

Adopted

HARTNELL COMMUNITY COLLEGE DISTRICT

MINUTES

Study Session – Board of Trustees
CALL 208, Training Room
411 Central Avenue
Salinas, California

August 23, 2011

- OPEN SESSION** Session called to order at 5:05 p.m. by Trustee Padilla-Chavez.
- PLEDGE OF ALLEGIANCE** Trustee Gonzalez-Castro led the Pledge of Allegiance.
- ROLL CALL** Erica Padilla Chavez, President
Candi DePauw
Bill Freeman (arrived at 6:10 p.m.)
Elia Gonzalez-Castro
Ray Montemayor
Juan M. Gutierrez, Student Trustee – (advisory vote per Board Policy 1030)
- Phoebe K. Helm, Board Secretary
- ABSENT** Patricia Donohue
Kevin Healy, Vice President
- Trustee Padilla-Chavez and Dr. Helm presented a gift of appreciation to Kent Stephens, Vice President of Support Operations, for all of his work. Mr. Stephens has accepted a new position in the Sacramento area.
- PUBLIC COMMENTS** There were no public comments.
- ACCREDITATION SELF-STUDY 2012** Trustee Padilla-Chavez stated that the college is scheduled to submit their institutional self-study (Accreditation) in October 2012 and the goal for this session is for the Board to understand what the Board is to do in preparation for that self-study and to begin a discussion on how to move forward in this process.
- Dr. Helm engaged the Board in a discussion of the importance of accreditation as a “self policing” of the quality of education. In addition, she pointed out the immediate impacts of the loss of accreditation on students: 1) loss of financial aid; 2) loss of transfer status for courses and degrees; 3) inability to “sit” for licensure examinations, such as nursing; and, 4) loss of reputation/image.
- Dr. Helm further explained the Commission has an incremental process: 1) fully reaffirmed; 2) reaffirmed with recommendations and a progress report; 3) reaffirmed with progress report (s) and visit(s), 4) warning; 5) probation; and, then the most severe, 7) notice. The process allows institutions to address their deficiencies through progress reporting and follow-up visits from the Commission.

The Accreditation Process has a six year cycle with a midterm report at the end of year three. The intent is continuous improvement, and ideally the college will reach a point where the self study and midterm reports are merely a “roll up” of the results of the work we do instead of “something we do every few years”.

Hartnell’s history includes significant and intensive work since June 2007, when the college was placed on probation. In January 2008, the college was removed from probationary status and placed on a warning status. In June 2008, the college was removed from the warning status and fully reaffirmed with a report and follow up visit in March 2009. In June, 2009, Hartnell was informed by the Commission that all Recommendations and Concerns were fully resolved. This placed the college back on the “regular cycle” with a midterm report filed in March 2010 and a self study report due in 2012. In addition, two Substantive Change Proposals were submitted and approved. One was for Distance Education and one was for the new Alisal Campus. Anytime 50% of a degree or certificate can be achieved on line or at a separate site, a Substantive Change must be approved by the Commission.

Dr. Suzanne Flannigan, Vice President, Academic Affairs/Accreditation introduced both Dr. Brian Lofman and Cheryl O’Donnell, both will help lead the 2012 Self-Study Report.

Dr. Flannigan presented the countdown to the Self-Study Report for 2012 stating that the two fundamental purposes of accreditation is to assure the quality of the institution and to assist in the improvement of the institution. She outlined the accreditation cycle, the college’s 2006 self-study, what followed in 2007 through 2010, the timeline for 2012, the four standards addressed in a self-study, and the writing team structure. (Appendix A)

Dr. Helm further explained Standard IV, Leadership and Governance, which addresses the decision making process, the roles of the board and the Chief Executive Officer (Superintendent/President), and shared governance. Dr. Helm spoke about the Board specific responsibilities as stated in Standard IV and asked the Board to complete an exercise to help determine the gaps in current policies compared to policies provided to community colleges through a service purchased through the Community College League of California (CCLC). Policies required by accreditation were noted as well.

Following that exercise, the Board completed a series of questions related to Standard IV to help determine their knowledge about the college as it relates to the standard. This assessment will be repeated in late Spring and the results compared as evidence of one aspect of Board Development.

Trustee Padilla-Chavez spoke about how the Board needs to identify a way to address policy gaps and a discussion ensued on how this could be accomplished. Some ideas included the development of a small committee made up of members of the board or full board participation at a workshop committed to policy only. After a lengthy discussion, the Board decided to first have a workshop, led by a facilitator, to discuss how to move forward on the development of policies required by accreditation: 1) selecting a CEO; 2) evaluating the CEO; 3) board self-evaluation;

and, 4) board development. The Board discussed the importance of full board participation and asked that this workshop be scheduled as soon as possible and Trustee Montemayor stated that the Board needed to do its work whether or not the full Board was in attendance. Trustee Padilla-Chavez said she would put together a proposal and get back to the Board immediately.

ADJOURNMENT

The Board adjourned at 6:55 p.m. No actions were taken at this workshop.

Erica Padilla Chavez
Board President

Dr. Phoebe K. Helm, Board Secretary
Superintendent/President

APPENDIX A

Countdown to the 2012 Self Study Report

Suzanne L. Flannigan, Ph.D.
Vice President, Academic Affairs and Accreditation

“Accreditation is the primary means by which the quality of higher education institutions and programs is assured in the United States”

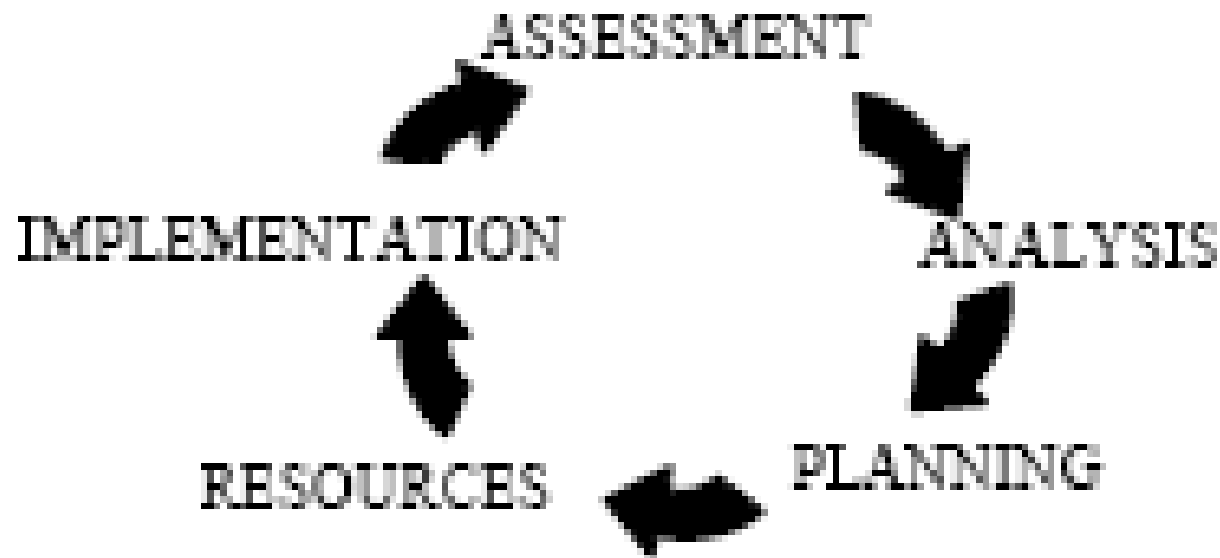
Council for Higher Education Accreditation (CHEA)

Accreditation

- to assure the quality of the institution
- to assist in the improvement of the institution

Accreditation

Two Fundamental Purposes



Continuous Improvement Process

- 6 year cycle
 - Comprehensive self-study report
 - Followed by a site-visit
 - May receive recommendations
 - May be required to submit follow-up reports
 - Midterm report

The Accreditation Cycle

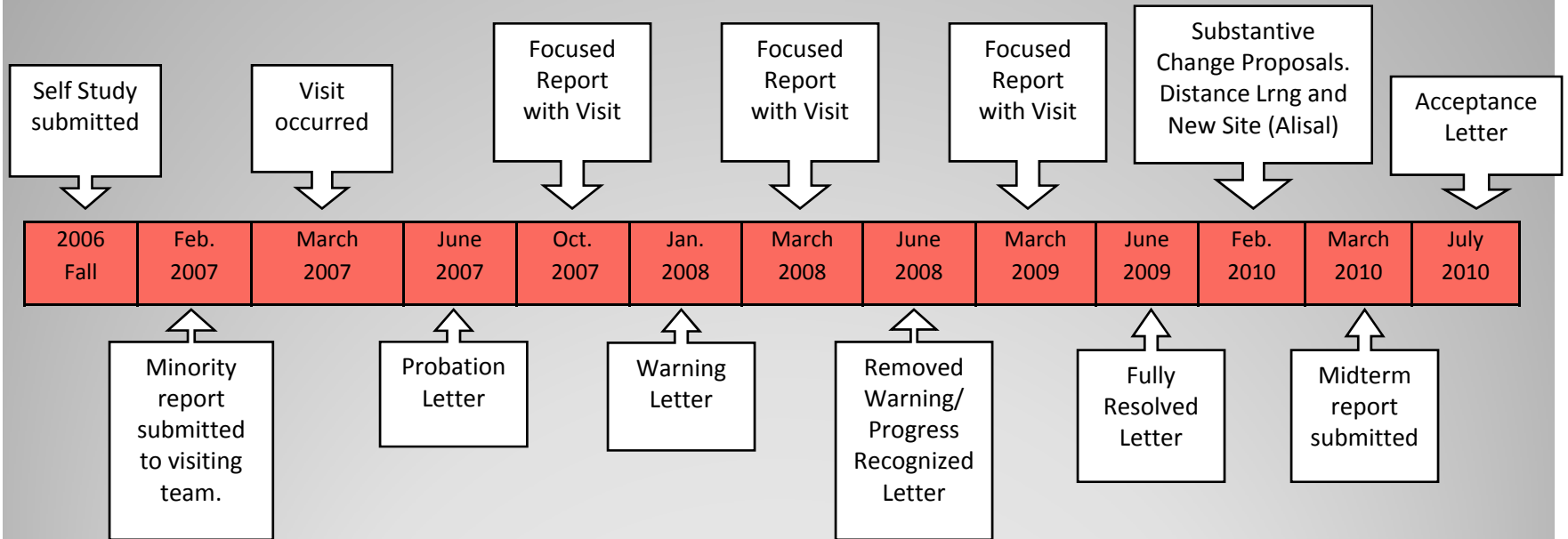
- Self Study written and submitted in Fall 2006
- Minority report submitted to visiting team in February 2007
- Visit occurred in March 2007
- The College received 7 recommendations based on the findings from the visit
 - We were required to submit 3 Focused Progress Reports with visits
 - <http://www.hartnell.edu/accreditation/letter.pdf>

The Last Self Study - 2006

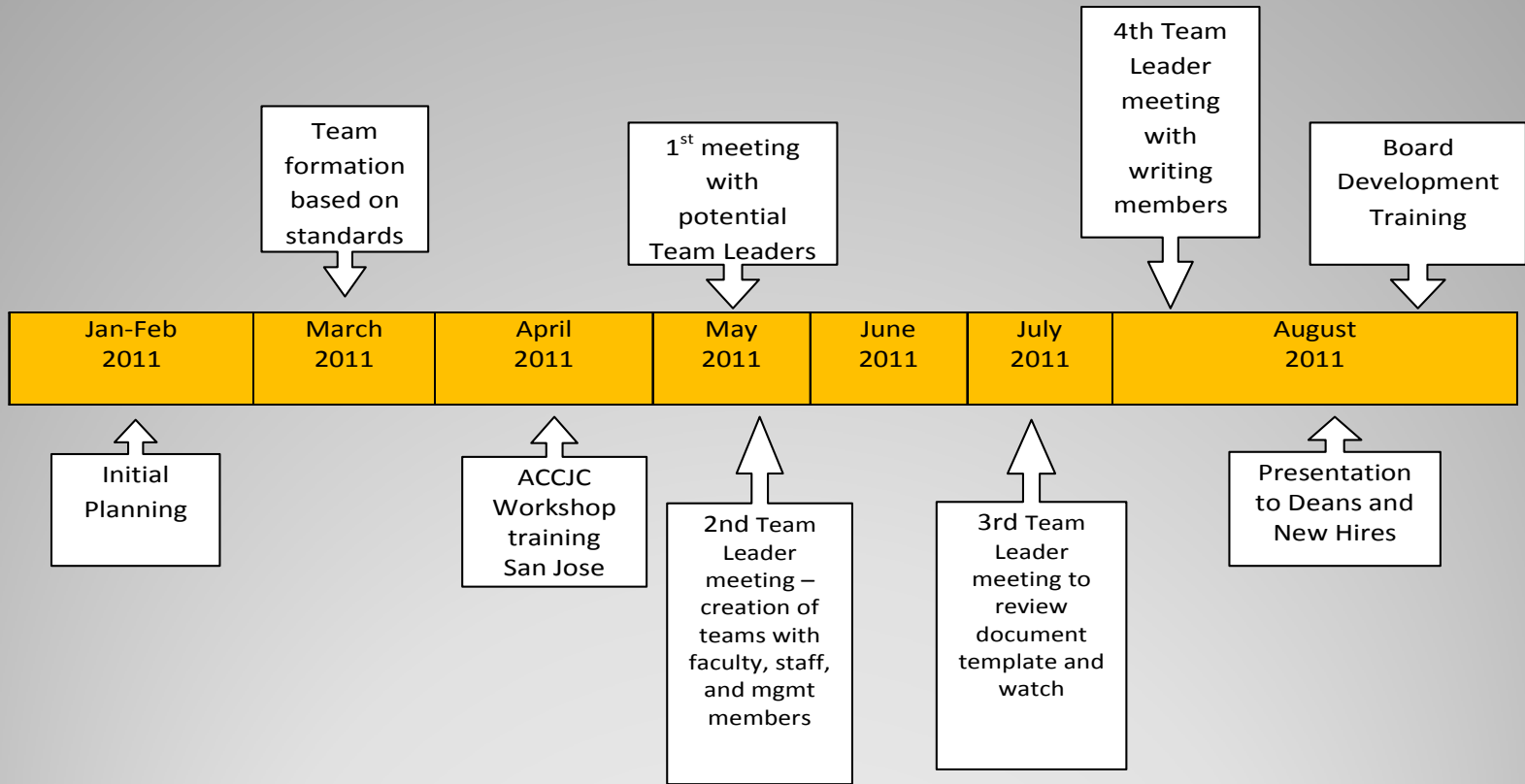
- Hartnell's major milestones during the 3 years that followed:
 - June 2007
 - Letter placing college on Probation
 - October 2007
 - Progress report submitted October 2007
 - January 2008
 - Upgraded to Warning by the Commission
 - March 2008
 - Progress Report 2 submitted
 - June 2008
 - Reaffirmed Accreditation
 - March 2009
 - Progress Report 3 submitted
 - June 2009
 - Recommendations and Concerns Fully Resolved
 - March 2010
 - MidTerm report submitted

2007 - 2010

Previous Progress since Comprehensive Site Visit 2006

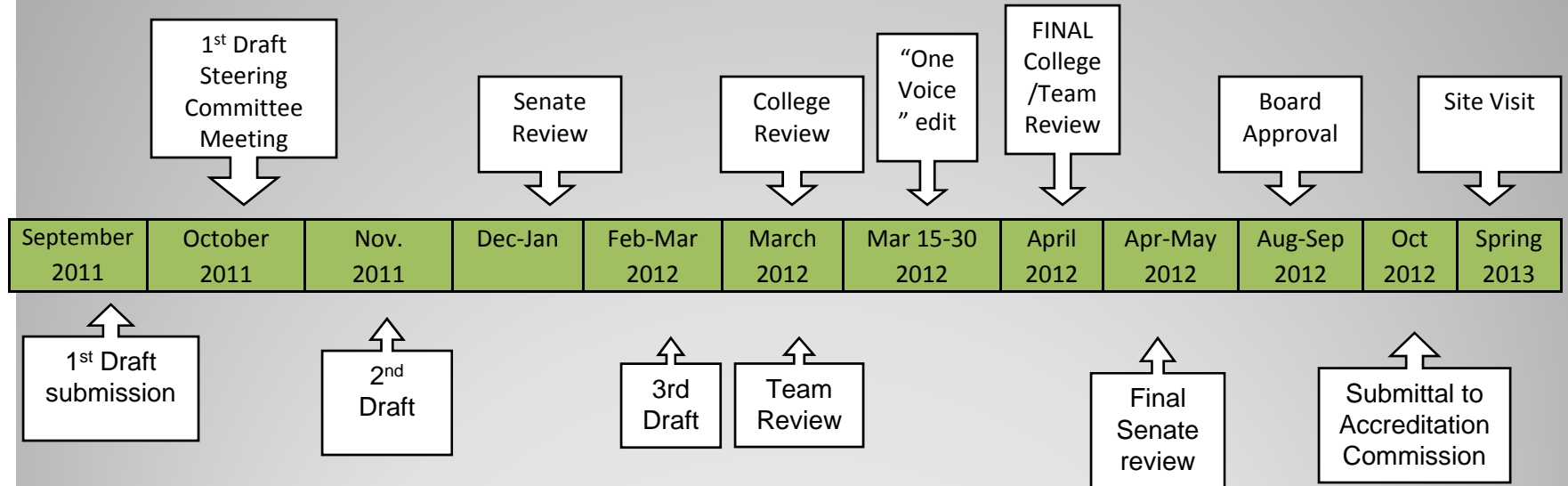


January 2011 - Present Self Study Timeline



*College-wide review and input will be ongoing throughout the process.

Timelines Moving Forward toward 2012 Self Study



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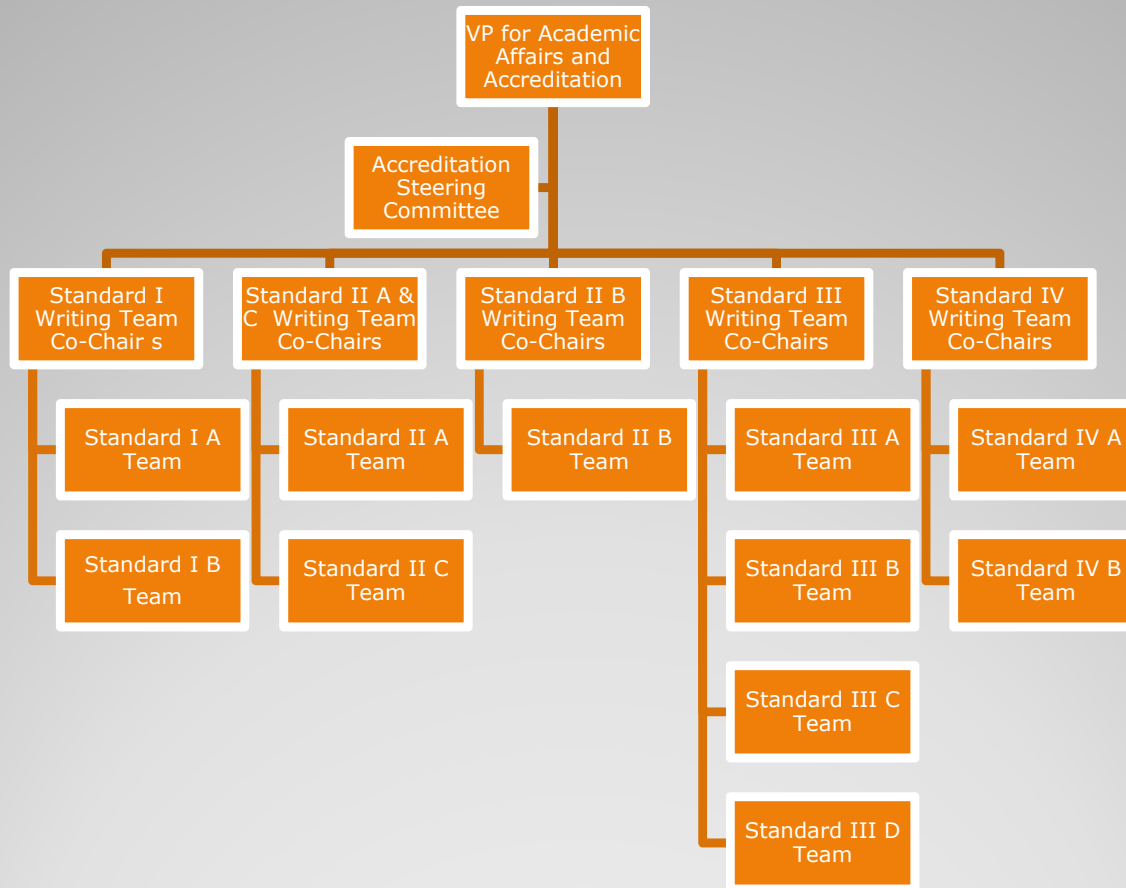
- 4 standards are addressed in the Self Study report
 - Standard I:
 - Institutional Mission and Effectiveness
 - Standard II:
 - Student Learning Programs and Services
 - Standard III:
 - Resources
 - Standard IV:
 - Leadership and Governance

What are the Standards?

- ***Sustainable Quality Improvement***
 - Program Review
 - Planning

- ***Proficiency level***
 - Student Learning Outcomes

Rubric for Evaluating Institutional Effectiveness



Writing Team Structure

- Institutional Mission and Effectiveness
 - Standard IA
 - Mission
 - Standard IB
 - Improving Institutional Effectiveness

Standard I

- Student Learning Programs and Services
 - Standard II A
 - Instructional Programs
 - Standard II B
 - Student Support Services
 - Standard II C
 - Library and Learning Support Services

Standard II

- Resources
 - Standard III A
 - Human Resources
 - Standard III B
 - Physical Resources
 - Standard III C
 - Technology Resources
 - Standard III D
 - Financial Resources

Standard III

- Leadership and Governance
 - Standard IV A
 - Decision Making Roles and Processes
 - Standard IV B
 - Board and Administrative Organization

Standard IV

Leadership and Governance

- Decision Processes
- Role of:
 - Board
 - CEO
 - Shared Governance
 - Faculty

Standard IV

Board

- Mission
- Goals
- Policies
- Development

CEO–Delegated Authority by Board Policies

- Fully responsible and accountable for operating the College/District
- Implements: a) board policy
b) statutes and regulations and delegates appropriately

Shared Governance –

Clear and consistent processes that give employee groups and student groups a voice.

Faculty –

Rely primarily regarding academic and professional matters

Board Specific Responsibilities–

- Policy Review Revisions
- Gaps (CCLC – HC Comparisons)

Policy Exercise

Pink (1) CCLC – Policy HC has none

Yellow (2) CCLC – No Policy HC has policy

Policy Gaps Required by Accreditation

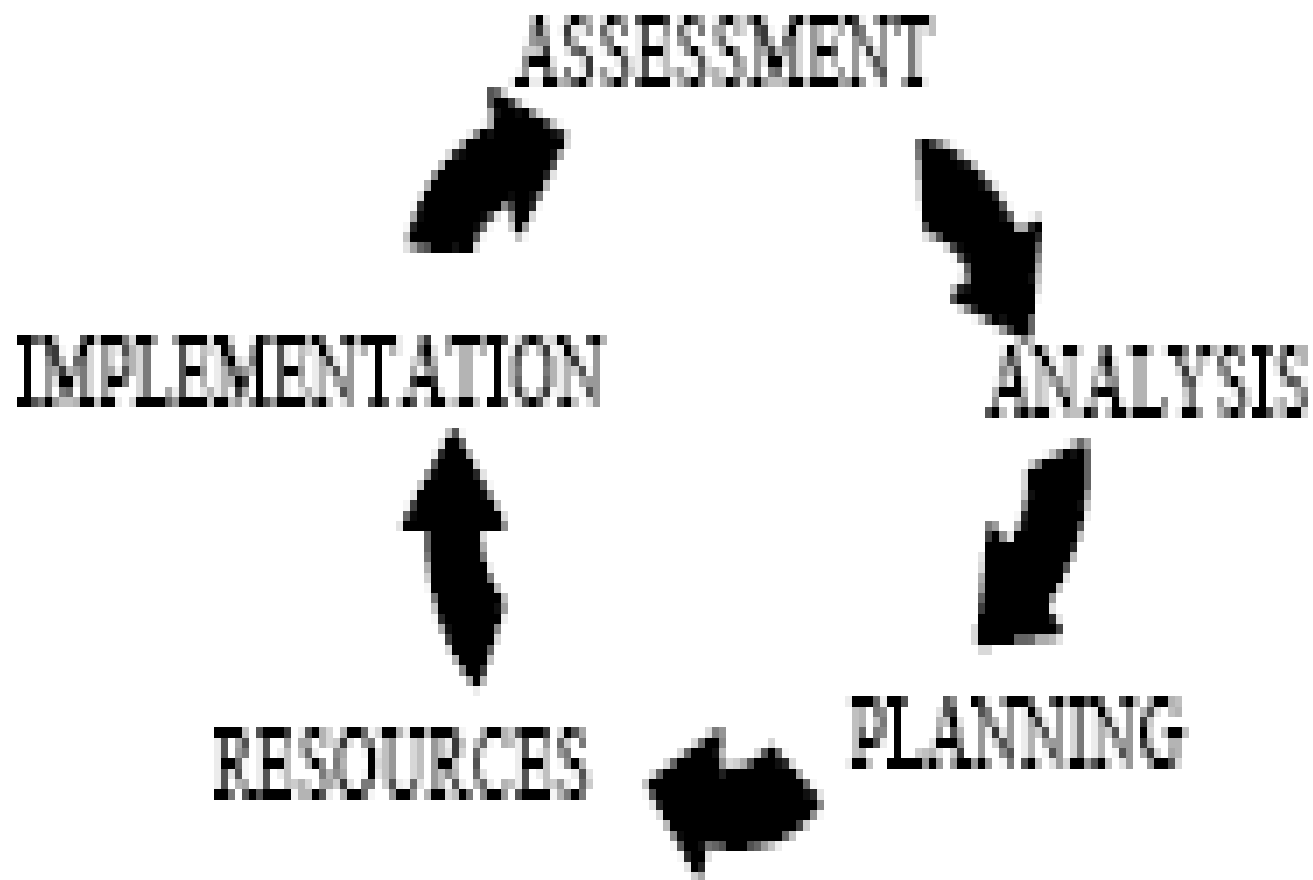
Selecting CEO

Evaluation CEO

Board Self-Evaluation

Board Development

Other



Quiz – Baseline Data for Training