

# **EXTERNAL EVALUATION REPORT**

Hartnell College  
411 Central Avenue  
Salinas, CA 93901

This report represents the findings of the evaluation team that visited  
Hartnell Community College District on March 4-7, 2019

William H. Duncan, IV  
Team Chair

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**Hartnell College  
Comprehensive Evaluation Visit  
Team Roster**

Mr. William H. Duncan, IV (Chair)  
Superintendent/President  
Sierra College

Dr. Richard Storti  
Deputy Chancellor  
West Hills Community College District

Ms. Jené Hallam (Assistant)  
Executive Assistant to the President  
Sierra College

Mr. Ulises Velasco  
Vice President of Student Services  
Mendocino College

Dr. Lauren Halsted Burroughs  
Associate Professor of English  
Cuyamaca College

Mr. Leighton Vila  
Program Evaluator  
Windward Community College

Ms. Lurelean Gaines  
Director/Chairperson Nursing  
East Los Angeles College

Mr. Chris Vitelli  
Superintendent/President  
Merced College

Dr. Arvid Spor  
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Citrus College

Dr. Melinda Womack  
Professor of Communication  
Santiago Canyon College

Dr. Richard Winn  
President  
Accrediting Commission for Community  
and Junior Colleges (ACCJC)

## Summary of the Evaluation Report

INSTITUTION: Hartnell College

DATES OF VISIT: March 4-7, 2019

TEAM CHAIR: William H. Duncan, IV

A ten-member accreditation team visited Hartnell Community College District from March 4-7, 2019, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and United States Department of Education (USDE) regulations. The team evaluated how well the College is achieving its stated purposes and provided commendations to the college and recommendations for institutional improvement, and submitted those to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the site visit, the team chair attended an ACCJC training session for team chairs held December 5, 2018. The team chair then conducted a pre-visit video conference with Hartnell College leadership on January 17, 2019.

The evaluation team received the Hartnell College Institutional Self Evaluation Report (ISER) and supporting evidence in early January 2019. The report was found to be thorough, addressing compliance with federal regulations, eligibility requirements, and Commission Standards. It included an overview of the college, its history, community demographics, and student characteristics. The ISER also included a Quality Focus Essay that addressed three areas that the College has identified and is working to improve. The team reviewed the College's plans and progress in these areas and comments are included in this evaluation report.

All accreditation team members attended an ACCJC training session on February 6, 2019, having read and prepared initial assignments related to the Hartnell ISER. Team members studied Commission training materials for visiting teams and began discussing the Hartnell institutional self-evaluation during that training session. During the weeks preceding the visit, team members continued to study the ISER and supporting evidence, identifying areas of inquiry, requesting and receiving from the college additional evidence, and providing a list of interview requests.

During the visit team members spent time at the main campus in Salinas, the King City Education Center, and the Alisal Campus. Two open forums were held, one at the main campus and one at the Alisal Campus. Attendees at these forums included community members who expressed a high level of support for the college. It was evident that the College has strong community partnerships, with local businesses providing both financial resources and programmatic support. The team held approximately 50 individual and group meetings with students, faculty, classified staff, administrators, and members of the Board of Trustees. Of particular note was the enthusiasm of the students that was witnessed throughout the visit, and it was clear that the commitment to "Students First" is true in word and in action, with the students reaping the rewards of the efforts of faculty, staff, and administrators.

The team found the College to be welcoming and eager to make the visit as productive and comfortable as possible. Requests for additional evidence and meetings were met promptly, and even the smallest logistical details were not overlooked.

The team found that the College meets all Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team made three recommendations for institutional improvement. It also gave the College three commendations for areas of excellence above and beyond the Standards.

## **Introduction**

Hartnell College is a public community college comprised of 2,300 square miles within Monterey County, much of the area encompassed therein being rural and dedicated to agricultural production. Officially founded in 1920 as Salinas Junior College, it had served Salinas residents for the 84 years prior as a postsecondary school founded by William and Maria Teresa Hartnell. The college was renamed Hartnell College in 1948 and the Hartnell Community College District was formed in 1949.

The main campus was constructed in its present Salinas location following a successful bond passage in 1936. To provide increased access to the residents of the southern portion of the district, the King City Education Center opened in 2002. The Alisal Campus, a second educational center opened in 2011, provides a focus on career technical education and features strong community partnerships in those programs. The College also plans to open two more outreach centers in the next three years along with an expansion of the King City Education Center. Additionally, the College offers instruction at high schools throughout the District and in the form of distance education.

A bond measure was passed in 2002, allowing expansion and modernization of the College's learning and support facilities. Another bond measure was passed in 2016, allowing the continued transformation and expansion of college facilities, and further demonstrating the support of the community for the College. It is worthy of note that the Hartnell Foundation funding plan five-year goal to raise \$14 million achieved \$45 million in donations in a four-year period.

The College's service area has grown in recent years to just under 250,000 residents and is predominantly Hispanic/Latino (82 percent), with 67 percent of students self-identifying as Hispanic/Latino. The College served just over 17,000 students (unduplicated headcount) in the 2016-2017 academic year, which was a 23 percent increase over a period of five years.

Hartnell College offers associates degrees, certificates, transfer preparation, career and technical education, and other training opportunities. As stated in its self-evaluation, "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." Also worthy of note from the ISER, the College reported it, "had the ninth highest percentage (89%) of minority student graduates for community colleges across the nation."

## **Major Findings and Recommendations of the 2019 External Evaluation Team**

### **Recommendations for Improvement**

1. In order to improve institutional effectiveness, the College should expand library support services at all centers through more immediate interaction with a librarian and access to expanded library collections (II.B.1).
2. In order to improve institutional effectiveness, the College should quantify projected ongoing costs, including additional maintenance, staffing and operational costs, and identify continued funding sources when evaluating capital project proposals (III.B.4).
3. In order to improve institutional effectiveness, the College should complete the Technology Master Plan to guide future technology needs and ensure that future plans are updated prior to their expiration (III.C.2).

### **Team Commendations**

1. The team commends the College for the successful implementation of its mission and commitment to student learning, student achievement, and student participation (I.A.1, I.A.3).
2. The team commends the College for fostering strong community and industry partnerships, exemplified at the Alisal Campus, to provide resources, internships, and employment opportunities that enhance its instructional programs (II.A.14, II.A.16, III.D.4).
3. The team commends the College for creating a campus culture that values assessment as a process for improving programs and courses. Faculty have embraced student learning outcomes assessment and use the evaluation process as a way to enact meaningful change (II.A.2, II.A.3, II.A.16).

## **Eligibility Requirements**

### **1. Authority**

The team confirmed that Hartnell College is a public two-year community college in a single college district authorized to operate as a postsecondary degree-granting educational institution by the State of California, the Board of Governors of the California Community College System, and the Governing Board of Hartnell Community College District. The College maintains accreditation from the Accrediting Commission for Community and Junior College (ACCJC) of the Western Association of Schools and Colleges (WASC).

The College meets Eligibility Requirement 1.

### **2. Operational Status**

The evaluation team confirmed that Hartnell College is operational with students actively pursuing and completing its degree and certificate programs. Student enrollment history and demographic information is publically available on the Institutional Research and Planning website. The College had an average unduplicated headcount of 17,000 and FTES of approximately 7,560 for annual year 2016-2017. The current schedule of classes is available on the College website and in print form.

The College meets Eligibility Requirement 2.

### **3. Degrees**

The College currently offers 63 educational programs that lead to associate degrees that require a minimum of 60 semester units and are two academic years in length. An overwhelming majority of students at Hartnell College enroll in, and complete two-year degree programs at the College.

The College meets Eligibility Requirement 3.

### **4. Chief Executive Officer**

Hartnell College has a chief executive officer (CEO) appointed by the governing board, whose full-time responsibility is to the institution with authority to administer governing policies. The CEO does not serve as the chair of the governing board. There is no evidence to suggest the institution does not comply with notifying the Commission immediately when there is a change in the chief executive officer.

The College meets Eligibility Requirement 4.

### **5. Financial Accountability**

The College engages an external certified public account to conduct annual financial audits. Evaluation of compliance with state and federal requirements is part of the annual audit process.

It was confirmed that annual audit reports are presented to and accepted by the governing board, submitted to appropriate public agencies, and made available on the College's website.

The College meets Eligibility Requirement 5.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards. There may be some evaluation items under ACCJC standards which address the same or similar subject matter (As noted by the accompanying references to the Standard or other sections of the Institutional Self-Evaluation Report that addresses the item). Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

[Regulation citation: 602.23(b).]

#### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

#### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

#### **Narrative:**

Hartnell College has posted on the accreditation page of their website the *Notification of an Evaluation Team Visit and Third Party Comment*. The posting indicated that the college is seeking public comment from interested parties for its March 4-7, 2019 evaluation team visit.

No third party comments were received by the evaluating team from the Commission.

The college is in compliance with the Commission's policy on *Rights and Responsibilities of the Commission and Member Institutions*.



## **Standards and Performance with Respect to Student Achievement**

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

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, 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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution 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, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution 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 campus; 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. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

Hartnell College provided evidence that it has defined elements of student achievement performance across the College and within each instructional program. The College has identified the expected measure of performance within each defined element. Course completion is included as one of the elements of student achievement. The results of assessment of the established standards are used to drive decision making across the institution.

**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:**

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	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 classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Team members have reviewed credit hour assignments and degree program lengths to verify their reliability and accuracy and to ensure that the College adheres to good practices of higher education. Tuition at Hartnell College is consistent across all course and degree offerings. The College posts the conversion formula for the use of clock hours to Carnegie units even though it does not appear to offer any courses to convert.

Hartnell College abides by the four required practices of the Commission’s policy on *Institutional Degrees and Credits*.

### **Transfer Policies**

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

#### **Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

#### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

#### **Narrative:**

Transfer policies are found on the College's website and in the Hartnell College catalog. The policies describe the criteria used by the College to accept transfer credits from other accredited institutions.

Hartnell College abides by the elements of the Commission's policy on *Transfer of Credit*.

### **Distance Education and Correspondence Education**

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

#### **Evaluation Items:**

##### **For Distance Education:**

<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

##### **For Correspondence Education:**

<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence

	education program is the same person who participates every time and completes the course or program and receives the academic credit.
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**Overall:**

<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

**Narrative:**

A review of a random sampling of distance education courses has shown the Hartnell College faculty members have regular and substantive online interactions with students. A review of the availability and use of online learning and student support services has shown that online students have access to the main resources available to students on campus.

The College uses Proctorio (software) to verify the authenticity of distance education students.

Hartnell College does not offer correspondence education courses.

The technology infrastructure at the College is sufficient, and the College is in compliance with the Commission’s policy on *Distance Education and Correspondence Education*.

**Student Complaints**

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

**Evaluation Items:**

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

<input checked="" type="checkbox"/>	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. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and <i>Policy on Student and Public Complaints Against Institutions</i> .

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Hartnell College has clear policies and procedures for handling student complaints as listed in the College catalog and on the College website.

A review of student complaints for the past seven years was conducted to assess for accurate implementation of Hartnell College’s policies and procedures. The files were found to be in compliance with the College’s policies and procedures along with the Commission’s standards.

The College posts links to other accrediting body websites from the Hartnell College accreditation webpage in order for students to have access to those institutions should a complaint need to be filed.

The College adheres to the Commission’s policy on *Representation of Accredited Status* and *Policy on Student and Public Complaints Against Institutions* by posting their accredited status on the College accreditation webpage.

**Institutional Disclosure and Advertising and Recruitment Materials**

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

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment</i> , and <i>Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Hartnell College provides accurate, timely, and appropriate detailed information to their students and the public about its programs, locations, and policies on their College website, College catalog, and to some extent through Facebook and Twitter.

The College abides by the three elements of the Commission’s policy on *Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status*.

Hartnell College provides documentation of their accredited status online on the College’s home page and by posting a copy of their accreditation status on their accreditation webpage.

**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:**

<input checked="" type="checkbox"/>	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 USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE 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. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, 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. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

**Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College demonstrates compliance with Federal Title IV regulations and USDE requirements.

## **Standard I**

### **Mission, Academic Quality and Institutional Effectiveness, and Institutional Integrity**

#### **Standard I.A. Mission**

##### General Observations

Hartnell Community College has vision, mission, and values statements that describe its overall mission—its educational purposes, intended student population, and commitment to student achievement. The vision and mission statements are referred to in the College’s planning documents, and are used as an overall guide for institutional decision-making, planning, and resource allocation. Data are used to determine how well the college is accomplishing its mission and the planning goals that spring from it. The current mission statement, as found in Board Policy 1200, was revised in May 2018 and became effective July 2018 with a primary focus on the student.

##### Findings and Evidence

The team found that the College’s current mission statement provides relevant and accurate information to students, employees, and the general public with regard to educational purposes, types of degrees and certificates with a focus on students first. Information is available in print materials such as the catalog, board policies and procedures, and on the website. Through interviews with students and staff the team got a strong sense that the College has done a good job of expressing its commitment to student learning, achievement and success as described in the vision, mission and values statements. This commitment has created a strong culture of student support and pride in the institution (I.A.1 and ER 6).

The team found that the College strives to maintain a culture of evidence-based and data informed decision-making. In order to accomplish this, in 2015, the College made a significant effort to strengthen its Institution Research capacity by establishing an Institutional Research Function. In August of 2017 the College’s governing board adopted a set of primary outcomes focusing on completion of degrees/certificates; time/units to degree completion; transfer to four year institutions; and student employment after transfer or degree/certificate completion (I.A.2).

The team validated that the institution’s programs and services are aligned with its mission and core values of students first, academic/service excellence, diversity and equality, ethics and integrity, partnerships, leadership and empowerment, innovation and stewardship of resources. The team agrees that in accordance with its mission the College has created a diverse grouping of educational courses and a wide range of student support programs to ensure students can achieve their educational goals. The College’s Governance and Decision-Making Model has been created to ensure that the mission guides planning and resource allocation. Through this process goals are established and assessed and improvement plans are developed and implemented (I.A.3).



The mission of the College can be found in Board Policy 1200 which was last updated and approved by the Board of Trustees in May of 2018. The mission is referenced throughout the website in areas such as About Us, official documents and publications including the *College Catalog*, the *Governance Councils Handbooks*, the *Strategic Plan 2013-2018*, the president's weekly reports to the governing board, agendas and minutes of governance councils and committees, the annual *Hartnell Report to the Community*, press releases, fast fact sheets, and the president's forum presentations. Ultimately, the College ensures that the mission statement is widely published and communicated to employees, students, stakeholders, partners, and the community at large (I.A.4 and ER 6).

### Conclusion

The College meets Standard I.A. and related Eligibility Requirements.

### Commendations

1. The team commends the College for the successful implementation of its mission and commitment to student learning, student achievement, and student participation (I.A.1, I.A.3).

## **Standard I.B. Assuring Academic Quality and Institutional Effectiveness**

### General Observations

The College demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning. The College fosters dialogue through institutional and program meetings, shared governance policies, and regular meetings that discuss student outcomes. A few of the opportunities for dialogue are the President's Forum, institutional planning retreats, convocation, facilities planning, regular committee meetings, as well as reassigned faculty time and professional development activities.

### Findings and Evidence

The team reviewed and found that the College demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning. The college's Institutional Planning, Research, and Evaluation (IPRE) office leads the annual Program Planning and Assessment (PPA) which is a planning and assessment tool that is used across the college in order to make strategic decisions by integrating student learning/service outcomes, budgeting, and planning data (I.B.1).

The team found that the College defines and assesses instructional programs and student learning support services. The PPA tool is used across the college in order to make strategic decisions by integrating student learning/service outcomes, budgeting, and planning data. The campus has implemented eLumen, an assessment software that they are using to generate faculty driven discussions about student learning outcomes (SLOs). The SLOs are assessed every three years, with programs being evaluated every fourth year. Service Area Outcomes are readily defined, published, and assessed (I.B.2).

The team reviewed and found that the college established 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. At first read, the visiting team was concerned about the rigor of the institutional set standards, which “the College decided to set the standard for each metric at 5% below the mean of the most recent five years.” However, the team discovered that the college is in the process of revising its institutional set standards to include floor, attainable, and aspirational goals which align with best practice and the standard (I.B.3 and ER 11).

The College uses assessment data and organizes its institutional processes to support student learning and student achievement, primarily via the PPA process. The PPA process provides links between the College mission, vision, and long-term planning by incorporating student achievement, student learning, and enrollment data to make data informed budget decisions. Student learning outcomes are assessed using eLumen, which has led to positive faculty engagement with learning outcomes. Course, program, and institutional learning outcomes are assessed regularly and are supported by institutional processes (I.B.4).

The College assesses the accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. The College uses both quantitative (e.g., student learning outcomes, student achievement data, and measures of student success) and qualitative data (qualitative analysis of graduate surveys) to evaluate their institutional goals, learning outcomes, and student achievement. Quantitative data is disaggregated by program and mode of delivery (I.B.5).

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students. The PPA disaggregates its student achievement data by age, ethnicity, and gender. The college is, also, actively working with eLumen to disaggregate its SLOs by demographic variables. Graduation surveys are used to measure ILOs achievement and results are disaggregated via gender, race, and ethnicity (I.B.6).

The College 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 the mission. The College has drafted and implemented a *Continuous Improvement Plan and Handbook*, evaluates its BPs and APs on a regular cycle, and has developed the necessary human resource evaluation processes (I.B.7).

The College 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. The College shares assessment and learning outcomes at convocation, student success conferences, in the president’s forum and weekly communications, governance meetings, and new employee orientations. Achievement data is readily found on the IPRE website, and is used in the PPA for budget requests (I.B.8).

The College engages in continuous, broad based, systematic evaluation and planning. The College integrates program review, planning, and resource allocation, primarily through their comprehensive PPA process which includes feedback from shared governance organizations. The college is developing a new Strategic Plan, 2019 to 2024, and is addressing both short- and long-range needs for educational services, human, and physical resources (I.B.9 and ER 19).

## Conclusion

The College meets Standard I.B. and related Eligibility Requirements.

## **Standard I.C. Institutional Integrity**

### General Observations

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.

### Findings and Evidence

The College adequately provides accurate and relevant information to students, prospective students, employees, and the public related to its mission, learning outcomes, educational programs, and student support services. The College website provides relevant board policies and procedures, and information regarding the mission and vision, student learning outcomes, academic programs, and support services (I.C.1 and ER 20).

The team found sufficient evidence that the College provides both a printed and online catalog for students and prospective students with accurate and current information regarding requirements, policies, and procedures. Additionally, the Schedule of Classes contains additional information on enrollment policies and procedures (I.C.2 and ER 20).

Hartnell College has established Program Learning Outcomes (PLOs) that are listed in the *Course Catalog*. Evidence provided by the College, via CurricUNET and the College website, provides documented assessment of student learning and evaluation of student achievement. The College assesses program and course-level outcomes cyclically and makes these assessments and evaluations available to the public through a number of different communication methods (I.C.3).

The team found that the College describes all offered degrees and certificates with descriptions and completion requirements, general education requirements, and core competencies through the *Course Catalog* (I.C.4).

The College regularly reviews institutional policies, procedures, and publications in accordance with established board policies and administrative procedures. The *Board Policy and Administrative Procedure Review Schedule* demonstrates annual review and prioritization of policies and procedures being reviewed by the institution (I.C.5).

The College provides accurate and thorough information regarding the total cost of education such as tuition, parking, and fees, etc. to current and prospective students in the *College Catalog*, public webpage, and via financial aid electronic and print media (I.C.6).

The College provides policies regarding academic freedom and code of ethics to the public, making clear the institution's commitment to intellectual freedom. Those documents are provided via the College Catalog and on the web page (I.C.7 and ER 13).

The College has established a College-wide Ethics Policy to ensure employees and students are aware of the ideals of the College. Employees are also contractually bound by their collective bargaining agreement which includes statements of honesty and integrity. The College has established policies and procedures on academic freedom, an administrative procedure on student discipline and handling the breach of academic integrity, as well as policies and procedures regarding honesty and integrity in online courses. All of these policies and procedures can be found on the College's website (I.C.8).

The College has a strong values statement promoting respect, civility, honesty, responsibility, and transparency for all employees, including faculty. Additionally, board policies, such as BP 4030, promote academic freedom for instructional faculty, but delineates between personal conviction and professional accepted views in a discipline (I.C.9).

The College does not seek to instill any specific set of beliefs and conforms to an ethics policy and values statement to ensure all employees adhere to codes of conduct (I.C.10).

The College has three campuses, all located in Monterey County, California. The College does not operate in a foreign location (I.C.11).

The College has policies and procedures in place which define the commitment to complying with Accreditation Standards and Eligibility Requirements. The College's accreditation documents including the institutional self-evaluation report were easily accessible by the public on the main College website. The team is not aware of any instances in which the College has not complied with the Commission's requirements (I.C.12 and ER 21).

The team found that the College communicates widely with external agencies regarding their accreditation status via the *Accreditation Council Handbook*, website, press releases, and directly to external agencies (I.C.13 and ER 21).

The College demonstrates a strong commitment to a high quality education, student achievement, and student learning with a "students first" value, which is integrated throughout daily operations, communications, the website, meeting agendas, minutes, public reports, and master plans (I.C.14).

### Conclusion

The College meets Standard I.C. and related Eligibility Requirements.

## **Standard II Student Learning Programs and Support Services**

### **Standard II.A. Instructional Programs**

#### General Observations

Hartnell offers a wide range of instructional programs accessible through a diversity of modalities, locations, and times. The College has made great strides in increasing the transfer rates and the completion of degrees and certificates: Over the last five years, Hartnell College has had a 159% increase in degree and certificate completion, and an increase of 60% in transfer rates to the UC and CSU systems. Furthermore, the College has taken dramatic steps to institutionalize the SLO and PLO assessment processes through the Outcomes and Assessment Committee (OAC), the Program Planning and Assessment (PPA) process, and the Curriculum Committee, with genuine buy-in and participation of faculty. The College has made great progress in creating a culture of assessment and continuous improvement on campus.

#### Findings and Evidence

The College offers instructional programs which align with the College's mission and are appropriate to higher education. The College does note that the next Strategic Plan, which is in development, will focus on the alignment of all courses and programs in accordance with the College's mission. The College has enhanced degree attainment through improved curricular processes and the addition of ADTs. It is commendable that the Office of IPRE has determined that 698 students achieved a degree in 2016 - 2017 (evidence item II.A.1.13).

Over the last five years, Hartnell College has had a 159% increase in degree and certificate completion, and an increase of 60% in transfer rates to the UC and CSU systems. Thus, there is evidence that the College's instructional programs culminate in the attainment of degrees and certificates as well as transfer to other higher education programs (II.A.1 and ER 9, ER 11).

The College relies on the SLO assessment cycle, the Curriculum Committee, the Outcomes and Assessment Committee, and the PPA processes in order to systemically evaluate and improve instructional courses, programs and related services. Administrative personnel oversee these processes. The College provided ample evidence that there is widespread faculty, part-time and full-time, involvement in the assessment process, which results in the continuous improvement of instructional programs and courses (II.A.2).

The College does have a process in place to regularly assess learning outcomes for courses, programs, and service areas. Course-level SLOs and SAOs are assessed every semester and analyzed the following semester. Assessment results are analyzed at the college's Convocation in fall and Student Success Conference in spring, and attendance at those events is mandatory for faculty. Through the PPA process, PLOs are assessed by faculty members. The College has dedicated fiscal resources to support outcomes assessment in that the college hired a full-time Outcomes and Assessment Specialist in the spring of 2018 to offer full-time support to assessment and in that 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 (II.A.3).

The College offers pre-collegiate level curriculum and distinguishes that curriculum from college-level curriculum with its course numbering system, as published in the college catalog. The College directly supports students learning the knowledge and skills necessary to advance to and succeed in college-level work through PASS, Panther Academic Support Services, which offers individual and group peer tutoring, ESL lab support, the Math Academy, and Supplemental Instruction (SI) in targeted courses (II.A.4).

The College's degrees and programs follow common practices in higher education including minimum degree requirements (II.A.5 and ER 12).

The College schedules courses in a diversity of locations, modalities, and day/time patterns, as evidenced by the online course schedule. The College also notes course rotations for courses not offered every semester in the college catalog. As of Spring 2018, the College has also adopted multiple measures (MMAAP), relying on high school GPA to place students into math and English, thus reducing the number of required basic skills courses and enabling students to complete certificate and degree programs in a timely manner (II.A.6 and ER 9).

In order to meet the diverse needs of its students, the College does effectively use various delivery methods, teaching methodologies, and learning support services. Effective teaching methodologies are part of the faculty evaluation criteria. While the College offers only a small percentage of hybrid and fully online courses to students, it has committed to growing its online course offerings by joining the Online Education Initiative (OEI) as a pilot college. Through its participation in the OEI, the college offers its online students various support services, including Cranium Café, Net Tutor, Protorio, Quest/Smarter Measure (assessment for online), ConferZoom, and Pronto. On campus, the College provides many targeted student support services, including MiCasa, MESA, athlete support, Trio, EOPS, and Foster Care (II.A.7).

The College does not generally use department wide course and/or program examinations. One exception is the Nursing Department. Faculty use student pass rates on licensing exams to determine department or program assessment validity and reliability. Direct assessment of prior learning is available for students via credit by examination, as described in BP 4235 and AP 4235 (II.A.8).

SLOs have been defined for all courses at the College. These outcomes are a component of the CORs and are vetted through the curriculum process and by the OAC members. The College awards credit for courses based on the number of Carnegie units earned, as shown in the CORs (II.A.9 and ER 10).

On its website and in the college catalog, the College makes available clearly stated transfer-of-credit policies for both incoming and outgoing students with BP and AP 4050, AP 4051, and BP and AP 4235. The College has an automated degree audit system, which helps ensure that courses the College accepts for transfer credits are comparable to its own courses. The College does have articulation agreements with most CSU and UC campuses as well as a number of other four-year institutions (II.A.10 and ER 10).

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). For each degree or certificate program, faculty members have defined course-level SLOs that map to PLOs. Both SLOs and PLOs map to college wide Core Competencies. The College assesses Core

Competencies through SLO assessment and annually with a graduate survey, which is administered and analyzed by the OAC and the College's Director of Institutional Research (II.A.11).

As evidenced in the college catalog, the institution requires general education courses as part of all degree programs. The appropriateness of courses included in general education curriculum is determined by the college's curriculum committee, the composition of which includes faculty members and the college's articulation officer. The general education curriculum identifies course SLOs that have been mapped to the college's Core Competencies, which also serve as the College's General Education Outcomes (II.A.12 and ER 12).

The college catalog and website identify the degree requirements specific to each academic program. Faculty have mapped the course-level SLOs to the PLOs, which ensures that specialized courses include mastery of key theories and practices within the field of study (II.A.13).

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 standard, as evidenced by advisory group meeting agendas and minutes. The College also ensures that graduates are demonstrating technical and professional skills through high pass rates of external licensing exams and with a CTE Outcomes report conducted by the RP Group in 2017. There is strong evidence that Hartnell College has developed strong community and industry partnerships that have significantly contributed to the academic programs and student development. The College has worked with partners to develop strong and responsive programs that are meeting the community and industry needs. These partnerships have led to a robust and comprehensive internship program that is greatly contributing to the enrichment of students (II.A.14).

The College defines its process for the establishment/revitalization/discontinuance of a program in AP 4021. This process is also stated in the college catalog. Recent examples of the college following this process were cited as evidence (II.A.15).

The College has made significant strides in regularly evaluating and improving the quality and currency of all instructional programs through the SLO, PLO and Core Competency assessment processes. Each semester, faculty members assess course-level SLOs, and all SLOs are assessed in a three-year cycle. Then, at the beginning of fall at Convocation and the beginning of spring at the Student Success Conference, faculty teaching online and on campus at all sites convene with their department to analyze the assessment results submitted the previous semester. They complete course action plans and enact changes to improve the quality of their programs and courses. There is wide-spread buy-in and participation in this process, which has created a culture that values and celebrates assessment as a process to improve the experience of students (II.A.16).

### Conclusion

The College meets Standard II.A. and related Eligibility Requirements.

### Commendations

2. The team commends the College for fostering strong community and industry partnerships, exemplified at the Alisal campus, to provide resources, internships, and employment opportunities that enhance its instructional programs (II.A.14, II.A.16, III.D.4).
3. The team commends the College for creating a campus culture that values assessment as a process for improving programs and courses. Faculty have embraced student learning outcomes assessment and use the evaluation process as a way to enact meaningful change (II.A.2, II.A.3, II.A.16).

## **Standard II.B. Library and Learning Support Services**

### General Observations

Library and learning support services at the College offer comprehensive services and tools for students, faculty and the community. There is a currency of collections. The materials and services are available to students and personnel responsible for student learning and support. The library serves the many communities within the College and community. Both the library and learning support services engage in extensive assessment for improvement. There is substantial reliance upon appropriate expertise of faculty, including librarians and other learning support services professionals, for equipment and collections. The library takes responsibility for providing external supplemental sources for information to help students meet their academic goals.

### Findings and Evidence

Library and learning support services are available to students on the Main Campus, at the King City Education Center, and at the Alisal Campus. Print collections are available at the Main Campus and King City Education Center. These services are available online and face-to-face. Online only collections are available for the Alisal Campus. The library and learning support services include: the library located on the Main Campus, library collections, library instruction and services, the library website, the Panther Academic Support Services (PASS), tutorial support, supplemental instruction (SI), additional academic support, and the Computer Center. The library on the main campus provides computers, study rooms, a library instruction room, meeting rooms for faculty and staff, in addition to online and print collections. The library collections, available to both College and community members, are substantial and varied. Faculty are encouraged to, and provided means for enhancing the collections. Library and instruction services offer a substantial program of reference and information services. Reference librarians are available 62 hours per week during the fall and spring semesters and 52 hours per week during the summer. The librarian at the King City Education Center is available for four hours one day a week. There is no librarian present at the Alisal campus. A wide variety of library literacy workshops are offered to students, faculty and staff. The library website is comprehensive and easily navigated. The website provides access for checking hours of operation, scholarly searches, contacting a librarian for help, how to write academic citations, reserving a study room, and searching for course materials. PASS is noteworthy in that it provides comprehensive tutorial support, supplemental peer-led instruction, and additional academic support and ongoing services to support personnel responsible for student learning. PASS collaborates with Early Support Program (ESP) to offer a Study-a-thon, which is an intensive three to five-day tutoring event on the Main Campus, the King City Education Center,



and the Alisal Campus. PASS has been highly rated by faculty and students. The Math Academy provides summer and winter programs requiring students to participate in 45 hours over seven to ten days of intensive instruction. The Math Academy offerings consist of rigorous instruction and testing with high student success rate. The Math Academy is driven by extensive assessment and improvement based upon those assessments. The Computer Center provides services primarily for students taking required courses for the Business Technology degree/certificates; however, the center is open to all students. Of concern are inconsistent hours of operation (II.B.1 and ER 17).

The library is responsible for the selection and maintenance of equipment and materials used to support student learning and students in reaching their educational goals. The scope of the selection and maintenance includes the general community, DSP&S, PASS, and the Computer Center. The library, which informs the college, uses a systematic process for selecting resources. The process is driven by continual assessment of budget concerns, space allowances, informal conversations with area appropriate experts, curriculum review, and through a carefully planned library service area outcomes calendar (II.B.2).

The College evaluates the library and learning support services on a regular, bi-annual cycle (2013, 2015, and 2017). Data are collected via surveys, discussions with faculty, and usage studies. Improvements are made based on this data. There are ten library and learning support services Service Area Outcomes (SAO). These SAOs are tracked using the *Hartnell College Service Area Assessment Plan and Summary* form. Based on these assessments, there have been several pilot programs for the purpose of equitizing the services at all three campuses. These include: synchronous and asynchronous class orientations, instructional videos, and the acquisition of databases specific to the needs of the King City Education Center and Alisal campuses. There has also been discussion of a chat feature added to the library website for immediate librarian contact (II.B.3).

The College collaborates with other institutions and sources for library and learning support services. The institution takes responsibility for security, maintenance and reliability of services provided. The library contracts a hosting agreement for its integrated library system, Voyager. The library holds memberships in the Community College League of California (CCLC) for database subscriptions and the Monterey Bay Area Cooperative (MOBAC) for delivery services among member libraries. Radio Frequency Identification (RFID) technology is used for security, inventorying, shelf reading and self-checkout. The contracted vendor, Bibliotheca, provides maintenance and support for the library's security system. Campus security and a private, contracted external provider (First Alarm) secure all campuses. The library regularly evaluates services provided by maintenance and security vendors (II.B.4 and ER 17).

### Conclusions

The College meets Standard II.B. and related Eligibility Requirements.

### Recommendation for Improvement

1. In order to improve institutional effectiveness, the College should expand library support services at all centers through more immediate interaction with a librarian and access to expanded library collections (II.B.1).

## **Standard II.C. Student Support Services**

### General Observations

Hartnell College has demonstrated a commitment to providing high quality student support services. The college uses a Program Planning and Assessment (PPA) process to assess the efficacy of its programs and services. Comprehensive matriculation support, particularly the work of the Admissions and Records and Counseling offices, contribute to a clearly defined process for students to be successful. Board policies and procedures have been established to guide the institution in developing a supportive student environment. Hartnell College's athletic and co-curricular offerings support the mission of the college and contribute to a lively college experience. The College's programs and services work in support of the mission and provide a clear path for incoming and continuing students. Hartnell College also has an identified process to secure student records and provides support for faculty and staff in supporting the confidentiality of student records.

### Findings and Evidence

Hartnell College has a comprehensive PPA process that requires participation from all student services programs. This process requires a review of Service Area Outcomes meant to develop a model for continuous assessment and improvement. The tool developed to address the PPA process is robust and includes both an annual review of certain aspects of the department and then a compressive review less frequently. In the PPA tool, departments are required to provide a plan for the future that provides a clear platform for proper review and assessment of each department. Additionally, the process created for the review of services does appear to be handled in a timely fashion and includes a strong framework for success (II.C.1 and ER 15).

In one of the sample PPA's submitted as evidence (evidence item II.C.1.9), the Department of Supportive Programs and Services (DSPS) provided information regarding the measurement of service area outcomes (SAO). During this review, the department was to evaluate the client satisfaction with DSPS services in three categories: accommodations/services received, courteous/effective services, and dissemination of program specific information. The PPA mentions that the SAOs were assessed in the DSPS client satisfaction survey administered during winter/spring 2016/17. Within the PPA process, the form asks departments to answer the following questions: "Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program? What did you find?" In providing information of DSPS, the following was entered as a response to the above information "The DSPS Client Satisfaction Survey yielded 78 responses which were analyzed by the director and disseminated at the staff meeting in early spring. While the responses were generally positive, there is room for improvement in the ease of use of services and accommodations. In addition there is room for improvement with the quality of interpreting services." This information and response seems incomplete and not entirely conclusive in the development of a proper assessment of meeting Service Area Outcomes (II.C.2).

Similarly, the Admissions and Records department's PPA was provided as evidence (evidence items II.C.1.6 and II.C.1.7) to the team. In the section requesting departments to "Describe how service area outcomes were specifically addressed by the service/office/program during the past year," this was the response provided:

For the first student learning outcomes assessment, we used a mixed model of quantitative/qualitative survey. The survey was partially open-ended leaving students to self-report their level of satisfaction. The surveys were provided to students at the end of their interaction with the Admissions and Records/Enrollment Specialist staff. Surveys were tallied each week for the semesters in which the surveys were generated.

For the second student learning assessment, we used data from our student information system Ellucian to provide us the number of students who used PAWS online registration to register for classes.

The results were then shared with the Admissions and Records/Enrollment Specialist staff at a department staff meeting held the following semester. The open-ended comments were read aloud at the meeting so that the staff could see the positive remarks that students noted. At the meeting it was decided that we would reassess again in spring 2016 as we know we will continue to have new students that attend Hartnell College.

While the Admissions and Records department provided adequate information regarding survey results and responses, they did not connect the purpose of the PPA process to their assessment of the results. The purpose of the PPA process at Hartnell College “is to obtain an honest and authentic view of a service/office/program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each area reviews assessment data and uses these data to plan for improvement.” It is clear that additional professional development is needed in properly utilizing the PPA process for effective department/program assessment and planning. Lastly, the response from Admissions and Records referring to this section as Student Learning Outcomes instead of Service Area Outcomes further highlights the possible need for a comprehensive professional development opportunity to address any lack of understanding on how to properly develop, implement and assess Service Area Outcomes (II.C.2).

Since the ISER, the Student Affairs division has committed to provide professional development to administrators completing the PPAs. In particular, a comprehensive training will focus on how to properly administer and utilize student surveys in the program planning process. This will aid the administrators in properly assessing the effectiveness of their program/department services and in planning for the future. In order to adequately utilize the PPA process, Hartnell is encouraged to provide trainings and support for faculty, staff, and managers on this process. Continued professional development is encouraged on how to develop effective Service Area Outcomes, how to gather data, how to analyze the data and how to utilize the findings to establish clear and effective plans for continuous improvement. It appears that there is a commitment by the institution to provide professional development opportunities that will aid in this effort (II.C.2).

In reviewing the equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method, Hartnell has developed a student services delivery model that incorporates multiple strategies. While the majority of staff and services are provided at the main campus, multiple programs and services are made available to students remotely or online. This allows students who are unable to attend the main campus to receive comparable services at the college’s other locations or remotely. Of

note is the development and staffing of Enrollment Services Specialists at the college's centers. These positions provide comprehensive student services support to students at the centers that are comparable to the services they would receive at the main campus. Additionally, the financial aid and counseling departments provide comprehensive support to students at all locations that ensure equitable access to all students. Members of the visiting team traveled to the King City Education Center and the Alisal Campus. The team directly observed the services provided to students. The locations provide students with comparable enrollment, counseling and financial aid assistance. They also coordinate with the Main Campus for additional support services like DSPS, Veterans and EOPS (II.C.3 and ER 15).

It is worth noting that the College has begun to provide bilingual assistance to Spanish speaking students. Striving to meet its obligations as a recognized Hispanic Serving Institution, Hartnell makes bilingual staff available to members of the community when providing assistance in many departments and programs, in addition to community events in which they are participating. Additionally, Hartnell College has begun offering courses at two nearby correctional facilities. Due to the lack of computer access, staff has personally guided students at these facilities through the matriculation process. In the spring 2017 semester, a total of four classes were offered at the Correctional Training Facility. By fall 2017, the two local correctional facilities were participating in ten class sections being offered by Hartnell College (II.C.3).

Hartnell College sponsors 12 intercollegiate sport programs each year. These programs have experienced great success on the competitive arena and the student-athletes have been successful in the classroom. Hartnell College provides two dedicated counselors to provide student-athletes with support during the year, which has contributed to the success they have exhibited in the classroom. Additionally, Hartnell College has a robust offering of co-curricular opportunities for its campus community. Many presentations, performances, and events are scheduled throughout the year to create a lively and rich environment for students (II.C.4).

The College has significantly increased its number of academic counselors, more than doubling the number of full-time counselors over a period of five years. This has allowed the College to provide a more holistic approach to supporting students. The College has been able to offer counseling services beyond 5:00 p.m. for evening students and on Saturdays to accommodate student needs. Express counseling has been established in a partnership with the Admissions and Records office to provide students with brief 15-minute sessions at the moment of registration. Counseling services are offered remotely through the Cranium Café online tool that allows students access to academic counseling through the internet. While not yet fully implemented for all counselors, Hartnell College is working to expand the use of Cranium Café in the future (II.C.5).

Hartnell College has an approved policy that clearly defines their open enrollment policy (BP 5052). Hartnell College's admission policy includes specific qualifications for students and it is made available to students in multiple formats through the Admissions and Records webpage, the College catalog, and in the approved board policies webpage (BP 5010). In addition to the specific qualification requirements, programs such as Registered Nursing, Vocational Nursing, and the Respiratory Care Program have established additional requirements that are also made available to students. The College has an established matriculation process that adheres to College's AP 5050, *Student Success and Support Program (SSSP)*. This is highlighted by the

establishment of the “7 Steps to Success” process which is communicated through several means to students in multiple languages (II.C.6 and ER 16).

As an open-access community college, Hartnell College utilizes the California Community Colleges CCC-Apply platform for student applications. As a participant in dual enrollment with local high schools, the college has established a process for high school students to apply and enroll. While the College does not administer admission tests for most students, Hartnell College follows a selective admissions process for nursing and respiratory care practitioner programs and the CSin3 collaboration with CSU Monterey Bay. Due to prescribed program requirements and major preparation guidelines, these programs follow a more selective process. Hartnell College administers ability to benefit (ATB) tests to determine Title IV financial aid eligibility in accordance with U.S. Department of Education regulations for students who enrolled in a program of study prior to July 1, 2012. Placement processes are evaluated at least every three years by the Assessment and Testing Office in collaboration with English, Math and ESL faculty (II.C.7).

Board Policy 5040 identifies the superintendent/president or designee as responsible for ensuring that student education records are maintained in compliance with applicable federal and state privacy laws. The student files are kept in either digital, hard copy or both formats depending on their age. Digital files are kept on the campus network which is regularly backed-up. All hard copy files are stored in a locked room in the Admissions and Records office. The College has established AP 5040, which outlines the release of student records. Information is provided to the campus community regularly through the distribution of the Admissions and Records Faculty Handbook (evidence item II.C.8.7). Additionally, campus faculty and staff are reminded of established privacy policies regarding student records and directory information (II.C.8).

### Conclusion

The College meets Standard II.C. and related Eligibility Requirements.

## **Standard III Resources**

### **Standard III.A. Human Resources**

#### General Observations

The Human Resources functions at Hartnell College follow clearly outlined policies and procedures. Following its PPA process, the institution is able to determine the appropriate number of faculty, staff and administrators needed to meet its mission. Employees hired meet the established guidelines and possess the required academic and professional experience to fulfill their respective roles. Evaluation processes are clearly outlined and follow a timely process that allow for continuous support and feedback for employees. Job descriptions and announcements clearly communicate the job requirements and related obligations in support of the College mission and departmental/programmatic needs. The College has a clear commitment to supporting the continuous professional development of employees.

#### Findings and Evidence

Hartnell College clearly outlines minimum educational, training and professional experience requirements in job descriptions and announcements. Job descriptions and announcements clearly delineate the duties and responsibilities of the position. Furthermore, the job descriptions and job announcements are advertised thoroughly and effectively through multiple resources (III.A.1).

The College has a clearly defined process for recruitment and selection of faculty, classified and administrators that incorporates broad constituent input. Of particular note is the defined process for incorporating student representation on hiring committees of faculty and some classified and administrative positions, depending on appropriateness. While the processes for identifying need and approval of replacement or new positions is different for faculty and classified/administrative positions, the process is clearly outlined and made publicly available (III.A.1).

There is a clear commitment to ensure that faculty members possess the subject matter knowledge necessary to the service to be performed. Job descriptions clearly mention that faculty will “Participate in program and curriculum review and development.” Additionally, they include an expectation that faculty will “Utilize the results of student learning outcomes assessment to make improvements in teaching and learning” (III.A.2, III.A.3 and ER 14).

In recruiting and hiring educational administrators, Hartnell College adheres to the minimum qualifications established by the Board of Governors. Job descriptions for these positions require at least the minimum qualification requirements recommended, which are a master’s degree and “one year of formal training, internship, or leadership experience reasonably related to the administrator’s administrative assignment.” The College publishes the names and degrees of administrators in its Catalog each year, providing clear evidence of its adherence to this standard (III.A.3).

Hartnell College ensures that faculty and administrators have earned degrees from accredited institutions by U.S. accrediting agencies by listing this requirement in job descriptions and on

the human resources webpage. Furthermore, before an employee can begin working, official transcripts are verified to ensure compliance with this standard and related policies (III.A.4).

Collective bargaining agreements and related policies and procedures clearly outline evaluation processes for faculty, staff and administrators at the institution. The evaluation processes seek to assess effectiveness of personnel and encourage continuous improvement. Hartnell's established process clearly aligns with this standard. In its review the team found that the College was current on approximately 85 percent of part-time faculty evaluations and 90 percent of classified evaluations. During the team visit, additional information was provided that updated the current standing of past due evaluations. Hartnell is aware that there are past due evaluations and has developed an action plan to address the issue. The College is encouraged to embrace the established process to achieve timely completion of all evaluations. The institution is working towards enhancing the communication between the Human Resources office and all departments/programs to ensure timely completion of evaluations. The accreditation team also encourages Hartnell to make a continuous commitment to professional development of supervisor and peer reviewers for faculty, staff and administrator evaluations. During the visit, it was communicated to the accreditation team that the most recent training regarding evaluations occurred two years ago. Hartnell is encouraged to provide training and support for evaluators more frequently (III.A.5).

Standard III.A.6 is no longer applicable.

Hartnell College utilizes the program review process to assess the adequacy of faculty, staff and administrator staffing needs. Since each academic program, student support service department, and campus office is required to submit a yearly PPA, an assessment is conducted to identify needs at the institution and begin the process for filling those needs. Once the needs are established, the institution's respective bodies review the information and establish a District wide priority list of hires. In relation to faculty, the Full-Time Faculty Hiring Committee, which is a standing Academic Senate Committee, develops recommendations on which positions to prioritize in accordance with identified departmental needs. Other positions are reviewed by the Executive Cabinet. From the team's observations the College has sufficient staff to support its mission. (III.A.7, III.A.9, III.A.10 and ER 8, ER 14).

The college has an established practice of providing information and support to adjunct faculty members. Hartnell College utilizes both full-time faculty and administrators to provide orientation, oversight, evaluation, and professional development information for new faculty, including adjunct faculty. This in-service training program is completed prior to the start of the semester and includes opportunities for both formal and informal exchanges of information that assist in acclimating new faculty to the institution. Adjunct faculty are also invited to participate in the District wide address by the superintendent/president. Lastly, convocation provides an opportunity for adjunct faculty to obtain additional information (III.A.8).

Hartnell College has demonstrated an adherence to written personnel policies and procedures developed in collaboration with the Human Resources office. These policies and procedures are made available through the Human Resources website (III.A.11).

The *Equal Employment Opportunity Plan*, which is reviewed each year by the College's Equal Employment Opportunity (EEO) Advisory/Diversity Committee, clearly outlines the commitment to maintaining appropriate programs, practices, and services that support its

diverse personnel. Furthermore, through an analysis of its record of employment, the College has identified equity and diversity information that will be used to improve representative statistics among employees. This commitment is clearly demonstrated by the robust number of professional development opportunities that seek to provide support and guidance to the campus community as it strives to create a welcoming and diverse environment for everyone (III.A.12).

Hartnell College has an established code of professional ethics and corresponding policies that all employees, including Trustees, must adhere to. Centered on adherence to the principles of excellence, fairness and transparency, the code is made available to all employees. In order to align with the standards requirement to provide a disciplinary process for violating the code of professional ethics, each collective bargaining agreement and Board Policy 5310 identify the consequences for violations (III.A.13).

Board Policy 7160 describes the commitment to continuous development of employees by developing a Professional Development Program that exists within the District's participatory governance structure. Receiving input from the Professional Development and Flex Committees, the Professional Development Program includes travel & conference grants, an Educator-in-Residence program, Employee Innovation Grants, in addition to multiple speakers, seminars and workshops. The Professional Development Center was also created to support the continuous professional growth of employees (III.A.14).

Administrative Procedure 7145 requires that personnel records be kept in the Human Resources Office, and be private, accurate, complete, and permanent. It also outlines the adherence to applicable laws that allow employees to inspect their files. Employee files are maintained in secure, locked file cabinets within the Human Resources Office that can only be accessed by Human Resources staff with respective security clearances (III.A.15).

### Conclusion

The College meets Standard III.A. and related Eligibility Requirements.

## **Standard III.B. Physical Resources**

### General Observations

The College began a facilities master plan process in 2014, and the *Facilities Master Plan 2014-2024* (FMP) was approved in 2015. This process set goals for building and maintaining physical resources for the college. A general obligation bond measure was supported by voters in 2016, Measure T, which is providing necessary funding to enact the activities of the FMP. The College addresses resource needs that arise through the PPA process, the Facilities Development Council (FDC), and an online ticketing system that includes a feedback component for evaluation. There is evidence that the college regularly analyzes and updates its physical resources to support the college mission and institutional goals.

### Findings and Evidence

The College assures safe and sufficient physical resources through the FMP process, approved by the Board of Trustees in March 2015. Measure T, a general obligation bond measure, provides funding to create new and modernize existing facilities. The College created a list of



projects for the bond based on its institutional goals, which were identified through the FMP process. Departments analyze facilities improvements and/or repairs through the PPA process. The College also has a Safety Committee to ensure the safety of college facilities, and added a new position, the Director of Public Safety and Emergency Management in August 2017. The Executive Director of Facilities explained that in order to ensure building accessibility, especially in older facilities, the facilities department keeps a list of improvements related to accessibility that need to be made. However, there was not evidence of a comprehensive inventory of building upgrades that need to be made to ensure that older facilities are accessible by students with disabilities (III.B.1).

The institution plans for physical resources through the FMP process, which involves the Steering Committee, the Planning Groups, and College and Community Forums. The College secured Measure H in 2002 and Measure T in 2016 in order to build new facilities and modernize existing ones, based on college needs and to support its programs. As evidenced through meeting minutes, the FMP process ensures that resources are utilized efficiently and in support of the College's programs and in service of its mission (III.B.2).

While the College has instituted its FMP process for long-term strategic planning, it also has ongoing processes in place to address needs as they arise. The FDC is a shared governance council that manages requests for new spaces, and the PPA process allows departments to analyze their physical resource needs. The College also recently reevaluated its custodial assignments to improve the cleanliness of its facilities, and has a web-based work order system for college faculty, staff, and students to make maintenance requests, which includes a feedback system as an evaluation component. Recently, the Director of Public Safety and Emergency Management has installed additional safety improvements to classroom door locks and emergency phones, which are regularly inspected (III.B.3).

The long-range capital plans created in the FMP process and funded through Measure T support the mission of the College. Additionally, the Measure T Bond Oversight Committee has met regularly since July 2017. The college has ensured that the improvements through the bond projects contribute to a cost of ownership that supports instructional goals by effectively using resources, incorporating green initiatives, and updating technology. While it was noted that the College is aware of the total cost of ownership concept, lacking were detailed projections and funding plans for expenditures beyond the direct costs of major projects. For example, the College is moving forward with new and expanded centers without having detailed projections related to ongoing staffing and operational costs and funding sources (III.B.4).

### Conclusion

The College meets Standard III.B.

### Recommendation for Improvement

2. In order to improve institutional effectiveness, the College should quantify projected ongoing costs, including additional maintenance, staffing and operational costs, and identify continued funding sources when evaluating capital project proposals (III.B.4).

## Standard III.C. Technology Resources

### General Observations

Hartnell College promotes the responsible use of technology through appropriate policies and procedures and through the Professional Development Center (PDC). The institution has developed sound guidelines for the incorporation of technology into its learning and support environments. The PDC in particular allows the institution to develop a continuous support model to further promote appropriate use of technology. Utilizing a Technology Master Plan, Hartnell has been able to provide clear information regarding all current technology initiatives in different stages of completion. This includes the adequate replacement of technology resources, including hardware and software.

### Findings and Evidence

The *Technology Plan 2011-2018* is described as a “long-term project planning document and provides a broad framework for future direction of the College’s technology resources.” This plan is utilized to guide the technology strategy of the College. During the accreditation visit, team members were made aware that efforts were being made to reconvene a committee that would assist in the development of an updated Technology Master Plan. The team strongly encourages the College to continue efforts to develop an updated Technology Master Plan. According to the information received by the accreditation team members, Hartnell is looking to have a finalized plan by the fall of 2019 (III.C.1).

The IT department has a ticketing system in place that responds to the needs of employees and students regarding technology. This ticketing system provides customers with constant communication to deliver adequate and timely support. Faculty and staff also have the ability to access an emergency number for immediate assistance regarding technology matters during regular business hours. With the passage of Measure T in 2016, Hartnell College will utilize these funds to upgrade computer labs, classroom instructional technology, other existing technology and the network system. Hardware and software needs are regularly assessed using campus community feedback to ensure proper support of programs, departments and services (III.C.1).

While Hartnell College uses the *Technology Plan 2011-2018* as a long-term planning document that guides the technology strategy, the plan is currently out of date. The IT department maintains a comprehensive list of projects that provide an excellent overview of their status. These projects support the District’s Technology Plan and its efforts to maintain adequate resources for the successful support of multiple endeavors (III.C.2).

Hartnell College appears to have a sound IT infrastructure to provide comparable computer and internet access to the campus community at all locations. The main campus in Salinas and the two learning sites in Alisal and King City are connected as one central network. This allows for all physical locations to provide comparable access to all students and employees throughout the District. In order to maintain safety of its physical technological assets and its digital information, the College has implemented multiple efforts to assist in those efforts, including a sound firewall system and continuous anti-virus protection (III.C.3).

The Professional Development Center (PDC) at Hartnell College supports 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. The staff in this area provides assistance to the campus community about available technology support resources. Paired with the robust information on the PDC webpage, the campus community has direct support from IT staff on all technology matters. There is also a training program that allows for continuous professional development (III.C.4).

Hartnell College ensures appropriate use of technology in teaching and learning processes by developing multiple policies and procedures. During the hiring process, employees are provided with copies of BP 3720, *Computer, Electronic Communication, and Network Use*, and AP 3720, *Computer, Electronic Communication, and Network Use*. Upon being hired, employees are asked to sign a statement acknowledging the receipt of BP 3720 and AP 3720. Lastly, other policies and procedures exist that demonstrate Hartnell's commitment to promote appropriate use of technology (III.C.5).

### Conclusion

The College meets Standards III.C.

### Recommendation for Improvement

3. In order to improve institutional effectiveness, the College should complete the Technology Master Plan to guide future technology needs and ensure that future plans are updated prior to their expiration (III.C.2).

## **Standard III.D. Financial Resources**

### General Observations

The College has in place processes for financial planning and budgeting that are well defined and followed, with appropriate opportunities for input and participation from stakeholders. Financial updates are provided on a regular basis in a transparent manner. The College demonstrates good financial stewardship and has set aside funding for future obligations. Sound internal controls are in place as demonstrated by consistent unqualified opinions on recent fiscal, compliance and performance audits. Appropriate contracting procedures are in place.

### Findings and Evidence

The College demonstrates prudent management over financial resources in a manner that supports sustainable resources to support programs and services and has in a place a resource allocation model to identify program needs. The team found that the College plans for ongoing expenses needed to sustain current and new programs and sites. Payroll and benefits costs account for 84.7 percent of budget leaving 15.3 percent for operating costs. The College maintains reserves of 20 percent per board policy and has a fully funded Other Post-Employment Benefits (OPEB) liability with an irrevocable trust. The College has not been required to use TRANs or Certificates of Participation financing for operations during FY 2015 through FY 2017, demonstrating sound management of available resources and sufficient cash flow and reserves to maintain stability (III.D.1 and ER 1).

The financial planning and budget development processes of the College are well defined and based on the foundation of the College's Vision, Mission, and Values. The College disseminates financial information regularly in a transparent manner. Updates regarding the budget are provided on a monthly basis to the Board of Trustees and Administrative Services Council. With the participation of all College constituency groups, a Strategic Planning Process was formulated in 2012. Based on a review of evidence, the College defines and follows its guidelines and processes related to financial planning and budget development in a transparent manner. The guidelines are documented in the College's *Strategic Plan 2019-2024 Stages of Development*, PPA documents, the *Budget Development and Funding Decision Processes*, and the Resource Allocation Process. The College has sound practices and policies that support financial stability as demonstrated by a 20 percent reserve and balanced ongoing operations (III.D.2, III.D.3).

The College's institutional planning includes realistic assessments of available resources and input from all stakeholders. The College includes potential resources during planning including funding from the State, bonds, and grants. The budget is reviewed regularly with monthly updates and projections provided to the Board of Trustees. Adjustments to the adopted budget are made as needed. The College is proactive in its approach to minimize costs and develop revenue sources as demonstrated by participation in joint power agreements, its fully funded OPEB liability, and the creation of a pension stabilization fund. Policies and procedures are in place to ensure budget decisions are aligned with the mission of the College (III.D.4, III.D.6).

Evidence demonstrates that the College has a sound internal control structure resulting in the financial integrity and credibility of financial documents. Annual audit reports for FY 2013 through 2017 included clean, unmodified opinions with no material weaknesses or deficiencies and there were no audit findings in FY 2017. Auditor recommendations related to findings prior to FY 2017 were satisfactorily implemented in a timely manner. In addition, the College disseminates budget and final information to the Board of Trustees and internal constituency groups. Board Policy 2215 requires financial statements and supplementary information to be prepared and reported to the Board at least quarterly (III.D.5, III.D.6, III.D.7, III.D.8).

The College maintains sufficient cash flow and reserves to maintain stability and meet unforeseen occurrences. The College's finances are well managed in a manner that supports sustained student programs and services. Per board policy, the College is to maintain reserves of at least 20 percent. The College has a fully funded OPEB liability with an irrevocable trust and has created a pension stability fund to help address increasing employer pension contributions. The College has not been required to use TRANs or Certificates of Participation financing for operations during FY 2015 through FY 2017 demonstrating sound management of available resources and sufficient cash flow and reserves to maintain stability (III.D.9).

The College's board policies and administrative procedures are the foundation of financial planning that supports the Vision, Mission, and Values of the college. The long-range financial position of the institution is healthy with General Obligation Bond Measures and a fully funded OPEB liability. Actuarial studies for the OPEB liability are prepared by an independent third party and used to determine required contributions and identify under/over payments. The College also has effective oversight for financial aids, grants, contractual relationships and auxiliary organizations. The Foundation is a separate entity which has its own audit report. To

complement financial stability, the College participates in joint powers agreements and has established a pension stability fund and has no debt (III.D.10, III.D.11, III.D.12, III.D.13).

The College has policies and procedures in place to ensure financial resources are used with integrity and the intended purpose of the funding source. The College has secured significant state and federal grants to enhance student programs and services. Grants must be approved by the Board of Trustees and reviews are conducted as required by individual grants. In addition, the College received voter approval for a \$167 million General Obligation Bond (Measure T) in 2016 to support upgrades and expansion of classrooms, labs and facilities on the Main Campus in Salinas, at the Alisal Campus in East Salinas, in South Monterey County, and in North Monterey County. A Citizens' Oversight Committee monitors bond fund compliance as well as an annual audit by an external audit firm (III.D.14).

The College monitors student loan default rates and has developed a task force to manage default rates. The task force developed a number of interventions to assist students in understanding implications of loan borrowing, which has resulted in steady declines in the student loan default rates. Additionally, Hartnell has retained the services of a third-party institution to assist with cohort default management and in providing education to students in responsible borrowing. Recently, Hartnell was notified that when the 2016 cohort default rates are announced their 2016 CDR will be at 15.38 percent. While the college currently does not offer student loans, it is working toward reinstating that program in the 2019-2020 academic year. The College plans to continue the same interventions previously developed to ensure a low default rate (III.D.15).

The College has systematic processes in place, including board policies and administrative procedures, to govern the integrity of contractual agreements including conformance with the California Public Contract Code. Specific board policies and administrative procedures address conflict of interest (III.D.16).

### Conclusion

The College meets Standard III.D. and related Eligibility Requirements.

## **Standard IV Leadership and Governance**

### **Standard IV.A. Decision-Making Roles and Processes**

#### General Observations

The team acknowledges that Hartnell College has established a commitment to participatory governance that promotes inclusion, encourages success, and empowerment while maintaining and sustaining academic quality, integrity, fiscal stability and continuous improvement. Governance procedures specifying appropriate roles for staff, students, and faculty are clearly documented and communicated to the College and community. All constituents are well informed as to their roles and collaborating processes. Through policies, procedures, and institutional priorities that are well documented, the College values diverse perspectives. The team reviewed evidence that the College documents and communicates recommendations, decisions, and actions across the College. In place is a comprehensive and readily available documented process including the posting of minutes, highlights, and various communications by the superintendent/president. Finally, the College regularly evaluates its governance and leadership constituencies and structures. The results of these evaluations are used for changes and improvements in the governance structure and procedures.

#### Findings and Evidence

In order for the College to achieve its mission and vision, innovation is an institutional priority and is listed as strategic priority #6 (Innovation and Relevance for Educational Programs) in the 2013-2018 plan. The team applauds the accomplishments of several outstanding features of innovation such as the CSin3 Bachelor's Degree Program in Computer Science in collaboration with California State University Monterey Bay and recognition for being the only college in the United States acknowledged for four "Bright Spots, by the White House Initiative on Educational Excellence for Hispanics," to name a few (IV.A.1).

On 11 January 2018 the superintendent/president announced a mandatory workshop on Guided Pathways which involved both employees and students. Once again, such action reveals the importance of leadership that acknowledges inclusion and strategic planning (IV.A.1).

The team found that compliance with Standard IV focuses on participation, input, and leadership from all of its constituencies. The College's standing governance councils and committees identify inclusion of students, staff, faculty, and administrators. However, it was highlighted in interviews with classified staff that their participation is not as broad and inclusive as the administrators and faculty. They also noted, in the past year or so, the College was working to improve both participation and input from classified staff (IV.A.2).

"Students first" is a theme that is noted throughout the ISER; thus it documented student representation on every governance council and committee. An example of policy, procedure, participation, and decision-making is the process for review of vision, mission, and values statements. Such policies and procedures continue to speak to inclusion and participation of students. There is provision for the students to have two representatives so that participation remains constant due to class, work, and family obligations (IV.A.2).

The team agrees the College acknowledges roles of administrators and faculty in institutional governance as defined in board policies that address *Participation in Local Decision-Making*, *Board Policies and Administrative Procedures*, and *Institutional Planning*. The policies and procedures give voice to all participants (IV.A.3).

The team observed well-defined structures as documented in the Program, Curriculum, and Course Development process defined in Board Policy 4020:

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 the establishment, modification, or discontinuance.

The College clearly states policies, procedures, committees, structures, and roles regarding curriculum and student learning program and services (IV.A.4).

College wide focus on institutional governance is established through the *Governance and Decision-Making Model* and the *Participation in Local Decision-Making* policies and procedures. Ultimately, all decisions are made by the superintendent/president or the governing board. The planning processes are detailed in the institutional planning documents, board policies, and administrative procedures. Council memberships consist of administration, faculty, staff, and students. All membership roles are clearly detailed in the Governance Council Handbook. The College may consider expanding the number of classified staff members on shared governance committees to ensure diverse opinions are equitable among all constituencies (IV.A.5).

The College's Strategic Plan, the *Guided Pathways Work Plan*, the *College Model for Integrated Planning & Sustainable Continuous Quality Improvement*, and the College's PPA process establish timelines and cycles for the development and implementation of institutional plans. Policies are in place to guide the faculty-driven processes of curriculum development and change, as well as degrees and certificate additions or modifications. The Academic Senate works collegially with the Academic Affairs Council to ensure these areas are approved at least twice a year. The guiding policies are found in the *Course Approval* and *Graduation Requirements* documents (IV.A.5).

Documentation of the processes of decision-making are widely communicated and readily available to the College and community. The guidelines are delineated in the *Participation and Local Decision-Making* board policy and the Governance Councils handbooks. Recommendations, decisions, and actions by both governance councils and the Governing Board are documented and communicated to the College and community via the posting of council Board minutes on the College website and through "highlights" following each Board meeting. Council members are responsible for disseminating council recommendations, decisions, and actions to their constituents (IV.A.6).

The superintendent/president conveys decisions regarding resource allocation via forums, emails, summaries of actual allocation, convocation, and general communication to the College and community. All communication is documented and posted on the College website, including weekly updates to the Board (IV.A.6).

All College leadership roles are regularly evaluated. The superintendent/president is evaluated each year as per the Evaluation of CEO board policy. The governing board self-evaluates and posts its findings on the website, as specified in the Board Self-Evaluation board policy. All governance councils were thoroughly evaluated in 2014, 2015, and 2017. The evaluations are posted on the College website. The *Evaluation of Administrative Employees* document details the policies and procedures for regular evaluation. The team found the evaluation processes in place have generated information used to institute changes and improvements (IV.A.7).

### Conclusion

The institution meets Standard IV.A.

## **Standard IV.B. Chief Executive Officer**

### General Observations

Hartnell College has established a culture and practice of the CEO attending to all operational matters for the organization. The College has appropriate policies and procedures delineating the role of the CEO and the Board of Trustees, ultimately assigning authority to the CEO for the responsibility of the institution. The team found the institution, under the leadership of the CEO, has established a collegial participatory governance process and structure with a culture of transparency. Since the president started in his role in 2012, he has developed an organizational structure allowing him to effectively lead the institution to improve institutional effectiveness, student success, and achievement. Under the president's leadership, there is a culture of accountability, institutional planning, and mission-driven decision-making. This was confirmed through interviews with constituency leaders, employees, and board members.

### Findings and Evidence

The superintendent/president, through BP 2430, *Delegation of Authority of the Superintendent/President*, is given full authority by the governing board to administer, lead, and execute operational matters of the College. The superintendent/president ensures the quality of the institution through planning and organizational participatory processes, budgeting, selecting and developing personnel, and through the effective and integrated institutional research and effectiveness structure (IV.B.1):

- **Planning and Organizing:** Supported and implemented by the superintendent/president, the College demonstrates a strong commitment to participatory governance as evident in AP 2510, *Participation in Local Decision-Making* as well as his role as the co-chair of the College Planning Council.
- **Budgeting:** Board policies and administrative procedures as well as discussion with constituencies during the visit support the superintendent/president's role, responsibility, and authority to prepare and manage the District budget. The superintendent/president effectively manages all operations of the budget through the delegation to the vice president of administrative services.
- **Selecting and Developing Personnel:** A review of board policies and procedures as well as confirmation of practices related to the delegation of authority confirmed the



superintendent/president is responsible for hiring, job descriptions and responsibilities, personnel actions, and professional development.

- **Assessing Institutional Effectiveness:** The superintendent/president has made institutional effectiveness and research a top priority since starting in his role in 2012. One of his first actions was establishing the Office of Institutional Planning, Research, and Effectiveness. He has continued to support and implement a culture of assessment and evaluation in the strategic planning and decision-making processes for the College.

The superintendent/president has developed and implemented an organizational structure at the executive level allowing for the effective planning, oversight, and evaluation of all administrative functions of the College. Interviews with executive-level administrators and other employees within the district as well as a review of applicable board policies and administrative procedures confirm the CEO's leadership, oversight, and delegation of authority to the appropriate administrators for the effective operations of the College. The CEO meets regularly with the Executive Cabinet and the administrative leadership team to discuss and manage operational functions. Additionally, the CEO has established an appropriate organizational structure sufficient to address the priorities of the strategic plan and student learning and achievement (IV.B.2, IV.B.3).

Shortly after his arrival, the superintendent/president developed a Governance Planning Task Force and reorganized the governance structure of the College. He is the co-chair of the College Planning Council and often leads efforts to evaluate the effectiveness of the governance structure of the College. Interviews with constituencies and a review of the formal evaluations confirmed a strong satisfaction with the governance structure with a commitment to the CEO's role in guiding institutional improvement of the teaching and learning environment. The superintendent/president has worked within the participatory governance process to develop institutional values, review and revise the College's vision, mission, and values statements, and adopt strategic priorities, including the development of a five-year strategic plan (IV.B.3).

BP 3200, Accreditation, supported by operational guidelines through AP 3200, gives the superintendent/president the primary leadership and authority for all facets of accreditation compliance and eligibility requirements for the College. The evaluation team confirmed the superintendent/president ensures accreditation is an ongoing matter of quality assurance with the appropriate structures in place, including an assigned Accreditation Liaison Officer and Accreditation Council, to appropriately address and ensure the implementation, monitoring, review, evaluation, and revision of accreditation activities and procedures align with the standards set by ACCJC (IV.B.4).

The evaluation team reviewed applicable board policies and administrative procedures related to the superintendent/president's authority to ensure compliance and implement statutes, regulations, and policies, including effective budgetary and expenditure practices for the College. The team found sufficient evidence supporting institutional priorities are aligned with the mission, vision, and values of the College, including the inclusion of these priorities and core values in meeting agendas, planning handbooks, and other relevant documents to ensure consistency of policy and administrative procedures as well as state and federal regulations (IV.B.5).

The superintendent/president provides extensive communication with the college employees, constituencies, and the public through a number of practices. The *President's Weekly Report to the Board of Trustees* are posted to the public website and shared with all students, employees, local officials, board members, and community stakeholders to ensure widespread knowledge and information is shared with the communities served by the institution. Additionally, the superintendent/president regularly produces College Planning Council reports, provides opportunities for information sharing and dialogue at forums and public addresses, and numerous other written and verbal reports. It was observed and determined the superintendent/president also provides ample opportunities for students, employees, and community stakeholders to meet and engage in dialogue regarding College matters (IV.B.6).

### Conclusion

The institution meets Standard IV.B.

## **Standard IV.C. Governing Board**

### General Observations

The Hartnell Community College District has a seven-member board elected by citizens of the District, and a non-voting student chosen by the student body. State law vests the governing board with authority for the development, management, control and operation of all properties, programs, policies and procedures of the College. Board policies and administrative procedures are clearly stated and are available on the College's website. Per board policy, the Board delegated power and authority to effectively lead the District to the CEO. The College has a defined organizational structure led by the CEO who reports to the Board. The Board hires and evaluates the CEO, assures fiscal health and stability, and monitors the College's performance and educational quality. The Board self-evaluates and uses the results to improve as a governing board as well as engages in ongoing and meaningful professional development at the local, state, and federal levels.

### Findings and Evidence

The College has a governing board with authority over and responsibility for assuring the academic quality, integrity, effectiveness, and financial stability of the College. Board Policy 2200 defines Board authority over and responsibility for these areas of the College. This authority is documented in policy and has been demonstrated in practice as evidenced by board meeting agendas and meeting minutes. BP 2410 provides a process for the review of all policies and procedures (IV.C.1 and ER 7).

According to BP 2200, the governing board is committed to representing the public interest, acting as a unit, advocating for and protecting the district, monitoring the educational quality, and assuring fiscal health and stability. BP 2330 outlines specific information related to voting and quorum requirements for action items. The governing board follows the Ralph M. Brown Act and engages in dialogue with civility when there are differing opinions. BP 2715 provides that Trustees do not criticize or work against Board decisions. During the site visit, the team met with individual board members, attended a board meeting, and reviewed board meeting minutes providing evidence supporting these areas (IV.C.2, IV.C.4 and ER 7).

Clear board policies are in place for selecting and evaluating the CEO. BP 2431 describes the process for the selection of a CEO with assistance from a qualified recruitment firm. In discussion with the Board while onsite, it was confirmed the governing board adheres to the evaluation policies in place for the CEO and is currently in the process of recruiting for the next CEO in compliance with established policies and procedures. Additionally, BP 2431 was utilized during 2011-12 when the current CEO was selected. BP 2435 provides the policy used in evaluating the CEO on an annual basis and has been utilized each year since 2013 (IV.C.3).

The board has established board policies consistent with the mission of the College to assure academic quality, integrity, effectiveness, and financial stability of the College. BP 2410 provides a process for the review of all policies and procedures. Board meeting agendas and minutes reviewed during the site visit supported policies are followed and consistent with the College's mission (IV.C.5).

BP 2010, 2015, and 2020 establish policies for board membership and duties and responsibilities. BP 2210 establishes the role of board president, vice president, and secretary. BP 2220 establishes the ability of the board to form ad hoc committees. All BPs are published and available on the College's website and via BoardDocs (IV.C.6).

BP 2410 and AP 2410 provide policies and procedures on how policies and procedures are established, reviewed, or revised in a manner that allows stakeholder input and multiple readings at board meetings before adoption. Evidence reviewed and interviews conducted during the site visit indicate the board acts in a manner consistent with its policies and bylaws (IV.C.7).

The governing board receives and reviews regular updates and performance measures related to student learning outcomes, achievement, and institutional plans. Examples of some of the updates and reports include the Strategic Plan Progress Report, Institutional Effectiveness Partnership Initiative (IEPI) Goals, and the Student Success Scorecard (IV.C.8).

The governing board regularly engages in professional development activities both internally and externally. In the past several years, the Trustees have attended workshops and seminars on effective trusteeship and governance by the Community College League of California and Association for Community College Trustees. Additionally, the governing board participates in ongoing special meetings on topics such as accreditation, the budget, programs and services, and other relevant initiatives (IV.C.9).

While the College has experienced very low turnover in Board of Trustees members over the past several years, the team reviewed new board member orientation materials and found it sufficient in meeting the standard. The College provides mechanisms for professional development and has established a process for continuity with staggered terms of office (IV.C.9).

The governing board has established policies and procedures for board self-evaluation. The team reviewed Board self-evaluations conducted between 2015 and 2018, which reflected evaluative components focused on improving institutional effectiveness and matters related to policy development and items relevant to board matters and operations. Interviews with the CEO and trustees revealed longitudinal data from the self-evaluations demonstrating thoughtful public discussions from the data summaries and effective board development strategies for improvement as a governing board (IV.C.10).

The governing board of the College adheres to board policies and administrative procedures (BP/AP 2710, AP 2712, AP 2714, and BP 2715) ensuring ethical leadership and governance. All governing board members are required to complete and file statements of economic interests to comply with conflict of interest policy (IV.C.11 and ER 7).

Interviews with both the superintendent/president and trustees confirmed full responsibility and authority is given to the CEO to implement and administer board policies without interference. This was triangulated with other campus leaders and constituencies throughout the campus by the team. The governing board is commended for their focus on policy-related matters and allowing the CEO to attend to operational and procedural matters of the College (IV.C.12).

### Conclusion

The College meets Standard IV.C. and related Eligibility Requirements.

## Quality Focus Essay Feedback

The Hartnell College Quality Focus Essay (QFE) projects and action plans are comprehensive, thoughtful, and align with their values of a “students first” institution. The document identifies and defines substantive projects with definitive action plans aligned with their strategic plan and overall institutional priorities.

### QFE Project 1

The team reviewed Quality Focus Essay 1 and found the plan aligned with the work happening throughout the College related to guided pathways. The College Planning Council (CPC), Academic Senate, and College Re-Design coordinators and committee members are working diligently to implement national best practices to increase overall student completion and completion efficiency. The team applauds the collaborative successes of the College in working to implement guided pathways as a framework for student success. The team supports the next phase of integrating this framework into the work of the next strategic plan as well as supporting the efforts with additional resources such as technology support and infrastructure.

### QFE Project 2

The team reviewed Quality Focus Essay 2 and found that it aligns with their institutional policies related to transfer, which triangulated with the discussions currently taking place with the College Planning Council and Academic Senate. The College has made significant progress on this action plan since June 2018 with the development of a Transfer and Career Task Force to develop a comprehensive list of recommendations to improve transfer rates among students attending the institution. The team found the remaining two years of the action plan sufficient in addressing this project and improving overall transfer rates.

### QFE Project 3

The team reviewed Quality Focus Essay 3 and also found the project in alignment with the strategic plan for the institution as well as the priorities of the California Community College Chancellor’s Office *Vision for Success*. While visiting the institution, the team had the opportunity to tour the Student Services Center and supporting programs and services related to career placement. This QFE project will assist the College in enhancing career resources and services to students as well as aligning with statewide goals. Additionally, the team applauds the College’s integration of career placement with the guided pathways work identified in QFE 1. Finally, it should be noted, the institution is embracing innovative technology solutions, especially as part of QFE 3, to help better serve students with career placement resources.

In summary, the team found the QFEs to be specific, measurable, and detailed with intended outcomes and expectations for completion. Each QFE identified responsible parties and provided benchmarks to track and report progress. The team appreciates the College’s efforts to integrate these projects with the overall strategic priorities of the institution as well as with national best practices and state priorities. The QFE projects are another example of the College’s commitment to student success and ongoing self-reflection and continuous quality improvement.