

Emerging Instructional Goals:

A Summary Document From The 2008 EMP Update Process

(4/01/08 Draft)

The following summarizes some of the major clustered goals, strategies, and needs identified by faculty and instructors as they have drafted their 2008 Educational Master Plan Update contributions.

Goal Area 1: New courses, programs, and majors to better meet needs.

- New courses proposed to better connect to community demographics. For example, art courses featuring Latino culture, mariachi ensemble, vocational Spanish in the workplace, public speaking for non-native speakers, credit and non-credit ESL, expanded basic skills, basic science and math, and the like.
- New courses to better meet workforce and industry demands (e.g., construction technology, agriculture technology, geochemistry, environmental chemistry, wellness, and many more).

Goal Area 2: Revisiting current courses, majors, and curricula to ensure meeting needs.

- A substantial number of disciplines indicate their goal of reviewing their current curricular offerings to ensure that they are keeping pace with the development in their disciplines and with the needs of Salinas Valley residents.

Goal Area 3: New non-credit and personal enrichment courses to better meet needs.

- Many programs want to explore creating sequenced non-credit courses and programs, from agriculture to business to social sciences to the visual arts and many other disciplines.

Goal Area 4: Delivering credit and non-credit courses and support in more locations.

- Numerous disciplines indicate goals to offer more courses at Alisal, King City Education Center, at community sites (high school classrooms), etc.
- Some disciplines (Spanish, ESL, Nursing, Science, Mathematics, Social Sciences, Visual and Performing Arts, Counseling, Business, Physical Education, etc.) want the option to offer courses at the worksite and/or locations more convenient to students.
- Faculty wants sufficient technology, student, and academic support resources at major off-site locations. Services such as math labs, English labs, counseling, DSP&S, EOP&S, proficiency assessments, and other services were noted as important at distant locations.

Goal Area 5: Offering courses/programs during evening and weekends.

- Overwhelmingly, disciplines want to offer more courses during the evening and on weekends. Some want the ability to have sufficient evening and weekend courses to enable a student to earn a degree just taking courses during those time periods.
- Some disciplines and faculty encourage the development of formal Evening College and Weekend College programs.

Goal Area 6: Experimentation in course design, delivery, and scheduling.

- Many disciplines have goals related to greater scheduling flexibility, block scheduling, and the freedom to create short-term, fast track, and intensive-time course options. They want the opportunity to experiment with such scheduling strategies as M&W courses 1.5 hours each, intensive weekend courses of 3-6 hours each, and the like.

- A substantial number of disciplines (mathematics, English, Spanish, speech, social sciences, science, and others) propose the potential development of either a bilingual component to specific classes or the development of fully bilingual courses.

Goal Area 7: Increased reliance on technology to deliver courses and course content.

- Virtually all disciplines have goals to better integrate technology in their course content and classrooms. From digital images to PowerPoint presentations to technology writing tablets to take and capture test results, instructors want more access to more technology resources.
- Many disciplines indicate immediate goals to create hybrid courses, package courses for Internet delivery, and to engage in distance learning.
- A large number of disciplines have requested more smart classrooms, more updated computer labs, the availability of mobile laptop labs, the distribution to faculty of laptops to facilitate their academic work and course delivery, the increased availability of whiteboards and electronic easels, and the like. In short, disciplines propose a dramatic increased usage of technology in the classroom and for course delivery.

Goal Area 8: Better academics and support services through improved communication.

- Faculty believes that a strong foundation for a more successful educational experience for students is an increased level of communication between campus stakeholders (instructors, administrators, students, staff, student services personnel, administrative services personnel, etc.). Suggestions range from joint meetings between English faculty with the Basic Skills Initiative to meetings between discipline faculty and outreach personnel, to meetings between mathematics faculty and counselors to fully convey the focus of specific math tracks and courses, and so on.

Goal Area 9: Academic innovation through improved policies, protocols, and resources.

- Virtually all disciplines have proposed new credit and non-credit courses as well as plans to propose intersession, fast track, short term, and hybrid courses. Many faculty, as well, have proposed new majors and/or majors delivered primarily online. Faculty is eager to explore, to pilot new delivery modalities, and to be innovative in course design. To nurture and support this innovation, instructors point to curriculum development/review/approval policies and procedures that must be revisited and revised so that the campus can reduce the response time between identifying student needs and implementing courses and appropriate delivery modalities.

Goal Area 10: Focusing on a better-prepared student.

- Faculty understands the role of an academically prepared student to their success at Hartnell. Many disciplines noted the need for outreach programs to better inform and prepare students, more credit and non-credit ESL and basic skills programs, more basic English and mathematics courses, etc.
- Several disciplines have proposed the development of new prerequisite, co-requisite, and intersession courses, based on a skills assessment process, to better prepare students for existing courses and academic requirements.
- One discipline summed up the consensus opinion with this goal: “Promote greater skills building in reading, writing, and critical thinking.”
- There are numerous references to expanding discipline resource centers, academic learning programs, counseling services, tutoring resources, etc., to ensure a seamless set of academic support services to students.

Goal Area 11: More aggressive, coordinated outreach to potential students.

- Many discipline goals propose an array of outreach strategies, partnerships, and activities designed to reach junior high school, high school, and adult learners and key stakeholder groups (high school teachers and counselors, parents, etc.). The science faculty have proposed an annual Family Science Day, PE has proposed a Family Health and Fitness Fair, the visual and performing arts faculty propose community art and music presentations, the animal health technology faculty propose high school class presentations, many disciplines propose faculty speakers for outreach events, and so on.
- Faculty/instructors want more outreach and information sharing about the courses and programs offered at Hartnell College and its centers and campuses. They see these efforts as important ways to increase awareness about the College, increase the reputation of the institution, and increase student enrollment.

Goal Area 12: More centralized, accessible, seamless student and academic support services.

- Faculty recognizes the important role that student services play in the lives of students both in and out of the classroom. Numerous instructional goals include reference to additional and/or new educational support services. These include new tutors, additional counseling and advising services, faculty mentors, summer skills institutes, and basic skills academies.
- Some disciplines note the current distribution and locations of key student support services and call for the development or consolidation into a key central location a logical array of important student services such as those that provide electronic testing, evaluation of academic preparedness, evaluation of language proficiency, evaluation of learning disabilities, support testing and proctoring functions, enable face-to-face counseling instruction, and the like.

Implementing and Sustaining These Themes and Goals

1. More instructors/faculty and support positions. (More full-time positions, less adjuncts)
2. More physical plant:
 - a. Smart classrooms for 25-45 students.
 - b. New math and science labs.
 - c. Discipline-by-discipline review of facilities, labs, classrooms, storage, and office needs.
 - d. Refresh existing classrooms.
 - e. Find location for consolidating key student and academic support services.
3. More technology:
 - a. Refresh existing computer labs and discipline resource centers.
 - b. Create mobile computer labs.
 - c. Provide faculty with laptops as needed.
 - d. Discipline-by-discipline review of computing, digital, technology needs for instruction.
4. More fiscal resources:
 - a. For outreach, marketing, information-sharing, community engagement.
 - b. In support of innovation, course design, best practice site visits, etc.
 - c. In support of instructional and student support success.
 - d. To sustain expanded hours, locations, and delivery modalities.