1

Safe and I nc lusive, Learner-Focused Facilities Task Force

Executive Director of Facilities, Planning & Construction Management: Joseph Reyes (Chair)

Dean of Academic Affairs (Languages, Learning Support & Resources): Kathy Mendelsohn

Dean o f Student Affairs (Student Affairs): Luz Orte ga (interim)

Direct or of D epartment o f Supportiv e Programs & Services: Paul Casey (interim)

D irecto r of Public Safet y/Emergency Management: Kenny L aird

Director of Information Technology Resources: Bala Kappagantula

Representative from D iversity /EEO Adv iso ry Comm ittee: Gabriel Brav o

Two Representatives fro m Academ ic Senate: (To be appointed)

Representative from CSEA: (T o be appo inted)

Representat ive from ASHC: (To be appointed)

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2
Student Career Placement Task Force
Assistant Dean of Career Technical Education & Workforce Development: Sharon Albert (Chair)
Director of SMI and MESA & STEM Internship Program: Joy Cowden
Coordinator of Job and Internship Placement: Belen Gonzales
Counselor / Transfer & Career Center Coordinator: Mercedes Del Real
Instructor of Cooperative Work Experience Education: Elizabeth Cabiles
Dean of Student Affairs (Student Success): Luz Ortega
Director of Institutional Research: Layheng Ting (interim)
Information and Technology Resources: Shawn Pullum
Representative from CSEA: (To be appointed)
Representative from ASHC: (to be appointed)
Problem Statement
The College has only in the past few years begun to emphasize the examination of job placement data in Career Technical Education (CTE)
programs for students who have completed training or certificate/degree coursework. The institution has not yet developed an overarching
strategic approach to ensure that students across all fields of study—CTE or otherwise—are informed of career choices, directed to industry
opportunities, and connected with prospective employers. The College is also currently challenged to understand the extent to which students
actually obtain jobs in their field of study or career of choice. This is a critically important area for improving the state economy and the quality
of life of Californians as targeted in the Chancellor’s Office’s Vision for Success. The specific goal of the Chancellor’s Office is to increase students
who obtain jobs in their field of study by 69%.

3
Student Communication Task Force
Director of Communications, Marketing, and Public Relations: Scott Faust (Chair)
Guided Pathways Faculty Coordinator: Hetty Yelland
Vice President of Information and Technology Resources: David Phillips
Director of Student Affairs (Student Life): Augustine Nevarez
Dean of Student Affairs (Enrollment Services): Mary Dominguez
Director of Student Affairs (College Readiness): Laurencia Walker
Director of Student Academic Support: Frank Henderson (interim)
Dean of Career Technical Education & Workforce Development: Clint Cowden
Dean of South County Education Services: Mostafa Ghous
Counseling Faculty/Representative from Academic Senate: (to be appointed)
Representative from CSEA: (To be appointed)
ASHC President (or designee): Alejandro Bueno
Problem Statement
Many College offices communicate with our students on a regular or intermittent basis, sometimes utilizing multiple communication vehicles.

4
Student Transfer to 4-Year Institutions Task Force
Vice President of Academic Affairs: Sonja Lolland (Chair)
Articulation Officer & Counselor: Gabriela Lopez
Assistant Dean of Career Technical Education & Workforce Development: Sharon Albert
Counselor / Transfer & Career Center Coordinator: Mercedes Del Real
Director of SMI and MESA & STEM Internship Program: Joy Cowden
Director of Institutional Research: Layheng Ting (interim)
Representative from Academic Senate: (To be appointed)
Representative from CSEA: (To be appointed)
Representative from ASHC: (To be appointed)
Problem Statement
Over the 5-year period 2011-12 through 2016-17, student transfers from Hartnell to California State University campuses increased from 365 to
572, and to University of California campuses grew from 44 to 80. The transfer rate (the ratio of students who complete a minimum of 12 units
and have attempted a transfer level course in math or English, to the students who transfer after between one and six years) increased from
25.1% for the 2005-06 cohort year to 30.4% for the 2009-10 cohort year. While these increases in transfer are considerable, the potential exists
for many more students to transfer—inclusive of transfer to private institutions—if the College were to focus greater strategic institutional effort
in this area. Along with student career placement, student transfer is critically important for improving the state economy and the quality of life
of Californians as targeted in the Chancellor’s Office’s Vision for Success. The specific goal of the Chancellor’s Office is to increase students who
transfer by 35%.

5

Workflow Efficiency and Digitized Paperwork Task Force

Vice President of Information and Technology Resources: David Phillips (Chair)