

# Overarching Themes, Observations, Trends, Perspectives

## *Input from nearly 190 personnel who attended the 2020 town hall sessions*

### Methodology:

About 190 persons attended the 2020 town hall meetings conducted during the week of Dec 3-7. Each attendee was asked to identify between one and three “things” (trends, themes, realities, take-aways, major points, observations, etc.) the data indicated to them. These items would then be shared with, and further distilled by, instructors and others to provide a backdrop against which the objectives, goals, and activities of the new educational master plan would be created. Of the many items identified by attendees, eleven major different theme clusters emerged. This presentation is the first cut to identify those clusters and they are presented in rank order. The number that appears in parenthesis “(XX)” at the end of the item represents the number of times this general item was mentioned by town hall participants in their suggestions. The bulleted statements for each item represent a sampling of the specific suggestions offered for this item.

1. **Access and physical locations.** Recognize the diversity of our population centers throughout the Salinas Valley and offer more courses and services in more locations. (31)
  - Look to establish storefront operations in mid-county areas such as Soledad, Greenfield, and/or Gonzales.
  - Strengthen and expand our programs/facilities at King City Education Center.
  - Consider the transportation and transit limitations/options of a large segment of our service area and take courses and services to locations convenient to them where possible.
2. **Course timing and types.** Offer courses at times, and package them in ways, that are more convenient to a larger segment of our service area population. (29)
  - While not ignoring the large traditional student population of high school graduates who prefer daytime and weekday courses, begin to offer more courses that are convenient to the work and life schedules of adults residents in our service area.
  - Expand our evening courses throughout the week.
  - Introduce more weekend courses (Saturday and perhaps even Sunday, as an experiment) both at the Hartnell campus, King City center, and at new storefront locations.
  - Utilize varied scheduling and varied course length to create and offer courses and modules of different duration and offer at times other than the traditional semester schedule. Consider short-term intensive and intersession course offerings.
  - Do not relegate evening courses to only adjunct instructors. Consider evening courses as part of the regular work schedule and use full-time instructors where possible.
  - Ensure that academic, student, and administrative support services are available at all times that instruction is scheduled so that students are well served and have access to the services that support and advance their education.
3. **Resourced outreach.** Increase outreach/marketing/communications/advertising to our various publics and constituencies so that they are aware of our programs and services. (24)
  - Fund/launch a major marketing campaign that promotes a dynamic image of Hartnell College.

- Fund/launch a major outreach campaign that better connects the campus with high schools, junior high schools, community organizations, business leaders, and others.
  - Fund/launch a major advertising and communications campaign that targets parents, leaders, adult learners, and prospective students with information about Hartnell courses and programs, when and where they are offered, and whom to contact for assistance.
  - Structure some materials in a bilingual format and target some information packets for parents, adult learners, current workers, and teachers/counselors.
4. **Serving basic learner needs.** Refocus on some of the real educational needs of our adult learners and of some high school completers related to language skills and academic preparation. (23)
- Recognize that some high school completers and adult learners may need courses and programs to improve their language and basic skills levels in order to get the most of their Hartnell College education.
  - Recognize the growing trends toward the use of language other than English at work and in the home and the increasing preference of bilingual communications and education.
  - Be cognizant of some of the low educational attainment levels in the Valley and create basic skills, remedial, language proficiency, ESL, and GED courses and programs to better serve this population base.
  - Understand that a large segment of today's current workforce needs training and courses related to basic skills, language skills, communications, and basic education.
5. **Packaging/delivering courses.** Introduce more distance learning, Internet-based instruction, learning modules, and electronic education options into the schedule and curricular offerings to better deliver instruction/services at times, and in ways and formats requested by service area adult residents. (20)
- Innovation in delivery methods is not intended to replace on campus, face-to-face instruction; rather, it is intended to supplement and extend the ways in which we offer courses in order to facilitate more access to more prospective students.
  - Develop Internet-only courses as well as hybrid courses that combine electronic education and onsite/in-class sessions in the same course.
  - Create staff development opportunities for instructors to learn best practices and ways in which to create on-line courses as well as self-paced learning modules.
  - Create material and quick training programs to education adult learners and prospective students on how to use their computers to take on-line courses, to submit assignments via email, to send messages, to do research online, etc., so they are more ready and capable for this type of instructional delivery.
  - Recognize that such distance learning and electronic education can help address some of the transportation deficits and traditional schedule conflicts that may keep some of our constituents from accessing Hartnell College courses and services.
6. **Connecting programs to community needs.** Promote more direct connection by Hartnell instructors, administrators, and staff with the general and business community in order to learn first-hand their educational, workforce training, and support service needs. Create new and refocus current general ed, voc/occupational ed, and training programs to better serve our key constituencies. (15)
- Hartnell instructors, admin, and staff need to be more involved in community affairs, boards, commissions, and organizations. They need to engage the community and learn of their needs.

- Develop meaningful ways to dialogue with employers to learn of their specific training and labor pool needs and their workforce requirements of tomorrow. Re-cast current vocational programs and courses to meet current and future local workforce/economic needs.
- Find ways to empower residents and community constituencies to communicate with us their educational aspirations and the programs and services they would like from Hartnell College.
- Constantly tune programs and services so they better connect with those identified needs.
- Demonstrate the excellence of Hartnell College employees through their service to the communities that comprise our service area and through their ability to be a two-way conduit that facilitates communication between the college and its community.

7. **School partnerships for better student preparation.** Partner with K-12, adult schools, regional occupational programs, and other colleges and universities to work in unison to better prepare youth for college enrollment/success and to create a more seamless path for Valley students to complete K-12, attend Hartnell, and transfer on to other educational systems and options. (13)

- While each segment of education has primary responsibility and accountability for preparing and advancing educationally fulfilled, successful students, Hartnell College has an important role to play in working with K-12 institutions to improve student success and better facilitate their transition to Hartnell College as students.
- Do more outreach to K-12 classes to instill the mindset that college is possible for them and that Hartnell College is there to help.
- Form partnerships with adult schools so those graduates see Hartnell College as the logical next step in their education journey.
- Develop more formal programs with area colleges and universities related to articulation, matriculation, college transfers, joint programs, student internships and other strategies to facilitate transfer opportunities and rates.
- Impress upon high school counselors the variety of courses and the excellence of Hartnell personnel so that they are encouraged to recommend more students to Hartnell College.

8. **Responding to demographic realities/needs.** Recast the full array of courses, services, and infrastructure to reflect the demographic realities of our service area and better serve our increasingly younger and ethnic community. (13)

- Hispanics (Latinos, Mexicans, Mexican Americans, Chicanos) comprise the majority of the population of the Salinas Valley and their demographic and socio-economic characteristics should be understood and considered as courses and programs are developed and delivered.
- The use of Spanish and bilingualism in conversations, home life, and in work settings, should be considered as courses and delivery methods are created to serve this growing constituency.
- How should the campus respond as over 40% of employers and Valley adults prefer to have at least some course content offered in a bilingual mode so that they can better understand the educational concepts of those courses? Note that many of these same residents are looking for courses to better learn and comprehend English.

9. **Access to student and admin services.** Refocus student and administrative support services so they are available and accessible at all times and locations where and when courses are offered. (12)

- Recast and reschedule student services and academic support services so that they are offered at times and locations identical to when and where courses are offered.

- If courses are offered at night and on weekends, so too should be offered student, academic support, and administrative support services (from libraries to counseling, from the cashier cage to the bookstore) to better meet the needs of students attending at hours other than weekday/daytime or only at the Hartnell campus or KC education center.
- Provide training in best practices regarding customer service and our service area's demographic profile to those who provide student and administrative support services.
- In recognition of the academic preparation challenges of some of our prospective and entering students/adult learners, fortify counseling, tutoring, learning resource, language lab, and related services and ensure that more students are counseled on a meaningful educational plan.

10. **More user-friendly.** Hartnell College should strive to be a more accessible, student-centered, responsive and user-friendly institution that can respond quickly to changing student and community needs, learner interests, and requested services. (9)

- Pursue and implement strategies such as compressed schedules, guaranteed schedules, varied course lengths, and different course packaging and delivery methods that respond to the preferences of potential students.
- Offer courses and services at more times and locations so they are more convenient to potential students and our adult population.
- Offer campus information and outreach materials in a variety of languages and targeted for such audiences as adult learners, parents, employers, and K-12 teachers/counselors.
- Increase the signage on campus so that students can easily get from point A to point B.
- Promote a student-centered attitude among all Hartnell College employees, from instructors to providers of support services.
- Develop ways and methods that allow for our community members to communicate with us, as we better inform and communicate with them, so that through this dialogue the college is better able to identify and serve needs.
- Find ways, in actions/programs/physical plant to make each student and visitor feel welcomed.

11. **Respected as a quality institution.** Organize and offer a full array of Hartnell College courses, programs, and services in ways that serve our constituencies while promoting our reputation as a quality, outstanding, and responsive educational institution. (8)

- Recapture the full measure of support and respect of the community by focusing on quality academics and services that meet the needs of our community...from employers to residents.
- Have campus instructors, staff, and administrators become more involved as volunteers and members of community organizations, boards, and civic activities.
- Develop forums and opportunities to listen to and learn from residents and employers about their education, training, and service needs and demonstrate our attention by introducing new programs and services in response to those needs.
- Develop research, education, and service partnerships with other colleges and universities to not only better serve service area residents and institutions, but to also demonstrate the depth of our capabilities and educational excellence.
- Address some of the issues, situations, and actions that were not viewed as positive by segments of the community and look for ways to replace that sentiment with positive action.

- Launch a marketing campaign that focuses on the re-invigorated, user-friendly, student-centered, Salinas Valley-focused programs and services of Hartnell College and its family of talented, enterprising, and exceptional employees.