This Integrated Master Planning Framework provides principles and parameters for decision-making at the College.

The principles of effectiveness and efficiency are designed to collectively ensure that the optimal combination of programs and services, use of internal resources, and participation of external partners are applied to maximize achievement of institutional student success, equity, and enrollment goals. Decision-making will typically involve the consideration and application of multiple principles, where some are primary and others are secondary or non-applicable. The key goals, types of programs and services, internal resources, and external partners linked to each principle are indicated in the two charts displayed on subsequent pages.

Appendices include lists of relevant institutional guidelines, institutional requirements, and external directives, collectively representing parameters that guide and constrain choices. Also included to assist in decision-making is a non-exhaustive list of key terms and metrics associated with the effectiveness and efficiency principles.
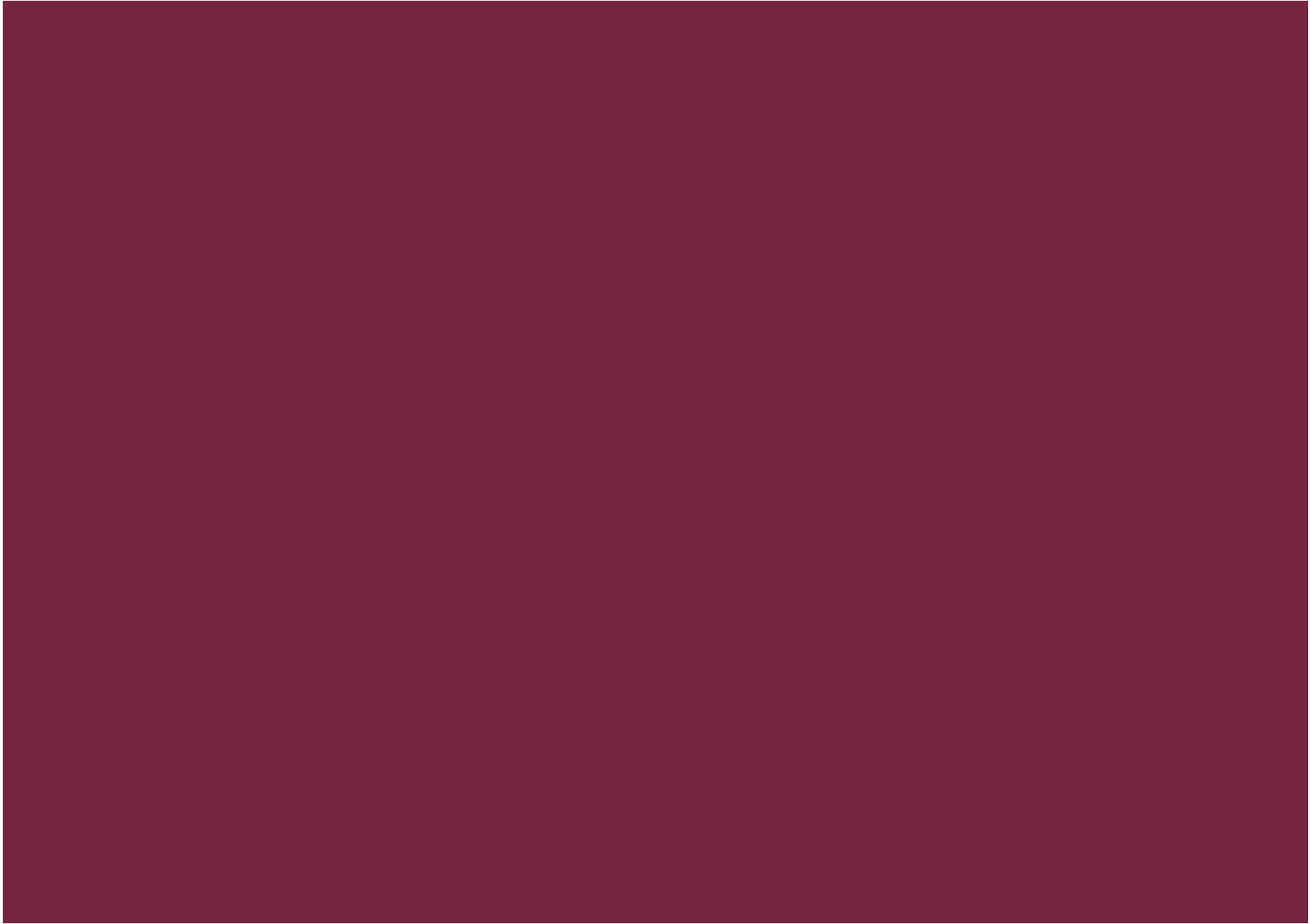
	Strategic Plan Goal 1 Increase Student Completion	Strategic Plan Goal 2 Increase Student Completion Efficiency	Strategic Plan Goal 3 Increase Student Transfer to Four-Year Institutions	Strategic Plan Goal 4 Improve Student Employment Subsequent to Training or Completion	Maximize FTES Enrollment	Eliminate Success Gaps Across Student Equity Groups
EFFI: Maximize use of multi-site staffing across the district	X	X	X	X	X	X
EFFI: Evaluate and offer programs and services that meet threshold efficiency outcomes	X	X	X		X	X
EFFI: Maximize use of classroom and other spaces across the district	X		X		X	
EFFI: Develop and offer anchor programs for campuses and centers that optimize resource use and meet student and employer demand	X	X	X	X	X	X
EFFI: Where programs/courses, services, technology, and staffing need to be offered at multiple sites across the district, minimize the number of sites by geographic proximity	X	X	X	X	X	X
EFFI: Offer programs and services with the goal to scale to serve large proportions of students	X	X	X	X	X	X
EFFI: Maximize use of student friendly, online self-services for registration, academic and student support	X		X	X		X

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

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

3. _____ - We believe the first question that should be asked when making decisions is

     [Note: Other relevant College Values are incorporated into the specific principles included in this document.]

4. _____ will be actively considered when applying the principles included in this document for College decision-making.

5. _____ as a continuous improvement philosophy for modifying structures, systems, and processes to better serve students will be applied in College planning and decision-making.

6. The College's _____ _____ allows for both the allocation of new resources and realignment of existing resources to meet strategic priorities.

7. To ensure alignment with the College's _____, all major decisions will be informed substantially by pertinent data and the results of research studies.

BP 2100 – Community Use of College Facilities
BP 2110 – Using College Facilities for Profit
BP 2305 – Naming of Hartnell Community College District Buildings and/or Other Facilities
BP 2315 – Operation and Maintenance of Buildings and Grounds
BP 2335 – Prohibition of Dogs, Bicycles, Skateboards, Roller-skates, and Golfing on Campus
BP 2345 – Crime Awareness and Campus Security
BP 2346 – Safety and Security Video Monitoring
BP 2410 – Board Policies and Administrative Procedures
BP 3570 – Tobacco-free and Smoke-free Campus
BP 3720 – Computer, Electronic Communication, and Network Use
BP 4020 – Program, Curriculum, and Course Development
BP & AP 4021 – Establishing, Revitalizing, or Discontinuing Academic Programs
BP 4025 – Philosophy and Criteria for Associate Degree and General Education
BP & AP 4050 – Articulation
BP 4210 – Minimum Class Size
BP 5010 – Admissions and Concurrent Enrollment
BP 5050 – Student Success and Support Program (SSSP)
BP 5052 – Open Enrollment
BP & AP 5055 – Enrollment Priorities
BP & AP 5110 – Counseling
BP 5230 –

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

ACCJC Standard II.C.3 - The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

ACCJC Standard III.A.7 - The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

ACCJC Standard III.A.9 - The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

ACCJC Standard III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and s

ACCJC Standard III.C.3 - The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

ACCJC Standard III.D.1 - Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Academic Support – Instructional methods, support services, or school resources provided to students.

Anchor Program – A program linked to a campus, center, or facility and that draws support, resources, and significant numbers of students from the local or nearby geographic community.

Assignable Classroom Space Utilization – Percent classroom space used of total assignable classroom space.

Categorical Program – A program provided by law and budgeted for a specific purpose.

Completion – The number of students who earned an AA, AS and/or AST degree in the selected year that were enrolled in the selected or previous year. [see: Student Success Metrics - SM 607SW, SM 608SW]

Completion Disaggregated by Equity Group – The number of students who earned an AA, AS and/or AST degree in the selected year that were enrolled in the selected or previous year, disaggregated by:
(Male, Female, Unknown),

(American Indian/Alaska Native, Asian, Black or African American, Filipino, Hispanic, Native Hawaiian or Other Pacific Islander, Two or More Races, White, Unknown/Non-Respondent, Multiple Values Reported),

(Under 20, 20-24, 25-39, 40-54, 55 and Older, Unknown/Unreported),

(Economically Disadvantaged, Pell Grant Recipients, Promise Grant (BOG Waiver) Recipients OR Not Economically Disadvantaged, Not Pell Grant Recipient, Not Promise Grant (BOG Waiver) Recipients),

(binary status),

(binary status),

(binary status),

(binary status), and

(binary status). [see: Student Success Metrics - Data Disaggregation]

Dual Enrollment – Allowing a student to be enrolled in two academic institutions at once.

Economic Self-Sufficiency – The ability of individuals and families to maintain sufficient income to consistently meet their basic needs – including food, housing, utilities, health care, transportation, taxes, dependent care, and clothing – with no or minimal financial assistance or subsidies.

Employment Rate – the proportion of students who secured employment by the second fiscal quarter after exiting the College. [see: Hartnell College Strategic Plan Scorecard – Employment Rate]

Equity – Ensuring that each student receives what is required to be successful through the intentional design of the college experience.

Instructional Efficiency Ratio – A cost-efficiency measure of weekly student contact hours (WSCH, proxy for revenue generated) to Full-Time Equivalent Faculty (FTEF, proxy 42.2JETŒMC -