INTEGRATED MASTER PLANNING FRAMEWORK FOR COLLEGE DECISION-MAKING

HARTNELL COLLEGE

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OVERVIEW

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. These principles should be applied as relevant for all decision-making processes and situations at varied institutional levels, such as in strategic planning, enrollment planning, campus and center planning, and program and service planning. 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.

EFFECTIVENESS PRINCIPLES

INTEGRATED MASTER PLANNING FRAMEWORK FOR COLLEGE DECISION-MAKING Achievement of Institutional Goals Based on Optimal Combination of College Programs & Services, Use of Internal Resources & Participation of External Partners	INSTITUTIONAL GOALS						COLLEGE PROGRAMS & SERVICES			INTERNAL RESOURCES					EXTERNAL PARTNERS		
	Student Success (SS1) Strategic Plan Goal 1 Increase Student Completion	**Student Success (SS2)** Strategic Plan Goal 2 Increase Student Completion Efficiency	**Student Success (SS3)** Strategic Plan Goal 3 Increase Student Transfer to Four-Year Institutions	**Student Success (SS4)** Strategic Plan Goal 4 Improve Student Employment Subsequent to Training or Completion	**Equity (EQ)** Eliminate success gaps across student equity groups	**Enrollment (EN)** Maximize FTES enrollment	**Academic Programs (AP)**	**Library & Learning Support Services (LLS)**	**Student Support Services (SSS)**	**Facilities (F)**	**Technology (T)**	**Human Resources (HR)**	**Resource Development (RD)**	**Administrative Resources (AR)**	**Educational Partners (EP)**	**Industry Partners (IP)**	**Community Partners (CP)**
GUIDING PRINCIPLES																	
EFFECTIVENESS PRINCIPLES (EFFE) - MAXIMIZE STUDENT SUCCESS, MAXIMIZE ENROLLMENT, MINIMIZE EQUITY GAPS IN STUDENT SUCCESS																	
EFFE 1a: Evaluate, develop and offer programs and services that meet threshold student success outcomes	X	X	X	X			X	X	X				X				
EFFE 1b: Align programs and services with student and employer demand, and toward the goal of economic self-sufficiency for students				X	X		X	X	X				X	X		X	X
EFFE 1c: Schedule course offerings that integrate with transfer and career pathways			X	X	X		X								X	X	
EFFE 1d: Schedule course offerings using Educational Plan and other student demand data	X	X				X	X		X								
EFFE 1e: Balance face-to-face, hybrid, and online course offerings to best meet student demand and optimize use of classroom space	X	X				X	X			X	X						
EFFE 1f: Evaluate and offer courses to meet General Education requirements across the district	X	X				X	X		X								
EFFE 1g: Provide timely and quality service to students	X				X			X	X		X	X	X	X			
EFFE 1h: Maximize student retention	X	X	X	X	X	X	X	X	X				X	X			
EFFE 1i: Provide district-wide student access to career preparation and placement services	X			X	X				X		X	X	X			X	
EFFE 1j: Provide district-wide student access to transfer pathway information and assistance			X		X				X		X	X	X		X		
EFFE 1k: Embrace and celebrate differences and uniqueness among all students and employees	X				X		X	X	X	X	X	X	X				
EFFE 1l: Develop the intellectual, personal, and social competence of every student and employee	X				X		X	X	X		X	X	X				
EFFE 1m: Provide a healthy, safe, and secure environment for all students, employees, and visitors	X				X				X	X	X	X		X			

EFFICIENCY PRINCIPLES

INTEGRATED MASTER PLANNING FRAMEWORK FOR COLLEGE DECISION-MAKING Achievement of Institutional Goals Based on Optimal Combination of College Programs & Services, Use of Internal Resources & Participation of External Partners	INSTITUTIONAL GOALS						COLLEGE PROGRAMS & SERVICES			INTERNAL RESOURCES					EXTERNAL PARTNERS		
	Student Success (SS1) Strategic Plan Goal 1 Increase Student Completion	**Student Success (SS2)** Strategic Plan Goal 2 Increase Student Completion Efficiency	**Student Success (SS3)** Strategic Plan Goal 3 Increase Student Transfer to Four-Year Institutions	**Student Success (SS4)** Strategic Plan Goal 4 Improve Student Employment Subsequent to Training or Completion	**Enrollment (EN)** Maximize FTES Enrollment	**Equity (EQ)** Eliminate Success Gaps Across Student Equity Groups	**Academic Programs (AP)**	**Library & Learning Support Services (LLS)**	**Student Support Services (SSS)**	**Facilities (F)**	**Technology (T)**	**Human Resources (HR)**	**Resource Development (RD)**	**Administrative Resources (AR)**	**Educational Partners (EP)**	**Industry Partners (IP)**	**Community Partners (CP)**
GUIDING PRINCIPLES																	
EFFICIENCY PRINCIPLES (EFFI) - OPTIMIZE USE OF AVAILABLE RESOURCES																	
EFFI 2a: Optimize use of multi-site staffing, including staff, faculty, and administrators, across the district							X	X	X	X	X	X		X			
EFFI 2b: Evaluate and offer programs and services that meet threshold efficiency outcomes							X	X	X		X		X				
EFFI 2c: Maximize use of classroom and other spaces across the district					X		X			X							
EFFI 2d: Expand options for delivering classes					X		X			X	X						
EFFI 2e: 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	X	X	X	X	X
EFFI 2f: 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	X	X			
EFFI 2g: Offer programs and services with the goal to scale to serve large proportions of students					X		X	X	X	X	X	X	X	X		X	
EFFI 2h: Maximize use of student friendly, online self-services for registration, academic and student support					X	X		X	X		X			X			

APPENDICES

INSTITUTIONAL GUIDELINES

1. **Vision** - 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. **Mission** - 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. **Students First** - We believe the first question that should be asked when making decisions is *What impact will the decision have on student access, learning, development, achievement, leadership, and success?* [Note: Other relevant College Values are incorporated into the specific principles included in this document.]

4. **Strategic Plan Goals** will be actively considered when applying the principles included in this document for College decision-making.

5. **College Redesign** 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 **Model for Integrated Planning and Sustainable Continuous Quality Improvement** 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 **Guiding Principles for Strategic Planning**, all major decisions will be informed substantially by pertinent data and the results of research studies.

INSTITUTIONAL REQUIREMENTS

1. Applicable Board Policies (BPs) and Administrative Procedures (APs)

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 – Drug Free Campus - Students
BP & AP 5300 – Student Equity
BP 6200 – Budget Preparation
BP & AP 6300 – Fiscal Management
BP & AP 7120 – Recruitment and Hiring

2. Collective Bargaining Agreements and Working Conditions

Specific requirements concerning human resources (faculty, staff, and administrators) are included in currently existing collective bargaining agreements and working conditions.

EXTERNAL DIRECTIVES

1. **Measure T Bond**

   - Improve access to local higher education opportunities;
   - Improve student access to computers and modern technology;
   - Upgrade campus facilities that provide job training for a skilled workforce.

   Specific Language: Repair/upgrade classrooms; expand local access to higher education/training for high-wage jobs including nursing, agriculture, science, technology/engineering, by upgrading aging classrooms, technology, science labs, repairing outdated, deteriorating mechanical/electrical systems, improving veterans' services, safety, security/disabled access, removing asbestos, acquiring, constructing, repairing sites/facilities/equipment.

2. **Federal Requirements**

   Programs and Services: TRIO, Upward Bound, HEP, Pell, Work Study, etc.

3. **State Requirements**

   Programs and Services: State Chancellor's Office - Strong Workforce, Adult Education, Foster & Kinship Care, Independent Living, EOPS, DSP&S, CalWorks, Perkins, SEAP, etc.

   Instructional Costs: Requirement that the district allocate no less than 50% of its general fund expenditures to instructional costs.

   All other applicable state regulations & laws: Title 5, Education Code

4. **Applicable ACCJC Accreditation Standards**

   ACCJC Standard I.A.3 - The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

   ACCJC Standard II.A.1 - All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

   ACCJC Standard II.A.6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

   ACCJC Standard II.A.7 - The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

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 services that support the institution's mission and purposes.

ACCJC Standard III.B.1 - The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

ACCJC Standard III.B.2 - The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

ACCJC Standard III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

ACCJC Standard III.C.2 - The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

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.

KEY TERMS AND METRICS

Academic Support – Instructional methods, support services, co-curricular 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:

- **Gender** (Male, Female, Unknown),
- **Race/Ethnicity** (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),
- **Age Groups** (Under 20, 20-24, 25-39, 40-54, 55 and Older, Unknown/Unreported),
- **Financial Support** (Economically Disadvantaged, Pell Grant Recipients, Promise Grant (BOG Waiver) Recipients OR Not Economically Disadvantaged, Not Pell Grant Recipient, Not Promise Grant (BOG Waiver) Recipients),
- **First Generation** (binary status),
- **Foster Youth** (binary status),
- **Disabled** (binary status),
- **Veterans** (binary status), and
- **LGBT status** (binary status). [see: Student Success Metrics - Data Disaggregation]

Dual Enrollment – At Hartnell College, dual enrollment refers to the College and Career Access Pathways (CCAP) program. Authorized by Assembly Bill 288 in 2015, the CCAP program enables high school students to take college courses, (with restricted enrollment to high school students), taught by college professors, at their high school campus during the high school day. Dual enrollment differs from traditional concurrent enrollment where high school students attend college courses, open to the public, at a Hartnell campus before, during, and/or after the high school day.

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]

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

Fill Rate – The ratio of enrolled students at census divided by the capacity for the class multiplied by 100.

Financial Reserve – The College's ending unrestricted fund balance as a percentage of total expenditures. The governing board has established 20% as the minimum goal for annual financial reserves.

Flagship Program – A program that serves significant numbers of students, is unique or differentiated from programs offered by other colleges, and/or otherwise meets special needs of the district and its community.

General/Unrestricted Fund – The primary operating fund of the district that is used to account For those transactions that generally cover the full scope of district operations (instruction, administration, student services, maintenance, and so on).

Human Resource Cost to Total Cost Ratio – 85% is the threshold at which the College's spending flexibility is considered to be substantially limited.

Student Persistence – The proportion of students retained at the College from fall to spring in the selected year. (Note: Students who completed an award or transferred to another postsecondary institution are excluded.) [see: Student Success Metrics - SM 424SW]

Time to Degree Completion – The median number of years taken to complete a degree. Calculations start from a student's first term at the College taking a credit course until an AA, AS, or ADT degree is completed, for students who earned a degree in the selected year. [see: Hartnell College Strategic Plan Scorecard – Time to Degree]

Transfer – The number of College students who transferred in a given year to the UC System, the CSU System, a private college in-state, and out-of-state four-year institutions. [see: Hartnell College Strategic Plan Scorecard – Transfers to UC and CSU Systems; Transfer to Other Systems]

Units to Degree Completion – The average number of units earned in the California community college system, for students who earned an associate degree in the selected year with at least 60 units at the College. [see: Hartnell College Strategic Plan Scorecard – Units Earned per Degree]