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

Hartnell College

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

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 as0.35 0 Td (edc 0 Tw -36.8 -110.63)Tj   -0.eh(p)-10(a)0(o)-10(a)10(g)0(t-2(n t)-2)4(c

Eligibility Requirements

1. **Authority**

    The team confirmed that Hartnell College is a public two-year community college in a single

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:

•	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
•	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
•	The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutes to third party comment.

Conclusion Check-Off (mark one):

•

Standards and Performance with Respect to Student Achievement

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

Evaluation Items:

- 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)

- 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

sltion

¤ Ä . A O 2 ä " ó

The3 en-2n2( )]Tti11ution

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.]

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

Overall:

•	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
•	The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education

Conclusion Check-Off (mark one):

-

	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)
•	The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and Policy on Student and Public Complaints Against Institutions

Conclusion Check-Off (mark one):

•	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
•	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.
•	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:

•	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)
•	The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status
•	The institution provides required information concerning its accredited status. (Standard I.C.12)

Conclusion Check-Off (mark one):

•	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
•	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.
•	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 throu(e)4(nt)-2.16 m   0   Q   q 1637.8 7.8 7.8 78ogs ient throuq-(a)2[0 l
Co 610.92 Tm   [(10(t, a)4(nd t)-2(o 0 Td   )4d   )4(m)7ou(e)dhrou(e)d 2(i)-2(ons)]TJ   T*   [ul10(e)4(c)n638i

Conclusion Check-Off:

- The team has reviewed the elements of this component and has found the institution to meet the

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Institutional Integrity

Standard I.A. Mission

<u>General Observations</u>

t 6(s)1a(6((y)2mis))2( )2(mis)

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

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

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

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 .tesnen.16eca2d(1) (et(c 3]5   ( )Tj   0.002(2 5h)-4et(0.00292 5h)-4(et13 i)-2(e)(a)-10(r4(s)-5(o 7   .39 -1.15 T

<h1 align="center">Standard II</h1>
<h1 align="center">Student Learning Programs and Support Services</h1>

Standard II.A. Instructional Programs

<u>General Observations</u>

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.

<u>Findings and Evidence</u>

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

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. 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 sourd onutionnA29Ory and learning support foDTc 0.004 7

Standard II.C. Student Support Services

<u>General Observations</u>

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-

For the first student learning outcomes assessment, we used a mixed model of quantitative/qualitative survey. The survey was partially open

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 obligationsa ts.TJ   ss ovs. 1 >>BDC   -1a002 Tw T*   [(sB2c4(t)3(t)-2( )]TJ   T*

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 platfor]TJ   2

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.

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

TJl(0F.(o)-10(,pr)3(oc)4(o)-10(,pl)3(c)-6(R0(h7(e)t0 Tc(x(g)F)]TJ   0.002 Tc4(e)4(ds)pl)3(c)-6(R0(h7(e)t0 Tc(

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 disshe foundati

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).

na (o s)-1(ubTnt)-5.93(m)-2ee monitn Eaurci0(y)20c and ul audiupgr4(x)-10(t)-6(e)4(s)-1(a)4(6(ge)4(ha))-2(c

na (o s)-1(ubTnt)-5.93(m)-2e6(ge)4(ha)4(21ount)-rusplnsstastep(s)-1(,(l)c1)-10(t)4(s)-1ncnoteu2 an2(n)-(bo-1

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

x 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

The

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

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.