program planning and

assessment (PPA) reports (

might best be accomplished, and determining whether improvement was later accomplished

3.3 Strategic Plan Progress Report – Student Access and Student Success
3.4 Long Term Institutional Plans –

Recommendation 4

As previously stated in Recommendation 4 by the 2007 Comprehensive Evaluation Team, to meet Eligibility Requirement 10, and in order to meet the Standards, the team recommends that the college fully engage in a broad-based dialogue that leads to the identification of Student Learning Outcomes at the course and program levels, and regular assessment of student progress toward achievement of the outcomes.

The team further recommends that, in order to meet the standards, the College develop student learning outcomes and assessment that is ongoing, systematic, and used for continuous quality improvement, where student learning improvement in all disciplines is a visible priority in all practices and structures across the college.

The team further recommends that training be provided for all personnel involved in the development and assessment of learning outcomes at the course, program, institution and service levels.

The team further recommends that faculty members teaching online be evaluated regularly and that assessment of student learning be measured regularly for online students. (Eligibility Requirement 10; Standards II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f; II.A.2.g; II.A.2.h; II.A.2.i; II.A.3).

Resolution and Analysis

Since the ACCJC External Evaluation Report issued in July 2013, Hartnell College has systematically and continuously improved the quality and quantity of assessment of all levels of outcomes across the campus. Core competencies (institution-level outcomes) appear in the college catalog (4.1) and on the Outcomes & Assessment (O&A) Committee website (4.2); program-level outcomes appear in the v(e)4(bn33 0.8c3e)4(2(e)4(b4cs 0 sc3Su6(r)3(ni)-2(ng)uwtt,u-1(d)

CurricUNET, and eLumen). In fall 2014, the O&A Committee sponsored an SLO Verification Day, where a discipline representative for each discipline verified that course and program SLOs were consistent and accurate (4.14, 4.15, 4.16, 4.17).

As noted in the External Follow-up Evaluation Report from April 2014, discipline faculty members developed five-year course assessment calendars in fall 2013, which they are continuing to follow (4.18). Calendars were first developed in Excel and then transferred to more user-friendly Word documents for easy reference (4.19, 4.20). This planning tool helps to facilitate consistent and cyclical course/program assessment/reassessment by full- and adjunct faculty members and to ensure that assessments at all levels are conducted and evaluated on an ongoing basis. Course and program outcomes are either assessed or reassessed based on analysis and discussion of data after the determination has been made as to whether expectations were met. Fall 2013 and spring 2014 course-level assessment reports, housed on the college's shared internal drives, align with calendars (unless modifications to the schedule were made based on assessment data) (4.21). Faculty members collaborate about assessment schedules and make adjustments if necessary (for example, assessments may be postponed if interventions are being conducted and evaluated).

The following assessment cycle adopted by the college will help to steadily improve the percentage of offered courses that have been assessed.

- Data are collected in the current semester based on selected outcomes for assessment (as determined by assessment calendars and need, based on previous assessments and interventions to "close the loop").
- Data from the previous semester are aggregated, discussed, and analyzed by faculty m

To ensure transparency and to provide information to college constituents, the college updated the O&A webpage, which contains committee meeting agendas and minutes and outcome and

Completed.

Supporting Evidence/Documentation
4.1 Core Competencies (Catalog)
4.2 O&A Webpage (Core Competencies)
4.3 Degree Samples with SLOs in Catalog
4.4 O&A Webpage (PLOs)
4.5 Sample Syllabi
4.6 O&A Webpage (SLOs)
4.7 O&A Webpage (SAOs)
4.8 Assessment Discussion Samples
4.9 Hartnell College Mail-ECE Retreat for SLO Discussion
4.10 Graduation Survey Group Activity Results (8.25.14)
4.11 Fall Convocation agenda (8.15.14)
4.12 Elumen Training Flyer

4.43 Hartnell College Mail - April Outcomes Assessment Workshop
4.44 Hartnell College Mail - Outcome and Assessment Workshop
4.45 Assessment Specialist Position Description
4.46 HDFA Appendix DE2013
4.47 Hartnell College Mail - Assessment Workshop Using Online Technologies
4.48 Data Needs Survey (11/2014)
4.49 Alignment & Integration of Assessment Strategies PowerPoint
4.50 Instructions for Core Competency Survey Activity (8.14)
4.51 SLO Management Assessment Software - Side by Side Comparison

4.52 http://screencast.com/t/IwWTi9mUzkk : Adding an SLO Assessment Part 1
4.53 http://screencast.com/t/N7SjbsTA : Adding an SLO Assessment Part 2
4.54 http://screencast.com/t/HpJdkapq1u : Adding an SLO Assessment Part 3
4.55 http://screencast.com/t/wtYO5lUp8z : Adding an SLO Assessment Part 4

Recommendation 5

In order to meet the Standard, the team recommends the college create an evaluation and assessment process for the library and support services that is integrated with the college's program review processes, and that includes an assessment of the process for integrating library acquisitions into circulation in a timely manner and how the needs for staffing, maintenance, and technology support are addressed. The team further recommends that the College create a process to evaluate the impact of minimal library and learning support services at the King City Education Center and Alisal Campus to ensure the sufficient availability of library and support services, including better up-to-date counseling online. (Standards II.B.1; II.B.3; II.B.3.a,c,d,e,f ; II.B.4; II.C;II.C.1; II.C.1.a; II.C.1.c.)

Resolution and Analysis

The library has set institutional goals for its services, and staff members have engaged in conversations to develop these goals. These goals are reviewed and updated if necessary during the library's program planning and assessment (PPA) process. In addition, the library staff collaborates with the staff at satellite sites to improve awareness of the library's online databases and other resources that are equally accessible for all students, regardless of which campus they attend. To better inform students and faculty of the many online services the library has to offer, faculty have received an e-mail and flyer inviting them to take advantage of both online and face-to-face services and encourage their students to do so as well; faculty often post informational flyers in locations accessible to students (5.1). The new website includes a "For Faculty members" tab, where faculty members can request a library purchase and schedule a library orientation, for example.

To address the information competency needs of students, the library offers three sections of information competency credit courses during the fall and spring semesters, and often offers a summer course. The librarians reached out to faculty members during the spring 2014 semester (5.2), and as a result, the number of orientations and attending students increased in 2014. Usage is tracked in the Reference Daily Statistics Log on an hourly basis by librarians at the Reference Desk. Since the account was created in December 2013, the number of faculty and students using this service has been increasing. Usually the annual number of library orientations is slightly more than 100. As of November 2014, 120 orientations had been taught. October 2014 was a very busy month, with 22 orientations taught and 516 students attending.

improve the cataloging workflow issue. The results of assessments have been integrated into the library's program review/program planning and assessment (PPA) document and have been used to justify requests for staffing, maintenance, and technology support (5.10). The library also has purchased the Credo Academic Core Reference Collection, which is an easy-to-access tool for research projects and homework. Through this online library students may search in hundreds of encyclopedias, dictionaries, thesauri, quotations, and subject-specific titles, as well as 200,000+ images and audio files, and nearly 200 videos (5.12).

To better serve the library and information needs of students at the Alisal Campus and the King City Education Center, the library requested in its 2014 PPA a 20-hour per week part-time outreach librarian who would work at both King City Education Center and the Alisal Campus. This position was not funded in the 2014-15 fiscal year.

To better serve the needs of all students and faculty at Hartnell, the library requested through the PPA process and the Full-Time Faculty Hiring Committee, replacement of the full-time student services librarian (previous faculty librarian retired three years ago). Although this process is not yet complete, this position has been approved by the Full-Time Faculty Hiring Committee and is included in the list for faculty hiring for 2015

textbook check out (68 percent), access to reference materials/dictionaries (44 percent), and a reference librarian to talk to or call (29 percent). Students also indicated that they would like have a quiet place to read or to study on that campus (5.4).

Additionally, surveys (using Google Forms) were administered at all three campuses in October and November 2013 to measure this outcome, with 113 students responding at the Alisal Campus, 151 responses at the King City Center, and 407 responses at the Main Campus. Staff at all three sites contributed in recruiting patrons/students to participate (5.5, 5.6, 5.7, 5.8).

A summary of responses is below:

Question	Main Campus	Alisal Campus

in spring 2015.

Next Steps

Recommendation 6

In order to fully meet the standard, the team recommends that the college regularly evaluate the contracted library services outlined in the "Memorandum of Clarification" finalized in March 2013. (Standard II.C.1.e)

In its action letter dated July 3, 2014, the Accrediting Commission communicated that Recommendation 6 was resolved.

Recommendation 7

runs on an academic year cycle, with all evaluations scheduled to be completed and approved by the superintendent/president by June 30 each year. The evaluation provides the basis for assessing and improving performance as it relates to the responsibilities of the particular managerial position and the mission and goals of the District, for making decisions on continued employment, and for making decisions on advancement on the salary schedule.

This evaluation process, including the tools and timelines, was introduced to and discussed with all managers at a management meeting on April 3, 2013 (7.2), and this discussion was followed by an email from the president to all management employees that linked to BP 7150 and AP 7150 and requested that all evaluations be concluded by June 30, 2013 (7.3). The Human Resources Office then purchased its own license for a survey tool to be used in administering the co-worker survey assessment, tested the tool, and then delivered the instructions and tools to all supervisors of management employees by email of April 18, 2013 (7.4). This e-mail provided a sample email for them to send to the management employees, to initiate the evaluation process for the managers that they would evaluate.

Evaluations of all managers were completed in 2013 and 2014 using the processes outlined in AP 7150 (7.5).

When management employees are hired, supervisors of those employees are asked to remind them to meet with their new employees to complete the goal-setting part of the evaluation process so that their evaluations at the end of the academic year can include an assessment of their work toward achieving those goals (7.6).

One of the four parts of the manager performance evaluations is the establishment of annual goals for the upcoming period and the assessment of goal attainment for the previous period. Even when management employees have progressed to a three-year evaluation cycle, the goal setting and assessment part of the evaluation process is done on an annual basis. The purpose of this annual cycle is to help the evaluation process serve as a basis for continual improvement.

The goal setting and assessment tool asks the management employee to identify at least three goals, list the tasks involved in accomplishing the goal, set forth a timeline for completing the goals, and list the achievement criteria to determine whether the goal has been met. At the end of

are contained in article 31 of the collective bargaining agreement (7.9), and for confidential employees, working conditions provide that the evaluation is the basis for decisions about the employee's eligibility for annual salary increases (7.10). The evaluation tools for CSEA (7.8), L39 (7.11), and confidential (7.12) employees are posted on the Human Resources Office's website (7.13).

The Human Resources Office has been diligent in notifying managers of the evaluations that will become due in their area, and provides assistance for managers to know how and when to conduct those evaluations (7.14). As part of the onboarding process for new employees, managers of new employees are now sent an email within the first week or so of the new employee's employment, with the calendar of due dates for all evaluations due during the first year, the evaluation instrument, and the article of the CBA governing evaluations (7.15).

The college belongs to a training consortium that regularly offers webinars on topics useful to managers. It offered one on managing performance through evaluation in February 2014. As with all of the webinars, that one came with an excellent set of written workbooks and other materials that remain available to all supervisory employees on a shared computer drive. (7.16)

Additionally, the monthly meetings of Hartnell administrators were refs d(A)2(d90o-6(d2(r)3(e1He1(or)

Full-time Faculty Evaluations

Professional Learning Opportunities

The college has taken many positive steps to demonstrate its commitment to professional development for all employees. As part of its strategic planning process, it repurposed its Faculty Resource Center (FRC), housed in the Library and Learning Resource Center, into a Professional Development Center (PDC), signaling that it views professional development as something important for everyone. It has hired two extremely gifted instructional technologists who staff the center and create learning opportunities for all employees. They work with faculty and staff members to address those employees' instructional and administrative technology needs, and they truly have established the PDC as a hub of innovative teaching and learning activities.

The PDC conducts regular training sessions on many topics, including course development tools and procedures, Drupal (the web page building tool that Hartnell deployed in the Fall of 2014), Etudes (the college's learning management system), communications tools, Google apps, and many others. (See PDC website, 7.30 7.27). One recent example of the staff's responsiveness to employees' training needs and interests is their development of an online training course and comprehensive job aid for Drupal, delivered using Etudes, to address the fact that employees have varying work schedules that did not always allow them to attend the many face-to-face trainings that also were offered.

At the start of the 2013-14 academic year, the District announced the formation of a Professional Development Committee (7.31 7.28). The committee began meeting in October 2013, charged the end of the Fall semester to have a blueprint for professional development at Hartnell. All agendas, minutes, resources, and calendars for this committee are posted to the governance section of the college's website (7.32 7.29).

The Committee's charge is to (1) develop policies and procedures for assuring that all employees have access to professional development opportunities and resources, (2) develop, acquire, and arrange for programs of professional development for all employees, (3) 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, and (4) make recommendations on staff, student, and instructional improvement activities based on a comprehensive planning process that includes needs assessment and evaluation (7.33 7.30).

Early on in the committee's work, it identified several components as essential for a professional development program:

1--Access to travel and training funds on an equal basis for all employees, tied to achievement of student success
2--incentives for all employees to develop innovative solutions to enhance student success
3--making training accessible for all, and making the Professional Development Center (formerly the faculty members Resource Center) the physical home of that training
4--supporting activities that create a culture of learning and development, e.g., brown bags, book clubs, sponsoring campus-wide and community-wide events
5--creating a unified calendar of development opportunities.

6--creating a first-year program for all new employees that includes orientation to community colleges, community college students, and Hartnell specifically (including its culture of learning) (7.34 7.31).

The committee distributed a survey to assess interests and access to professional development opportunities across all employee groups (7.35 7.32

7.3 E-mail to managers from superintendent/president
7.4 E-mail from CHRO to all supervisors of new managerial employees (April 2013)
7.5 Management Evaluations Tracking 2014
7.6 TJP 092113 email to supervisors
7.7 CSEA-District CBA, Article 7
7.8 CSEA Evaluation form
7.9 L39-District CBA, Article 31
7.10 Confidential working conditions
7.11 L39 evaluation form
7.12 Confidential evaluation form
7.13 All evaluation tools are linked from the Human Resources website, in the forms section, http://www.hartnell.edu/forms-and-related-information
7. 14 email from A Marble to supervisor
7.15 email from A Marble to supervisor
7.16 Acad and Class Evaluation and Discipline CCD Co imelook]TJ EMC ET /Span <</MCID 12

7.46 Speakers, Seminars and workshop funds prograft --change to final]
7.47 President's Weekly Report of May 2, 2014
7.48 Go2Knowledge announcement
7.49

Recommendation 9

In order to meet the standards, the team recommends that the college ensure that program review processes are ongoing, systematic, and used to assess and improve student learning, and that the college evaluate the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. The team further recommends that the institution:

> Review and refine its program review processes to improve institutional effectiveness;
>
> Use the results of program review to clearly and consistently link institutional planning processes to resource allocation, including physical resources. (Standards III.B.2.b III.D.1.a, b; III.D.2.e; III.D.3.h)

Resolution and Analysis

Ensuring that Program Review Processes are Ongoing and Systematic

The college ensures that program review processes are ongoing and systematic.

Recognizing that in recent years program planning and assessment (PPA) was accomplished through comprehensive reviews undertaken on an inconsistent basis, and limited exclusively to (most) programs within the divisions of Academic Affairs and Student Affairs, the Dean of Institutional Planning and Effectiveness in 2013 constructed (and has been updating for each successive PPA cycle) a comprehensive inventory of designated programs, services, and departments that are required to undergo regular review. (The list is based on the institution's divisional structure encompassing the Office of the Superintendent/President, Academic Affairs, Administrative Services, Advancement and Development/Foundation, Information and Technology Resources, and Student Affairs.) (9.1) (9.2) Programs, services, and/or

2013-2018 period comprising the college's Strategic Plan. The review calendar was created in consultation with all Vice Presidents, to ensure that the important comprehensive review would be undertaken at the most appropriate juncture (9.5). Regardless of whether an annual or comprehensive review is scheduled, all designated programs, services, and offices are required to submit and justify an annual action plan leading into the next applicable fiscal year.

PPA report submissions for fall 2013, the first annual systematic PPA process (delayed from spring 2013), showed great overall success, as 58 of 59 required annual reviews were submitted, and 13 of 17 required comprehensive reviews were submitted, for a grand total of 71 or 93% of the 76 required reviews (9.6). As for non-compliance, one academic program did not submit a minimally acceptable annual review, and one department and three services did not submit acceptable comprehensive reviews. PPA report submissions for spring 2014 also showed good success, as 53 of 59 required annual reviews were submitted, and 16 of 22 required comprehensive reviews were submitted, representing a grand total of 69 or 85% of the 81 required reviews (9.7). Three academic programs, two programs/services, and one department

Similarly, the annual review section of the PPA report template for services, offices and non-instructional programs provides prompts on target reports, participation patterns and trends in users, needs and usage; service/program modality; and service area outcomes (SAOs). The annual action plan

Program review processes have been reviewed and refined to improve institutional effectiveness. The resulting continuous improvement processes for annual program planning and assessment (9.3) and comprehensive program review (9.4) are prominent examples of this new systematic approach. In addition, the recent evaluation of and expectations for integrated planning at the college from 2010 through 2015 provides evidence of enhanced institutional effectiveness in key process features associated with program review (9.24). Following is a list of specific improvements from 2010 through spring 2014:

- Scheduling of comprehensive reviews
- Scheduling of annual reviews
- Consistency of items across PPA templates
- Incorporation of proposed revisions to ACCJC standards
- Planning horizon for budget requests
- Long term planning linked to PPA process
- Justification for budget requests—link to Strategic Plan
- Completed PPA reports
- Central housing of PPA reports
- Governance role—oversight of results
- Governance role—budget recommendations
- PPA linked to budget development
- Information flow—PPA reports to budget decisions
- PPA process linked to annual budget calendar
- Timeline of activities for complete process

Use of Program Review Results to Link Institutional Planning Processes to Resource Allocation, including Physical Resources

The institution uses program review results to link institutional planning processes to resource allocation, including physical resources.

Program review results are used to link planning to resource allocation. In FY 2012-13, the former Resource Allocation Committee reviewed capital outlay requests submitted by college programs and departments and approved totaling $1.9 million (9.25) in funding requests. As anticipated, these resources have largely been allocated during FY 2013-14.

Implementation of the new governance and planning model during the 2013-14 academic year was, integral to the program planning and assessment (PPA) process. It has provided specific vehicles (governance councils) that help ensure that program, service, and department planning is ultimately tied to budget development, funding decisions, and resource allocation. For example, while planning for budget development for fiscal year 2014-15, the Academic Affairs Council approved a PPA summary and prioritization list for the Academic Affairs division, including full-time faculty priorities, at its meeting on November 13, 2013 (9.26); the summary and prioritization list was then forwarded to the College Planning Council for its consideration. The Student Affairs Council approved the priority faculty and resource requests from the Student Affairs division at its meeting on November 26, 2013 (9.27). The College Planning Council, in turn, voted to recommend

Recommendation 10

To fully meet the standard, the team recommends that the college develop a process for regular and systematic evaluation of all Human Resources and Business and Fiscal Affairs policies. (Standard III.A.3.a; III.D.)

In its action letter dated July 3, 2014, the Accrediting Commission communicated that Recommendation 10 was resolved.

Recommendation 11

To fully meet the standards, the team recommends that the college implement and evaluate a governance model and establish key participatory governance groups to provide an avenue for meaningful input into decision-making including but not limited to resource allocation. (Standards IV.A.2, IV.A.2.a)

Resolution and Analysis

An assessment of the college's governance model and structures was completed through a governance planning retreat held on November 19, 2012, that included participation from all constituent groups. A summary report from that retreat was shared with the college community and posted on the college's website (

governance effectiveness. Each council provided the CPC a summary of that discussion along with recommendations for improving its effectiveness.

Academic Affairs Council (11.14)
AdministrativeServices Council (11.15)
Accreditation Council (11.16)
Advancement Council (11.17)
College Planning Council (11.18)
Facilities Development Council (11.19)
Student Affairs Council (11.20)
Technology Development Council (11.21)
Overall Governance Effectiveness (11.22)

All councils will be reviewing the improvement recommendations during 2014-15 and will consider improvements based on the assessments. Progress toward improvement will become part of the assessment of governance effectiveness as each council conducts its annual assessment at the end of the year. For example, the CPC reviewed results from the assessment of CPC effectiveness and overall governance effectiveness in May 2014 and again in October 2014. Two themes emerged from the review and discussion: communication and attendance. Constituent representatives serving on CPC are well informed and engaged in governance. However, keeping the college community informed about governance activity and actions remains a challenge. In an effort to improve communication, the CPC approved the broad distribution of a “highlights” report that summarizes CPC activity and actions (11.35). The highlights documents will be posted to the CPC website, and all employees will receive a notice when they are posted (11.36, 11.37). Attendance by representatives at all CPC meetings was identified as needing improvement. Ideas for addressing the issue included modifying quorum rules or establishing alternates. As a result of review and discussion by the CPC, the bylaws were revised (11.38) to read:

Commented [6]: 8) Is this what we agreed to?

Additionally, the Full-Time Faculty Hiring Committee, a subcommittee of the Academic Senate, brings forward to the CPC its recommendations on faculty hiring, prioritizing hiring by discipline and suggesting the number to be hired (11.22, 11.23). These recommendations, in turn, are forwarded to the superintendent/president for final decision. The superintendent/president then reports back to the CPC after decisions have been made (11.34).

Conclusion
Completed

Supporting Evidence/Documentation

11.1 Report from Governance Planning Retreat November 19, 2012
11.2 Agendas Minutes Documents for Gov Planning Task Force
11.3 Governance Model
11.4 Handbooks for Governance Councils
11.5 Town Hall Meeting Presentation May 22, 2013
11.6 Fall Flex Day Presentation August 16, 2013
11.7 Governance Web Site
11.8 Governance Master Meeting Calendar
11.9 CPC Handbook
11.10 Sample Instrument for Assessing Council Effectiveness
11.11 Minutes of CPC Meeting April 23, 2014
11.12 Inventory of CPC Agenda Responsibilities 2013-14
11.13 Instrument for Assessing Overall Governance Effectiveness
11.14 Academic Affairs Council - Assessment Results and Summary of Effectiveness
11.15 Accreditation Council -Assessment Results and Summary of Effectiveness
11.16 Administrative Services Council - Assessment Results and Summary of Effectiveness
11.17 Advancement Council -Assessment Results and Summary of Effectiveness
11.18 CPC -Assessment Results and Summary of Effectiveness
11.19 Facilities Development Council -Assessment Results and Summary of Effectiveness
11.20 Student Affairs Council - Assessment Results and Summary of Effectiveness
11.21 Technology Dev Council - Assessment Results and Summary of Effectiveness
11.22 Overall Governance -Assessment Results and Summary of Effectiveness
11.23 Minutes of CPC Meeting February 5, 2014
11.24 Timeline for 2013 PPA Process
11.25 Budget Development Calendar FY 2014-15
11.26 Budget Development & Funding Decision Processes Modifications Highlighted (1)
11.27 Timeline for 2014 PPA Process
11.28 Annual Budget Development Calendar

11.29 Schedule of Annual & Comprehensive Reviews 2012-2018 -12-11-13
11.30 Annual Program Planning & Assessment -Components of Continuous Improvement
11.31 Comprehensive Program Review - Components of Continuous Improvement
11.32 Integrated Planning Model Diagram
11.33 Minutes for CPC Meeting April 2, 2014
11.34 Recommendations from Faculty Hiring Committee for 2014-15
11.35 Minutes of CPC Meeting October 15, 2014
11.36 Highlights of CPC Meeting October 15, 2014
11.37 Communication to Campus -Highlights of October 15, 2014 CPC Meeting

Recommendation 12

In order to meet standards, the team recommends that

- Each board member adhere to the Governing Board's Ethics policy;
- The board self-evaluation continue to be done with full participation of each board member. (Standards IV.B.1.j; IV.B.2.a-e)

In its action letter dated July 3, 2014, the Accrediting Commission communicated that Recommendation 12 was resolved.

Planning Agenda(s)

Standard I: Institutional Mission and Effectiveness

I.A.3 The Superintendent/President will initiate a review of the mission statement during 201213. An outcome of the review will be the development and implementation of a process and schedule for the regular review of the mission statement. (CW Rec 1)

Resolution and Analysis:
The response to Recommendation 1 in the follow-up report submitted in March 2014 addressed this planning agenda item. In its action letter dated July 3, 2014, the Accrediting Commission communicated that Recommendation 1 had been resolved.

Next Steps:
None.

Conclusion:
Completed.

Supporting Evidence/Documentation:
See list of supporting evidence in response to Recommendation 1 contained in the follow-up report submitted March 15, 2014.

I.A.1 Recommendation 1 Evidence Folder

I.B.3

I.B.4 The linking of the budget development to the systematic program review process was successful with instructional programs in developing the budget for fiscal year 2012-13. The college Vice Presidents, working within the participatory governance structure, will be responsible for implementing this to all other operational areas of the college in developing the budget for the 2013-14 fiscal year. (CW Rec 2)

Resolution and Analysis:
The responses to Recommendations 2 and 9 in the follow-up report submitted in March 2015 address this planning agenda item.

Next Steps:
None.

Conclusion:
Completed.

Supporting Evidence/Documentation:
See list of supporting evidence in responses to Recommendations 2 and 9 contained in the follow-up report submitted in March 2015.

I.B.4 Recommendation 2 Evidence Folder
I.B.5 Recommendation 9 Evidence Folder

I.B.6

I.B.7 During the 2012-13 academic year the college Vice Presidents, working within the participatory governance structure, will be responsible for more fully developing and implementing procedures for assessing the effectiveness of evaluation mechanisms necessary for improving instructional programs, student support services, and library and other learning support services. (CW Rec 3)

Resolution and Analysis:
The responses to Recommendations 3 and 9 in the following report submitted in March 2015 address this planning agenda item.

Standard II: Student Learning Programs and Services

II.A.1 The Dean of Curriculum and Instructional Support, with the collaboration of the Vice President of Information and Technology Resources and the Curriculum Committee Chair, will evaluate the effectiveness of CurricUNET and improve its functionality or seek other alternatives for course and program management by Spring 2013.

The process for aligning resource allocation through the Program Planning and Assessment Committee that worked for allocating resources to Academic Affairs divisions in 2011-12 will be revised and expanded in 2012-13 to include the identification of resources by program evaluation and assessment in Student Affairs, Information Technology & Library Services, and Support Operations. Full implementation for institutional planning would be completed in the 2013-14 academic year. (CW Rec 9)

Resolution and Analysis
Transition from CurricUNET has been discussed during Committee meetings. As a result of these discussions, the VP of Information and Technology Resources presented information on Kuali and demonstrated curriculum management features at multiple meetings. The Curriculum Committee considered a "sandbox" version of Kuali Student (curriculum management system) and decided against adoption (II.A.1). Results and comments in the end of year Curriculum Committee self-evaluation survey indicated satisfaction with CurricUNET. Evaluation of CurricUNET will continue as an ongoing committee process (II.A.2)

The responses to Recommendations 2 and 9 in the follow-up report submitted in March 2015

II.A.1.a During the 2012-13 academic year, the Superintendent/President, interim Dean of Institutional Planning and Effectiveness and college planning subcommittees will consider the need for additional research to update the *Salinas Valley Vision 2020 Project* to contribute to an updated *Education and Facilities Master Plan*. (CW Recs 1 and 2)

The Program Planning and Assessment Committee will work collaboratively with internal and Title V grant-funded research analyst support to develop additional research tools, technology and processes to facilitate educational planning and assessment by June 2013. (CW Rec 9)

The interim Dean of Institutional Planning and Effectiveness will lead strategic planning efforts for the college that will result in institutional goals and performance indicators by June 2013. (CW Rec 2)

Resolution and Analysis:
Through a thorough evaluation and planning process, a decision was made not to update the *Salinas Valley Vision 2020 Project* nor the *Education and Facilities Master Plan* (end date

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Institutional Data Analyst Job Description), in addition to the review and improvement of

II.A.1.b College Administration working in collaboration with the Distance Education Committee will take steps to plan and implement student and instructor evaluation procedures for distance education courses during the 2012-13 academic year. (CW Rec 4)

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

The interim Dean of Institutional Planning and Effectiveness will work with faculty members and administration to identify research tools that may be used to determine why success and retention in online courses is lower than the rates in traditional courses in some discipline areas. This data will be integrated into the regular program review of disciplines offering online courses. The process and timeline will be determined during the strategic planning process that will be completed by June 2013. (CW Recs 4 and 9)

Resolution and Analysis

All faculty members teaching online courses were evaluated according to the HARTNELL COMMUNITY COLLEGE DISTRICT AGREEMENT WITH HCFA/CTA/NEA, 2013-16.

The components of the evaluation process for faculty members teaching online and face-to-face are identical; however, because of the nature of the online environment, observations of faculty members teaching distance education courses are as follows:

> The evaluator will evaluate one learning unit of the course, which should be roughly equivalent to the material that would be covered in no more than one week of class. Access would include all materials posted by the instructor and discussion thread posts by both the instructor and students for that learning unit. Access will also include access to documents that apply to the entire course and are outside the unit, including: syllabus, class policies, required class activities, exams, and any current announcements posted for the course (HCFA Appendix DE2013).

To be consistent with materials for face-to-face courses, online course materials are expected to have identical SLOs to the face-to-face course, which are detailed in both the course outline of record file in CurricUNET and course syllabi. A process for observing distance education faculty members was added in fall 2013. (3.2)

To sustain this climate of assessment and improvement, workshops addressing assessment and

that may be integrated into the regular program review of courses and programs. The process and timeline will be determined during the strategic planning process that will be completed by June 2013. (CW Rec 9)

Resolution and Analysis:
In fall 2013, the Dean of Institutional Planning and Effectiveness conferred with the Vice President of Academic Affairs and separately with the Dean of South County Education Services/Distance Education and the Distance Education Committee Chair to discuss the gap in both student success and retention between online (DE) and face-to-face (F2F) courses. It was determined that disaggregated success and retention data for students in DE and F2F classes would be provided to discipline faculty members for their review, starting in Spring 2014 with the second annual program planning assessment (PPA) cycle. The data was integrated into the program review process, and the academic PPA template was revised to incorporate items allowing for faculty members response to the disaggregated data (attached Academic PPA Report Template, attached Academic PPA Reports by Items).

Comprehensive data on enrollment, success and retention rates have been compiled for all online courses taught between Fall 2010 and Spring 2014 and are being analyzed by discipline deans and the newly hired DE Specialist. The communication among adjunct and full-time DE faculty members has been increased through a survey sent out to all on their current practices and information shared on progress made with policies pertaining to DE (Current DE practices survey; DE policies progress).

The newly hired DE Specialist is working with the Dean IPE on aligning the DE Plan with strategic priorities defined by Hartnell College. Minutes of monthly DE meetings are posted and shared on the dedicated DE Committee web page (sample DE minutes). The DE Committee now

Next Steps
The DE Specialist will collaborate with and act as a liaison between the DE Committee and the appropriate academic deans. Faculty will respond to the newly added prompts regarding DE as well as analyze and discuss DE enrollment, success, and retention data.

Conclusion
Completed.

Supporting Evidence/Documentation
II.A.29 Academic PPA Report Template—Spring 2014
II.A.30 Academic PPA Reports by Items Spring 2014

II.A.2.e The interim Dean of Institutional Planning and Effectiveness will collaborate with the Student Learning Outcomes and Program Planning and Assessment Committees to review the current assessment processes of all courses and programs. This review will identify additional research tools and data that may be integrated into the regular program review of all courses and programs and the college budget and master education/facilities planning process. The process and timeline will be determined during the strategic planning process that will be completed by June 2013. (CW Rec 9)

Resolution and Analysis:
The responses to Recommendations 2 and 9 in the follow-up report submitted in March 2015 address this planning agenda item.

Next Steps:
None.

Conclusion:
Completed.

Supporting Evidence/Documentation
See list of supporting evidence in responses to Recommendations 2 and 9 contained in the follow-up report submitted in March 2015.

II.A.34 Recommendation 2 Evidence Folder
II.A.35 Recommendation 9 Evidence Folder

II.A.2.f The interim Dean of Institutional Planning and Effectiveness will collaborate with the Student Learning Outcomes and Program Planning and Assessment Committees to review the current assessment processes of all courses and programs. This review will identify additional research tools and data that may be integrated into the regular program review of all courses and programs and the college budget and master education/facilities plans. The process and timeline will be determined during the strategic planning process that will be completed by June 2013. (CW Rec 9)

Resolution and Analysis:
The responses to Recommendations 2 and 9 in the follow-up report submitted in March 2015 address this standard. Analysis [illegible]

II.A.3.a The Curriculum Committee will review procedures and criteria for acceptance of courses into general education by Fall 2013.

Resolution and Analysis:
The Articulation Officer reviews courses for inclusion into general education categories. BP 4025 (Philosophy and Criteria for Associate Degree and General Education) is pending Board of Trustees review. (II.A.3) It was discussed during the Curriculum Committee meeting on November 1, 2012, (II.A.4), and approved by the Academic Senate on February 26, 2013, (II.A.5).

AP 4025 was developed in October 2014 (II.A.6 Draft AP 4025), and has moved through the shared governance process and will be submitted for approval by the Board of Trustees with BP 4025.

Next Steps
Consider for approval by the Board of Trustees Spring 2015.

Conclusion
Partially completed.

Supporting Evidence/Documentation
II.A.38 BP 4025 (Philosophy and Criteria for Associate Degree and General Education)
II.A.39 Curriculum Committee Meeting Minutes for November 1, 2012
II.A.40 Senate Minutes Approved 2-26-13
II.A.41 Draft of AP 4025

II.A.3.c By Spring 2013, the Program Planning and Assessment and Student Learning Outcomes Committees will review the core competencies and their associated performance indicators. The PPA and SLO Committees will collaborate with the interim Dean of Institutional Planning and Effectiveness to review the current assessment processes of all core competencies; this review will identify additional research tools and data that may be integrated into the systematic review of all core competencies. (CW Rec 4)

Resolution and Analysis:
In Fall 2013 the College's governance structure was reorganized and the Program Planning and Assessment Committee was dissolved; program planning and assessment activities are currently overseen by the Office of Institutional Planning and Effectiveness (IPE).

(Reference reorg above?) In Fall 2013, the Student Learning Outcomes (SLO) Committee discussed and approved a new name, the Outcomes & Assessment (O&A) Committee (Draft Minutes 11.25.13 – O&A Committee Approval). This new name better reflects the role of the Committee to support outcome development and assessment across the college. This O&A Committee now has the support of two experienced faculty members serving in outcomes and

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selection of questions to be included in the Graduation Survey.

Next Steps
Now that core competency data has been collected and disseminated, faculty members will examine the findings to determine appropriate interventions. The O&A Committee has discussed the importance and benefit of direct assessment in the written communications area to better determine if interventions such as Reading Apprenticeship strategies or use of turnitin.com have helped students improve their writing skills. The College will continue to collect and analyze data to make improvements to address this issue.

Conclusion
Completed.

Supporting Evidence/Documentation
II.A.42 Fall Convocation agenda (8.15.14) (4.11)
II.A.43 Core competencies CCSSE survey results (convocation f14) (4.24)
II.A.44 Hartnell College Mail - Results from Table Discussion at Convocation (4.26)
II.A.45 O&A Minutes 11.25.13 - O&A Committee Approval
II.A.46 Academic Senate Minutes
II.A.47 Assessment Specialist Position Description (4.45)

II.A.4 The Curriculum Committee will encourage the further development of TAA and AS-T degrees.

Resolution and Analysis:
The Curriculum Committee Chair and Articulation Officer presented Flex Day activities regarding C-ID descriptors and development of transfer model curricula (TMC) on January 17, 2013. (I.A.8

II.A.6.a The Curriculum Committee and Dean of Curriculum and Instructional Support will work with the Articulation Officer and discipline faculty members members to develop additional degrees for transfer by Spring 2013.

Resolution and Analysis
See response to and evidence provided in II.A.4.

Next Steps

Conclusion
Completed.

Supporting Evidence/Documentation
II.A.59 Flex Day Agenda for January 17, 2013
II.A.60 Curriculum Committee Meeting Minutes for November 1, 2012
II.A.61 Curriculum Committee Meeting Minutes for February 21, 2013
II.A.62 CC minutes 12-1-13
II.A.63 CC minutes_3-6-14_approved
II.A.64 CC minutes_5-15-14
II.A.65 Board minutes 6-3-2014
II.A.66 Curriculum Committee Meeting minutes_10-2014
II.A.67 Board minutes 11-4-14

II.A.6.b The Academic Senate will collaborate with the interim Dean of Institutional Planning and Effectiveness to review the current discontinuance processes by Spring 2013. (CW Rec 9)

Resolution and Analysis:
In AY 2013-14, a taskforce of three members of the Academic Senate and the Dean of Institutional Planning and Effectiveness, led by the Senate Vice President/Curriculum Committee Chair, convened for the purpose of reviewing the college's academic program discontinuance process and developing a more expansive process to encompass the full life cycle of program establishment, revitalization and discontinuance. These meetings resulted in draft documents for BP/AP 4021, Establishing, Revitalizing or Discontinuing Academic Programs, their approval at the College Planning Council meeting on November 5, 2014, and the incorporation of chief components of AP 4021 into an institutional continuous improvement process (attached BP 4021, AP 4021, Minutes of CPC meeting, Academic Programs CI process).

Next Steps:
None.

Conclusion:
Completed.

Supporting Evidence/Documentation:
II.A.68 BP 4021 Establishing, Revitalizing, or Discontinuing Academic Programs
II.A.69 AP 4021 Establishing, Revitalizing, or Discontinuing Academic Programs
II.A.70 Minutes for College Planning Council Meeting November 5, 2014
II.A.71 Academic Program Establishment, Revitalization and Discontinuance - Continuous Improvement

II.A.6.c The Vice President of Information and Technology Resources will implement recommended changes to the college website by Fall 2013.

Resolution and Analysis:
Hartnell initiated a process beginning in Spring 2013 to replace the existing website. A campus wide web steering committee was formed to evaluate the aspects of the website that were critical to keep and what the campus needed from a new web property (II.A.72). Improvements associated with outdated and ineffective information were identified and made as well as new innovative ways to present services and tools for student orientation, success, and engagement. Additionally, the webmaster worked with various disciplines and areas of the institution to design and implement a new site organization and appearance. The goals were to strengthen the college brands and the college's program visibility, enhance navigation, and provide ways to ensure information remained useful and current.

By October 2011, Hartnell's webmaster had been trained on new content management platform (Drupal) and started coordinating and participating in the significant effort of migrating content from the old website to the new, eliminating outdated content, and creating new content, images and processes for new website. This process of weeding and reconfiguring new ways of providing information and services given the advancement of web tools took over 8 months to complete. There was great consideration that the entire campus was ready to make a transition from the old website to the new including faculty and students. Many meetings of the web site steering committee occurred to determine what features and segments of the website were going to make the cut (II.A.73). The website design and progress was presented to the Board of Trustees and to multiple shared governance committees (II.A.74 Board agenda, II.A.76).

With final approval given by the President's cabinet, the new website launched in early October 2014 and has received unanimous accolades as a much better organized face of Hartnell and provides better tools for information management. Users report the user interface is much more efficient and pleasing to visitors and much more engaging of the Hartnell community as many have now been placed in the responsibility of adding their own content. Hartnell views it's website as a living, growing resource which needs constant care and feeding. The new Hartnell website paradigm requires many people across campus "own" and maintain their own content areas and keep them up to date. Hartnell is confident that this new model of distributed content ownership will help the website remain relevant and fresh for visitors and campus constituents year over year. Hartnell's ongoing website committee which will continue to meet monthly, will assist in keeping the website in alignment with the information needs of the college (II.A.75).

Next Steps
None

Conclusion
Completed

Supporting Evidence/Documentation

Also see list of supporting evidence in responses to Recommendations 2 and 9 contained in the follow-up report submitted in March 2015.

II.B.6 Recommendation 2 Evidence Folder
II.B.7 Recommendation 9 Evidence Folder

II.B.3.b Hartnell College will continue to partner with the ASHC and Student Senate to support a full-time Student Life Coordinator that will provide advisory and support services to the ASHC, student government, and student clubs. The college and Coordinator will continually work with student government leaders to identify any additional training these leaders may need in order to continue to develop their leadership skills. The ASHC and Coordinator will work with student senators representing the CAT and the King City Education Center students to ensure that students attending those centers feel connected to student government and have access to those programs that promote personal development. (CW Romero's planning agenda; Rec 9)

Resolution and Analysis:

Hartnell College fulfilled its commitment to supporting the Associated Students of Hartnell College (ASHC), Student Life and Student Activities by hiring a full-time Director of Student Affairs (Student Life) in August, 2013. Hartnell College and ASHC began co-sharing the expense of a full-time Program Assistant for Student Life in October, 2013. Both positions in Student Life are permanent. Since August, 2013 the Director has worked with student government leaders to identify training needs (II.B.3.b.52) and recently coordinated a retreat with a professional consultant to teach parliamentary procedures to the new ASHC leaders (II.B.3.b.53). The ASHC leaders and the Director have recruited student senators representing the CAT (Alisal Campus) and the King City Education Center to become active participants in student government.

The Director of Student Affairs-Student Life is committed to the ongoing leadership development of ASHC Officers. Leadership training was developed to introduce new Officers to their roles and responsibilities to include: Hartnell College vision, mission, strategic priorities, participatory governance structure, Ralph M. Brown Act, parliamentary procedures, and additional leadership development topics. In addition, ASHC Officers participated in a parliamentary procedures workshop facilitated by professional parliamentarian Bruce Bishop. AHSC Officers also attend the California Community College Student Affairs Association (CCCSAA) Student Leadership Conferences (II.B.3.b.54) II.B.3.31/MC scn 72 307.08 59.88 0.6 re P <

Next Steps
None

Conclusion
Completed

Supporting Evidence/Documentation

II.B.3.b.52 ASHC Officer Development Training, June 3, 2014
II.B.3.b.53 ASHC Retreat Agenda, Fall 2014
II.B.3.b.54 CCCSAA Fall 2014 Student Leadership Conference Program
II.B.3.b.55 Student Leadership Conference Agenda, Fall 2013
II.B.3.b.56 General Assembly Program, Fall 2014
II.B.3.b.57 Training Program for New and Current Student Senate Members

II.B.4 During the 2012-13 academic year, Student Affairs personnel will work with other colleagues to look at the feasibility of modifying PlanNET so that the college could transition from the PEER assessment tool to the program review and assessment software system used by the academic services. In addition, the

II.B.4.58 SALT Meeting Minutes April, 2013
II.B.4.59 SALT Meeting Minutes May, 2013
II.B.4.60 Non-Instructional PPA Report Template Spring 2014
II.B.4.61 Schedule of Annual and Comprehensive Reviews 2013-2014
II.B.1.62 List of 2013 Student Affairs Program Planning and Assessment Documents

II.C.1 Based on the recommendations in *A Blueprint for Student Success at Hartnell College,* Learning Support Services staff will collaborate with college administration, faculty members members and staff to begin planning for a Student Success Center during the 2013-2014 academic year.

Resolution and Analysis

A workforce group of faculty members began meeting in fall 2014 to begin planning for the creation of a Student Success Center at Hartnell College. While this work group was composed of faculty members instructing in basic skills areas, the efforts to create a center that provides more academic support are widely supported by faculty members and administration.

The Facilities Master Plan that was adopted by the Board of Trustees at its December 2014 meeting includes repurposing the second floor of the existing science building to be used to provide academic support services for students. In addition, the Board of Trustees at its December 2014 meeting adopted the College's Student Equity Plan (SEP), which includes resource allocation for a Student Success Center (Budget 4 Student Equity Plan).

Next Steps

Planning for the development of coordinated and centralized academic support activities for students will begin in spring 2015.

II.C.1.a Library staff members will continue to evaluate its collections, deselecting older materials, and purchasing updated items that meet the curricular needs of students. Electronic publications that can be accessed by distance learning students and students at the other campuses will be given a high priority. Support for faculty members members requesting technical assistance will be provided. (CW Rec 5)

Resolution and Analysis

Full-time and adjunct librarians act4(nt)-2(s)at ca;i16(em2(b)-10(r)(t)-0 Td (-)2h(i)- -10.28m(dj)-2(un c1

Supporting Evidence/Documentation
Library PPA Spring 2014
RFID Implementation Plan
RFID - Side by Side Comparison
January 2015 Board Minutes

Next Steps

Librarianswill continue to look for new ideas, methods, and opportunities to teach information competency skills and improve outreach to students. Hartnell's Systems/Technology Librarian will be pilot-testing and implementing the online orientation accessed through Etudes, the College's learning management system, in spring 2015. This will provide access to the Library's orientation to our online students as well as to our students attending Hartnell College courses at the Alisal Campus or in South County.

Conclusion

Partially completed (Student Services Librarian position continues to be vacant).

Supporting Evidence/Documentation

Hartnell College e-mail Regarding

II.C.1.c Library staff and college administration will collaborate to review library staffing including the needs of the education centers for library services by Spring 2013. (CW Rec 9)

Learning Support staff members will collaborate with college administrators, counselors, faculty members and others to secure funding and establish plans for a Student Success Center during the 2012-13 academic year. These plans may include conversion of the current science building (Merrill Hall) upon completion and occupation of a new science building. (CW Rec 9)

Resolution and Analysis:
KATHY'S NARRATIVE:

II.C.1.d

II.C.1.e Library staff will continue to work towards finalizing the Voyager agreement between CSUMB Community College Library Voyager/ExLibris consortium members by Fall 2013. (CW Rec 6)

Resolution and Analysis:
The response to Recommendation 6 in the follow-up report submitted in March 2014 addressed this planning agenda item. In its action letter dated July 3, 2014 the Accrediting Commission communicated that Recommendation 8 had been resolved.

The response to Recommendation 7 in the follow-up report submitted in March 2015 addresses the timely evaluation processes for managers and part-time faculty members members.

Next Steps
None.

Conclusion
Completed

Supporting Evidence/Documentation
See list of supporting evidence in response to Recommendation 6 contained in the follow-up report submitted March 15, 2014.

II.C.3 Recommendation 6 Evidence Folder

Standard III: R esources

III.A.1.b The college has developed a recruitment calendar to stabilize the organizational structure, and replace interim appointments with regular hires. The college will

III.A.5.a The college's strategic plan will address the development of its employees. The college will continue to seek funding for such a program. (CW Rec 7)

Resolution and Analysis
Strategic Priority 3 of the college's Strategic Plan focuses on employee diversity and development, and Goal 3B in particular states (attached Strategic Plan 2013-2018):

> *To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development activities.*

Funding ($80,000) for employee professional development activities for FY 2014-15 has been available through the Human Resources Office and the work of the recently established Professional Development Committee (attached Budget for Employee Professional Development FY 2014-15).

The response to Recommendation 7 in the follow-up report submitted in March 2015 also addresses professional development of college employees.

Next Steps
None.

Conclusion
Completed.

Supporting Evidence/Documentation
III.A.3 Strategic Plan 2013-2018
III.A.4 Budget for Employee Professional Development FY 2014-15
III.A.5 Also see list of supporting evidence in response to Recommendation 7 contained in the follow-up report submitted March 15, 2014.

III.C.1 The Technology Task Force needs to establish quarterly surveys of faculty members, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions.

Resolution and Analysis
Starting in March 2013, surveys were drafted, finalized (III.C.9) (III.C.10) (III.C.10), and administered during the Fall 2013 semester and remained open until a month after the beginning of Spring 2014 semester. The next set of surveys was created in the Fall 2014 term in preparation for Spring 2015 delivery.

A new student survey was prepared and delivered at the beginning of Fall 2013. Results were collected after 6 weeks and be assessed to plan for Spring adjustments or initiatives. This cycle of regular survey for students and for faculty members has been established.

Next Steps
None.

Conclusion
Completed

Supporting Evidence/Documentation
III.C.9 2013 Faculty members members IT Surveys
III.C.10 2013 Student members members IT Surveys
III.C.11 2014 Faculty IT Surveys
III.C.12 IT iSupport Survey Feedback

III.C.1.b The Faculty Resource Center will continue to develop varied and helpful training options for the staff members on relevant tools and technologies. The IT organization will conduct a needs assessment in Spring 2013 via a survey in order to determine specific educational technology training needs. Upon completion of the needs assessment and, in coordination with the Learning Resource and Faculty Resource Centers, training plans will be adjusted and augmented to prioritize and address the various areas of need. (CW Matt's planning agenda; Recs 7 and 9)

Resolution and Analysis

An important step in completing this task was to budget for and hire a new Instructional Technologist. An Instructional Technologist position was opened and a new Instructional Technologist was in place by mid- to late March 2013.

The Instructional Technologist quickly evaluated technologies being used on campus and planned, and queried the campus community for their opinion about which areas of faculty educational training and professional development needs remained unfulfilled. Based on the combined feedback and discovery, the the instructional technologist developed training and published a regular delivery schedule in coordination with Academic Affairs, Academic Senate, and the VP of Information and Technology Resources.

The Instructional Technologist quickly provided direct support to faculty members and staff members regarding use of our campus LMS - *Etudes* - for instruction and campus collaboration. The instructional technologist delivered weekly training session on *Etudes*, Google Apps, our commnication and collaboration toolset, and Ellucian Colleague, our Student System, in the Faculty Resource Center (FRC) face-to-face and online for adjunct faculty members who are not on campus (https://sites.google.com/a/hartnell.edu/lrc/home). The calendar is always posted in the FRC and online (https://sites.google.com/a/hartnell.edu/lrc/class-schedule). Training sessions are held often and regularly and Etudes tips and procedures have been posted to easily access and review or download. These training sessions match the requested courses from the different campus constituents through ad hoc surveys and email notifications.

In May 2014, Hartnell College hired an additional instructional technologist and consequently has been able to develop a coordinated and robust professional development center facility (PDC). The PDC offers a wide variety of tools, support services and training offerings to support instruction and professional development. The response to the PDC and personnel regarding the facility and the quality of help and support is overwhelmingly positive. The instructional technologists coordinate face-to-face, off-line computer based guided and fully online weekly training session on software and instructional techniques including Drupal, Microsoft Office, Smartsheet, *Etudes*,

Resolution
Completed

Supporting Evidence/Documentation
III.C.1 Cummulative Customer Satisfaction Exit Survey Results
III.C.2 List of Supported Applications
III.C.3 Calendar of training classes
III.C.4 PDC Staff Bios

III.D.2.a Update the health benefits actuarial report every two years as required by GASB. The District has contributed approximately 85% of the funding requirements as of June 30, 2011. (CW Rec 2)

Develop strong modeling tools for the monthly calculation of the college's performance on the 50% law. This will provide timely data to management to

III.D.3.f

Conclusion
Completed

Supporting Evidence/Documentation
III.D. 3 FY10 Meets the Requirement letter (year 1) Hartnell Community College 00120900 4-17-14
III.D. 4 Final Default Cohort Rate for 2011 as of 9-12-14
III.D. 5 2014-2015 FA required
III.D. 6 Default Management Task Force Minutes 3-25-14
III.D. 7 Default Management Task Force Agenda 3-25-14
III.D. 8 Reporting Verification Tracking Flags V4 and V5
III.D. 9 14-15 policies and procedures section 3.6 verif (2)
III.D. 10 Ability to benefit (1) 95-13 jbt
III.D. 11 New Financial Aid disbursements in numerical order as of 8-28-14 with Higher One
III.D. 12 Employing Federal Work Study Student Worker Handbook 2014-15
III.D. 13 Default Management Task Force Agenda 11-1-13
III.D. 14 Default Management Task Force Agenda 1-23-14
III.D. 15 SAP Policy 2014-2015 as of 4-23-14
III.D. 16 SAP Policy 2013-2014 12-19-14
III.D. 17 HCC Default Mgm Final to DOE 12-9-13

III.D.3.h Establish Administrative Services evaluation survey to be provided to college community. The survey will request input from staff and faculty members on how business services can improve in generating access to financial information, training in use of financial systems and participation in budget process. (CW Recs 2 and 9)

Resolution and Analysis:
Multiple surveys across Administrative Services areas have been developed and implemented, including human resources, facilities and maintenance, campus security, and food services, in addition to surveys focused on student satisfaction with business services and employee satisfaction with workshops provided by business services. Survey results have been compiled and reviewed (2.45).

Next Steps
None.

Conclusion
Complete.

Supporting Evidence/Documentation
III.D. 18 2.45 (2.45)

Standard IV: Leadership and Governance

IV.A.1 The new Superintendent/President will lead a collegial review during the 2012-2013 academic year of the administrative structure to support the District's infrastructure and sustain its commitments. (CW Rec 8)

Resolution and Analysis:
The response to Recommendation 8 in the follow-up report submitted in March 2014 addressed this planning agenda item. In its action letter dated July 3, 2014 the Accrediting Commission communicated that Recommendation 8 had been resolved.

Next Steps
None.

Conclusion
Completed.

Supporting Evidence/Documentation
See list of supporting evidence in response to Recommendation 8 contained in the follow-up report submitted March 15, 2014.

IV.A. 1 Recommendation 8 Evidence Folder

IV.A.2.a Review and implement recommendations from the committee self evaluations. A shared governance retreat is planned for November 2012 with participation from faculty members, classified staff, students, and administrators. The recent history of the shared governance structure and its implementation, its assessment, and the

IV.A.3 Review the results of the self

IV.B.2.a During the 2012-13 academic year, the new Superintendent/President will create an administrative structure in an inclusive planning process that recognizes the continuing fiscal challenges. (CW Rec 8)

Resolution and Analysis:
The response to Recommendation 8 in the follow-up report submitted in March 2014 addressed this planning agenda item. In its action letter dated July 3, 2014, the Accrediting Commission communicated that Recommendation 8 had been resolved.

Next Steps
None.

Conclusion
Completed.

Supporting Evidence/Documentation
See list of supporting evidence in response to Recommendation 8 contained in the follow Cssed

IV.B.2.b Evaluate the decision-making model integrating program review, budget, and resource allocation, and revise as necessary. (CW Rec 11)

Resolution and Analysis:
See response to Recommendation 11 in the March 2015 Follow-Up Report regarding the *Annual Integrated Planning Processes.*

Next Steps
None.

Conclusion
Completed.

Supporting Evidence/Documentation
See list of supporting evidence in response to Recommendation 11 in the March 2015 Follow-Up Report regarding the *Annual Integrated Planning Processes.*

IV.B. 4 Recommendation 11 Evidence Folder