

Hartnell Community College District

2023 Midterm Report for review and approval

***For submission to Accrediting Commission for Community
and Junior Colleges March 15, 2023***

December 2, 2022

TABLE OF CONTENTS

SIGNATURE SHEET

REPORT PREPARATION	2
PLANS ARISING FROM SELF EVALUATION REPORT	2
RECOMMENDATION: Library Services	2
RECOMMENDATION: Technology Master Plan	5
STUDENT LEARNING OUTCOMES	5
INSTITUTION SET STANDARDS	6
Institution-Set Standards (Standard 1.B.3)	6
Course Completion Rates	6
Certificates	6
Associate Degrees (AA/AS)	7
Transfers	7
Licensure Examination Pass Rates	7
Employment Rates for Career and Technical Education Students	8
What We Are Doing to Improve	9
How Do We Inform Our Community of the Data	9
QUALITY FOCUS ESSAY #1: Design and Execution of Guided Pathways	9
QUALITY FOCUS ESSAY #2: Increasing Transfers to Four-Year Institutions	11
QUALITY FOCUS ESSAY #3: Career Placement	12
IN CLOSING	22

**Certification of the Midterm Report
March 15, 2023**

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

SIGNATURES

Michael Gutierrez
Superintendent/President

Date

Erica Padilla-Chavez
President, Board of Trustees, Hartnell Community College District

Date

Dr. Jason Hough
President, Academic Senate

Date

Shawn Pullum
President, California School Employees Association

Date

Apolonia Preciado Castillo
President, Associated Students of Hartnell College

Date

Dr. Cathryn Wilkinson
Accreditation Liaison Officer

Date

REPORT PREPARATION

The Hartnell College Accreditation Council is a standing governance committee of the Academic Senate, charged with ongoing attention to accreditation, monitoring of accreditation standards and reporting. The council, composed of representatives from faculty, administration, staff, and students, meets regularly throughout the academic year. The Council is led by a faculty co-chair and the district's Accreditation Liaison Officer.

While council membership has varied since 2019, Co-Chairs David Beymer and Vice President of Academic Affairs Cathryn Wilkinson have provided stable leadership to the Council throughout this report preparation period, June 2019 - December 2022. The structures in place have served to consistently monitor and report on accreditation status, although the superintendent/president role and numerous cabinet roles in this district experienced high turnover during the reporting period. In June 2019, the Council received the notice of Full Reaffirmation of Accreditation. In Fall 2019, the Council identified writers and assigned leads for each component of the 2023 Midterm Report. A team of seventeen writers across all constituents of campus developed actionable goals and a project timeline.

The Council studied ACCJC guidance and sample reports and began collecting evidence for the two recommendations and three Quality Focus Essays in November 2019. Minutes reflecting periodic updates and guidance from the Council on each of the reported areas are filed in the Evidence folder. In Spring 2022, the Council began reviewing drafts for the report. A completed draft was circulated through the district's governance councils in Fall 2022 for input and revision, before submitting to the Board of Trustees for review and approval in January 2023. The approved Midterm report as submitted to ACCJC will be posted on the district's Accreditation web page in February 2023.

PLANS ARISING FROM THE SELF-EVALUATION REPORT

RECOMMENDATION: Library Services

ACCJC recommendation: *In order to improve institutional effectiveness, the College should expand library support services at all centers through more immediate interaction with a librarian and access to expanded library collections (II.B.1).*

Over the reporting period, the Hartnell College Library and Learning Resource Center has expanded support services to include more immediate interaction with librarians on main campus and at all four centers, including the newly-opened Soledad and Castroville Education Centers and the expanded King City Education Center. In spite of the shutdown of in-person campus services in Spring 2020 due to the pandemic, the library faculty and staff were able to continue providing service to students by shifting to remote delivery and maintaining standard service hours throughout the campus closure. Students were able to contact librarians through a new live chat feature on the library webpage, text message, phone call, or email, with an immediate response to those chatting, calling, and texting. [Rec1.1](#) Other library staff could be reached by phone and email, as usual. These contact methods were maintained through

the return to in-person services, beginning Fall 2021, and will continue to provide immediate interaction with a librarian for all students, regardless of their location or preferred modality. To monitor usage, all interactions are tracked using the library's reference services software. [Rec1.2](#)

Library Instruction

In order to provide more immediate interaction between students and librarians as recommended by ACCJC, the Systems/Technology librarian created a library landing page in Canvas during the Spring of 2020. The page is accessible via a link in the navigation menu in all Canvas course shells. From the library's page, students can interact with a librarian using the live chat feature within the Canvas environment. The new landing page also provides a discovery search box and links to some of the most commonly accessed content. [Rec1.3](#) [Rec1.4](#)

With all instruction moved online in March 2020 in response to the pandemic, the Student Services librarian created an online orientation video for faculty to embed in their Canvas courses. The video instructed students how to navigate library databases, how to contact librarians, and how to cite information sources. The video was comparable to a live instructional session students would have received in person. The video was available on the library's YouTube channel 24/7 and has been viewed more than 3,000 times since posting. [Rec1.5](#) With the strong, positive response from faculty and students, an updated online orientation video was created for Fall 2022 to support the increased student interest in Distance Education and hybrid courses, as well as expanded enrollment in the education centers.

Library Research Workshops through Canvas

In January 2021 the Student Services librarian created an online non-credit library research workshop where students could self-enroll. The seven modules in the workshop cover the basics of research, including getting started, evaluating and selecting sources, avoiding plagiarism, using the discovery search tool OneSearch, and citing sources. Students receive a certificate of completion from the librarian for each completed module. The response has been very positive and the online research workshops continue. Enrollment has been robust: 447 students have enrolled in the workshops over three semesters with 1,067 modules completed. [Rec1.6](#)

Research Guides

Reference librarians renovated the discipline research guides (Libguides) during the 2020-21 academic year to include current resources, videos, ebooks, and information aligned with the college's five MetaMajor program groups. These research guides serve as an online connection between students and librarians and support access to our online resources specific to their course of study. [Rec1.7](#)

Lockers

The librarians researched options for providing library materials at the four centers located off main campus. Installing delivery lockers for each of the four centers was determined to be optimal. This library service now extends to the new Soledad Education Center and King City Center expansion, opened in 2021, and the new Castroville Education Center opened in 2022, as well as the Agricultural and Business

Technology Institute at the Alisal campus. Students can request books and materials from the main campus to be delivered to the lockers. The installation of the lockers is in progress and this will enable students at remote locations to borrow library materials, improving equity of access to our collections.

As a followup to the student survey at the education centers in Spring 2022, which indicated interest in checking out materials from main campus, a survey is planned for late Spring 2023. This will include questions to assess the efficacy of the lockers and how service can be improved.

[Rec1.8](#) [Rec1.9](#)

Use of ebooks

Librarians' practice prior to the pandemic was to purchase individual print books to support their assigned disciplines, while ebooks were provided via subscription databases or one-time bulk purchases. With no student access to print books during the COVID-19 closure, the librarians pivoted and purchased only ebooks during the 2020-21 school year. Ebooks provided access to new titles for all students, regardless of location. The online views for ebooks has grown from 54 views in 2019-20, to 408 views in 2020-21, to 837 views in 2021-22. [Rec1.10](#) Going forward, librarians plan to continue individual purchases of both print and electronic titles to support students regardless of location or preferred format.

SWOC Analysis

The library transitioned back to more in-person services in Fall 2021. A SWOC (strengths, weaknesses, opportunities, and challenges) analysis was completed in Spring 2022 to identify those areas where the library could strengthen support to students on main campus as well as at all of the new and expanded education centers. Given the need to provide both online and in-person services and resources, library staff have explored new ways to meet the needs of students. Reallocating space in the library on the main campus, based on the analysis, will provide more group and individual study space for students and enhance services. The SWOC analysis additionally reaffirmed the library's ongoing need to fill new positions for an outreach librarian and a library technician, which would improve the library's service to students at the education centers. In Fall 2022, the Academic Senate's Full-Time Faculty Hiring Committee recommended a new position in 2023-24 for another full-time librarian to fill the current vacancy. [Rec1.11](#)

Supporting Evidence

Rec1.1 - [Online Librarian Chat Box](#)

Rec1.2 - [Floor Count Table](#)

Rec1.3 - [Hartnell Library Canvas navigation link](#)

Rec1.4 - [Library Canvas Page](#)

Rec1.5 - [Library Instructional Orientation Video](#)

Rec1.6 - [Library Workshops](#)

Rec1.7 - [LibGuide](#)

Rec1.8 - [South County Library Services Survey SP22](#)

Rec1.9 - [Alisal Library Services Survey SP22](#)

Rec1.10 - [Ebooks Spreadsheets](#)

Rec1.11 - [SWOC analysis](#)

RECOMMENDATION: TECHNOLOGY MASTER PLAN

ACCJC Recommendation: *In order to improve institutional effectiveness, the College should complete the Technology Master Plan to guide future technology needs and ensure that future plans are updated prior to their expiration (III.C.2).*

The district provides robust technology infrastructure for teaching, learning, and operations. During this report period, the Information Technology (IT) area, under the leadership of a Vice President for IT, has introduced the Student Self-Serve Planner for registration, upgraded servers, installed new web-based search capabilities, and implemented new protections against cybercrime. The governance system for the district includes a Technology Development Council (TDC), representing all constituent groups and co-chaired by the Vice President for IT and a faculty member appointed by the Academic Senate.

The district's Technology Master plan was drafted in 2019 and was in need of revision due to changes in technology demands and services. In September 2021 eleven members of the Technology Development Council began work on revisions of the Technology Master Plan. [Rec2.1](#) [Rec2.2](#) Although there was a leadership transition and temporary vacancy in the Vice President role, progress on the new plan continued and a draft was completed in Spring of 2022. [Rec2.3](#)

The draft of the new plan is began circulating to constituent groups in Fall 2022 and the Board of Trustees will consider taking action to approve in January 2023. The plan defines overall operations for information technology and addresses support for hardware, including more resources for the four sites off main campus, and upgrades to operating systems for student services, human resources, and academic affairs. [Rec2.4](#)

In applying lessons learned during remote instruction and services during the COVID-19 era, this plan addresses significant increases in the number of students and staff working from remote locations, the urgency of closing digital equity gaps, increased need for cybersecurity, and increased staffing in the areas of networking and programming. In keeping with the district planning processes, the plan will be updated in 2024.

Supporting Evidence

Rec2.1 - [Technology Development Council Minutes from 2020/10/28](#)

Rec2.2 - [Technology Development Council Minutes from 2021/09/22](#)

Rec2.3 - [Technology Development Council Agenda from 2022/04/27](#)

Rec2.4 - [Technology Master Plan](#) (Draft version; Final approved version will be linked up after Board Approval in January)

STUDENT LEARNING OUTCOMES (SLOs)

The assessment process at Hartnell College is a collaboration between the Academic Senate's Program Planning Outcomes & Assessment Committee (PPOA), academic administrators, Institutional Research, and faculty. In Fall 2022, senators agreed to reconfigure the former Outcomes & Assessment Committee as a new PPOA committee to integrate program planning more closely with assessment. Faculty conduct ongoing assessment of student learning for their courses and their programs according to a seven-year timeline that includes three years of course-level assessment and a fourth year of focused program assessment. The next three years are for follow-up course-level assessments to determine if interventions and changes have had an impact and to build data for an analysis of trends. [SLO1](#)

Course-level assessment takes place every semester, based on a three-year assessment calendar in which each course is assessed at least once during the cycle. The assessment process has built-in opportunities for reflection and dialog, based on prompts developed each year by the PPOA Committee. Over the past two years, prompts related to disaggregated student metrics at the course level reflected new efforts to reduce equity gaps. Each semester, discipline faculty meet to review outcome reports generated in eLumen, the software for assessment reporting. These reports contain the aggregated data and reflection comments for courses which were assessed the previous semester. The faculty analyze and discuss the data, and determine what interventions are needed, if any. Faculty document this information in an action plan for their course. [SLO2](#) [SLO3](#)

Every fourth year of the cycle, most recently academic year 2019-2020, faculty review course-level data. The data have been aggregated from the previous three years of course-level assessments through internal mapping of course-level SLOs to program-level outcomes in eLumen. Faculty review the mastery of program outcomes and can drill down to the course SLOs that feed into that outcome. Faculty review course action plans from the previous three years, as well as the aggregated data and determine a program action plan. [SLO4](#)

The PPOA Committee has established six Core Competencies (Institutional Outcomes) for student learning and has assessed these Core Competencies through a survey of graduates each year since 2016. In addition to this indirect measure, faculty assess Core Competencies using assessment data from courses that have been individually mapped to the Core Competencies. [SLO5](#)

The strengths of the assessment process lie in the intentional design to make it meaningful. The opportunity for faculty to reflect on their teaching and to analyze and discuss data happens each semester. Time for reflection and assessment is dedicated college-wide at Fall Convocation and January Flex Days. Collaboration between faculty, staff, and administration makes this process successful. The college received a commendation at its 2019 accreditation visit that stated,

“The team commends the College for creating a campus culture that values assessment as a process for improving programs and courses. Faculty have embraced student learning outcomes

assessment and use the evaluation process as a way to enact meaningful change (II.A.2, II.A.3, II.A.16).”

In Spring 2022, in an effort to address the delays in assessment during COVID-19, the PPOA team distributed scorecards to faculty for 152 courses and 419 sections. Of those scorecards 79% (330) have been fully completed and reviewed by the PPOA team in Fall 2022. The team had planned to distribute additional scorecards for 139 courses and 434 sections by the end of the fall term; however, as a result of a ransomware attack on the district's IT systems on October 2, 2022, the district suffered the loss of significant amounts of data, including the ability to record course assessments for SLOs for the Fall semester. We have adjusted the assessment timeline accordingly so that these courses can be assessed in the Fall of 2023, while still allowing faculty to follow the remaining assessment schedule.

Inspired by the College’s commitment to continuous improvement, in 2021-22 the PPOA Committee began to develop methods of assessment with more focus on equity. Based on the committee’s recommendation, the Information Technology area is modifying the data load in the eLumen software platform to include student demographics. Disaggregated data allow faculty to easily identify equity gaps in learning outcomes. In addition, the PPOA Committee is developing new Value Rubrics to assess the Core Competencies campus-wide. Recently, eLumen recognized Hartnell’s work to integrate equity into teaching practices such as assessment and program review. eLumen invited a group of Hartnell faculty and staff to present on assessing equity metrics at the national Achieving the Dream Conference in 2022 where the Hartnell team received a Partnership Presentation award. [SLO6](#) [SLO7](#)

Supporting Evidence

SLO1 - [Seven Year Assessment Cycle](#)

SLO2 - [Example of SLO Assessment Report](#)

SLO3 - [SLO Action Plan Directions](#)

SLO4 - [Program Planning and Assessment Example from "Year of the PLO"](#)

SLO5 - [Core Competency Results 2019-2022](#)

SLO6 - [Dream Conference Presentation Overview](#)

SLO7 - [Presentation Partnership Award](#)

INSTITUTION SET STANDARDS

Institution-Set Standards (Standard 1.B.3)

The following tables reflect data from Hartnell College for the period 2017-2021, as reported in ACCJC Annual Reports from 2021 and 2022, and supplemented in Fall 2022. Please note that almost all college operations were offered from remote sites from Spring 2020 through Spring 2021. [ISS.1](#) [ISS.2](#)

Course Completion Rates

	2017-18	2018-19	2019-20	2020-21
Floor Standard	68%	68%	71%	72%
Aspirational Goal	N/A	N/A	87%	88%
Actual	77%	76%	76%	67%

Course completion rates had remained steady until the academic year 2020-21 when almost all of our courses were converted to the distance education modality due to the COVID-19 pandemic. Prior to 2020-21 we had met our floor standards, even though during this period most students were accelerated for the first time into college-level Math and English with additional academic support under AB 705. During the pandemic we noted a sharp decrease in completion rates which dropped below the floor standard. For the two years in which we had established an aspirational goal, we did not meet that goal. We await new data reflecting the gradual return to in-person classes in Fall 2021.

Certificates

	2017-18	2018-19	2019-20	2020-21
Floor Standard	428	428	706	765
Aspirational Goal	N/A	N/A	1,020	1,105
Actual	829	948	971	978

The number of certificates awarded has been steadily increasing over the past four academic years. Each year we have easily met our floor standard, but we have yet to meet our aspirational goals. In 2019-20 and 2020-21, the number of annual awards continued to increase, in spite of the change to nearly 100% online instruction and services during the COVID-19 pandemic.

Associate Degrees (AA/AS)

	2017-18	2018-19	2019-20	2020-21
Floor Standard	698	698	999	1,101
Aspirational Goal	N/A	N/A	1,443	1,590
Actual	1,314	1,528	1,539	1,403

The number of associate degrees awarded had been steadily increasing prior to the COVID-19 pandemic. Each year we have easily met our floor standard and were able to meet our aspirational goal for the 2019-20 academic year. For the 2020-21 academic year, during the time when faculty, staff, and students

were adapting to the on-line learning environment, a slight decline in the number of degrees awarded was noted; however, the district still exceeded our floor standard on this metric.

Transfers

	2017-18	2018-19	2019-20	2020-21
Floor Standard	535	535	783	809
Aspirational Goal	N/A	N/A	1,131	1,169
Actual	792	794	762	944

The number of transfers had remained steady until the 2020-21 academic year when there was a sharp increase in the number. The activity of the Transfer Center, described in QFE #2 of this report, became more robust during this time period. We were able to meet our floor standard in every year except 2019-20 where we nearly achieved the floor standard.

Licensure Examination Pass Rates

Program	Exam	Floor Standard	Aspirational Goal	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate	2020-21 Pass Rate
Registered Nursing	State	86%	100%	100%	100%	90%	98%
Vocational Nursing	State	80%	100%	95%	89%	100%	89%
Respiratory Care Practitioner	State	75%	100%	100%	87%	87%	70%

The licensure examination pass rates have remained above our floor standard and have met the aspirational goal in four of the nine reports through Spring 2020. The pass rates reported in Fall 2022 for 2020-21 indicate continued achievement well above the floor standard for Registered Nursing and Vocational Nursing. For 2020-21, the Respiratory Care Practitioner pass rates dropped for the first time below the floor. In reflecting on this reporting year, clinical placements were limited due to COVID-19, and the Commission on Accreditation for Respiratory Care (CoARC) also made changes to the testing process. When CoARC reviewed the program to determine ongoing compliance with accreditation standards in Fall 2022, they informed the district that the program has met or exceeded all current thresholds for success on CoARC’s required outcome measures. [ISS.3](#) [ISS.4](#)

In support of students applying for licensure, faculty provide thorough preparation and coaching for students prior to licensing exams, supplemented through ATI (Assessment Technologies Institute) exercises and training. The district covers a portion of the cost, approximately 40%, for coaching and exam preparation for each student.

Employment Rates for Career and Technical Education Students

Program	Floor Standard	Aspirational Goal	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate	2020-21 Job Placement Rate
Advanced Automotive Technology	65%	100%	92.3%	N/A	87.5%	N/A
Agriculture – Business	75%	100%	N/A	N/A	N/A	N/A
Agriculture – Production	79%	100%	100%	100%	87.5%	N/A
Agriculture – Food Safety	69%	100%	N/A	91.3%	93.8%	N/A
Business Administration	76%	93%	85.7%	87%	78.9%	N/A
Computer Science and Info Systems – Computer Science Option	61%	83%	78.8%	72.7%	86.4%	N/A
Early Childhood Education	79%	96%	87.5%	87.5%	84.4%	N/A
Registered Nursing	75%	100%	96.4%	93.8%	94.6%	N/A
Respiratory Care Practitioner	65%	100%	N/A	N/A	N/A	N/A
Vocational Nursing	65%	100%	86.2%	100%	N/A	N/A

The employment rate results are provided annually through the Perkins IV Core Indicator 4 for Employment as reported by the Chancellor’s Office MIS Service. [ISS.5](#) Data collection for 2020 is the latest available for Hartnell College. Through 2020, results for CTE employment show that we have exceeded our floor standards and in most areas neared the aspirational goal. We have met the aspirational goal for Vocational Nursing in 2018-19 and Computer Science in 2019-20.

What We Are Doing to Improve

In order to improve, we have built completions, awards, and transfers as pillars of our strategic plan: Hartnell College Shared Vision for Student Success 2019-2024. [ISS.6](#) With these metrics at the forefront of our plan, they are strategic priorities for the institution. The QFEs for this reporting period (Guided Pathways, transfer, and job placement) show the deliberate steps, innovations, and growth to improve student success at this institution.

Before the COVID-19 pandemic, the district initiated the Salinas Valley Promise, which incentivized students to enroll full-time. The Promise provides not only free tuition, but robust mentoring, peer connections, laptops or textbook credits, and leadership training. In the first-year roll-out of this program in Fall 2020, the unanticipated transition to distance learning had occurred, and still, the district experienced an increase in the average units taken by our students.

During the 2020-21 academic year we suffered a 32% drop in unduplicated headcount; however, our full-time equivalent students (FTES) over the same time only dropped by 6%. We identified the sharp decrease in headcount generated through courses offered at the South Bay Public Safety Training Center. This was a key factor in the decreased headcount because students in these programs take fewer units to reach their goals. The comparably smaller decrease in FTES college-wide indicated that even though we served fewer students, students were registering for more units than in the past, perhaps because courses were more accessible through distance education or hybrid delivery.

Student performance and registration trends in 2020-21 skewed quite differently compared to past years. In response, Academic Affairs analyzed enrollments by modality for each course and increased the delivery options available to students where possible. In response to the move to online teaching, 100% of full-time faculty participated in online pedagogy training. Student Affairs improved the registration process by orienting students to best practices in online learning, offering more online advising and admissions services, and marketing to promote the increased choices in delivery formats for students. New online tools used by teachers and students, for example scheduling appointments and interacting with a 24/7 smart Chatbot, continue to serve all students in Fall 2022. Convenience and easier access to online services and information for students is a positive result of the COVID-19 pandemic.

Assessments of course and program-level outcomes and Service Area Outcomes (SAOs) are submitted annually and reviewed by district administration. In addition, faculty and staff reflect on resources needed to improve student performance data through our annual program review, Program Planning and Assessment (PPA). The PPA process is collaborative between the Academic Senate and the administration. Faculty and staff input feeds directly to administration for prioritizing the annual budgets and one-time allocations to support innovations and initiatives. [ISS.7](#)

How Do We Inform Our Community of These Data

Hartnell College provides information regarding Institution Set Standards and progress on our strategic initiatives to the college's community primarily through governance council and committee meetings. [ISS.8](#) [ISS.9](#) [ISS.10](#) [ISS.11](#) The College Planning Council (CPC) receives updates from other governance committees and district administration on student performance, including Institution Set Standards, Career & Technical Education Employment Outcomes Survey (CTEEOS), prioritizations for one-time funding, strategic initiatives, and results of district surveys. The CPC is charged to make recommendations to the Superintendent/President based on these data. [ISS.12](#)

College-wide accreditation and annual reports to ACCJC are linked on the district's website [ISS.13](#). Institutional Set Standards are shared regularly at meetings of governance councils and Board of Trustees [ISS.14](#) [ISS.15](#) [ISS.16](#) [ISS.17](#) [ISS.18](#), and in publications, such as the annual Report to the Community [ISS.19](#), distributed widely across the district. The data are also presented to and reflected on by the faculty through the annual Program Planning and Assessment process [ISS.20](#) [ISS.21](#) [ISS.22](#) [ISS.23](#) [ISS.24](#).

The district publishes consumer information regularly, including metrics for gainful employment, retention, completion and transfer, in compliance with the Department of Education. [ISS.25](#)

Supporting Evidence

- ISS.1 - [ACCJC Annual Report 2021](#)
- ISS.2 - [ACCJC Annual Report 2022](#)
- ISS.3 - [Updated Licensure Exam Pass Rates](#)
- ISS.4 - [Letter from CoARC](#)
- ISS.5 - [Perkins IV Website Snip](#)
- ISS.6 - [Strategic Plan 2019-2024](#)
- ISS.7 - [4 Year Program Planning and Assessment Plan](#)
- ISS.8 - [Academic Senate Minutes 2019/03/12](#)
- ISS.9 - [College Planning Council Minutes 2019/11/20](#)
- ISS.10 - [College Planning Council Minutes 2022/10/05](#)
- ISS.11 - [Academic Affairs Council Minutes 2019/11/13](#)
- ISS.12 - [Governance Structure](#)
- ISS.13 - [Accreditation Website - Annual Reports](#)
- ISS.14 - [Board of Trustees Meeting Agenda 2019/05/07](#)
- ISS.15 - [Board of Trustees Meeting Agenda 2020/12/15](#)
- ISS.16 - [Board of Trustees Meeting Agenda 2021/05/18](#)
- ISS.17 - [Board of Trustees Meeting Presentation 2022/10/18](#)
- ISS.18 - [Strategic Plan Assessment Year 1](#)
- ISS.19 - [Report to the Community 2020-21](#)
- ISS.20 - [Example of 2021 Academic Program Planning and Assessment](#)
- ISS.21 - [Program Review Data from 2021 Academic Program Planning and Assessment](#)
- ISS.22 - [Example of 2022 Academic Program Planning and Assessment](#)
- ISS.23 - [How to Use FlexIt SSEC Dashboard from 2022 Academic Program Planning and Assessment](#)
- ISS.24 - [Enrollment and Success Data from 2022 Academic Program Planning and Assessment](#)
- ISS.25 - [Consumer Information Page](#)

QUALITY FOCUS ESSAY #1: Design and Execution of Guided Pathways

Introduction

As part of the system-wide introduction of Guided Pathways at Hartnell, the college developed QFE #1 to focus on the first two student success goals in the College's Strategic Plan 2019-2024 [QFE1.1](#) (pp. 6, 16). The first goal was to increase student completion, to be reported by the number of certificates, number of degrees, and graduation rate. The second goal was to increase student completion efficiency, to be reported by median years and average units to degree completion. Note that in order to align this metric with the Chancellor's Office's Vision for Success metrics, the median units as originally recorded were changed to average units.

College ReDesign—Reinventing Hartnell as a Student-Centered Institution

The college adopted and branded its version of the Chancellor's Guided Pathways initiative as Hartnell 2.0 College ReDesign during Spring 2018. Design teams were formed, involving a broad constituency of the district, with each team focused on an aspect of the student journey. The purpose of H2.0 was to increase student completions and decrease time and units to degree completion. By reinventing systems, structures, processes, and practices, College ReDesign has been aimed at creating and sustaining a more student-centered institution. The College aligned the Strategic Plan's student success goals with college redesigns that continue in varied stages of creation, development, and implementation. [QFE1.2](#) [QFE1.3](#) [QFE1.4](#)

Completed Action Items and Progress on College ReDesign

All planned action items as established in QFE #1 have been completed. [QFE1.5](#) Of the seven elements of College ReDesign focused on aspects of student completion, four have been implemented. [QFE1.6](#) [QFE1.7](#) Other aspects of College ReDesign are focused on engaging and immersing employees more strategically in continuous improvement. For example, governance structure redesign, meaningful participation in governance, and enhanced professional development are essential features of the College's ongoing Institutional Effectiveness Partnership Initiative (IEPI) project. The district has undertaken this initiative with the support of a Partnership Resource Team which began in 2020 and is extending through the academic year 2022-23. [QFE1.8](#)

Improvements in Goals for Student Completion & Completion Efficiency

As College ReDesigns have been introduced, we have noted that data for the first goal, to increase student completion, show improvements over the 4-year period from 2016-17 to 2020-21, as follows:

- ✓ Certificates granted increased 33% from 619 to 824
- ✓ Associate degrees granted increased 29% from 751 to 966
- ✓ Students graduating within three years increased from 31% to 36% (reported over a 3-year period as 2020-21 data not available)

Related to completion efficiency, the second goal for this QFE, we also report improvements:

- ✓ Median years to completion decreased from 4.3 to 3.8 years
- ✓ Average units to completion decreased from 88.3 to 83.5

Summary

The College has extensively improved completion and completion efficiency in support of the Strategic Plan by achieving planned action items under H2.0. We anticipate further progress due to implementing improved systems. These systems include online self-service for registration through an online student education plan platform and a program mapper of Meta-Major pathways for course progression through each discipline. [QFE1.9](#) In Fall 2021, College ReDesign transitioned to the oversight of a College ReDesign Steering Committee (CReST) composed of key administrators and faculty. CReST is re-engaging in partnership with the new superintendent/president who arrived in July 2022. A progress report on the College ReDesign process was given to the College Planning Council in September of 2022. [QFE1.10](#)

Supporting Evidence

- QFE1.1 - [Strategic Plan 2019-2014](#)
- QFE1.2 - [Student Centered Institution 21-09-17](#)
- QFE1.3 - [Report to College Planning Council 21-04-21](#)
- QFE1.4 - [College Redesign Designs at College Planning Council 20-03-04](#)
- QFE1.5 - [Progress Planned Action Items 2018-2022](#)
- QFE1.6 - [College ReDesign Progress Report 22-10-25](#)
- QFE1.7 - [Town Hall College Redesign 21-11-15](#)
- QFE1.8 - [IEPI Update Report 22-06-30](#)
- QFE1.9 - [Program Mapper Example](#)
- QFE1.10 - [College ReDesign Update to College Planning Council 22-09-07](#)

QUALITY FOCUS ESSAY #2: Development & Implementation of Continuous Improvement Process for Student Transfer to Four-Year Institutions

In 2017-18 and 2018-19, the number of Hartnell students transferring to four-year institutions continued to grow and exceed the institution-set standard for student transfer. In Fall 2020, Hartnell College developed a comprehensive online transfer education campaign. One key feature is a 24/7 course offered through Canvas, called “Apply for Transfer” that provides transfer guidance and information for students. [QFE2.1](#) [QFE2.2](#) [QFE2.3](#) In its first year, over 300 students self-enrolled in this course. In 2021-22 this course had over 500 active students.

Our Transfer and Career Center continues to maintain a robust “Transfer Resources” website page including a “Transfer 101” informative video, developed in fall 2020, explaining the transfer process and university application guides. [QFE2.4](#) [QFE2.5](#) In just over a year, the Transfer 101 video had over 1,000 views. Additionally, the Transfer and Career Center’s Instagram page promotes transfer deadlines and support activities and has recorded 659 followers, who are students or families planning to pursue transfer from Hartnell. [QFE2.6](#)

One goal of the Chancellor’s Office Vision for Success is to increase transfer by 35%. Hartnell College has continued to support this goal by growing the number of Associate Degree for Transfer (ADT) programs that guarantee admission into the CSU. Consequently we have increased the number of students graduating with an ADT. The number of ADTs offered at Hartnell has grown from 6 in 2014, to 23 in 2019, to 28 in 2022. Of these, 19 ADTs are now approved to be offered more than 50% online. In 2020-21, Hartnell conferred 752 ADTs and 745 students transferred to a CSU. [QFE2.7](#)

This effort has led to the College being recognized as a leading California community college (CCC) in the state, working with intentionality to support Latinx students through the ADT. Hartnell College was one of forty-four CCCs and 15 CSUs that were awarded the “2021 Equity Champions for Excellence in Transfer for Latinx Students” by The Campaign for College Opportunity. We were also awarded the “2022 Equity Champion of Higher Education” for having at least 65% of Latinx associate-degree earners on the campus to earn an ADT. [QFE2.8](#)

The College’s initial institutional goals were to increase student transfer to four-year institutions, to increase the number of ADTs awarded to 585, and to increase the number of student transfers to the UC and CSU systems to 784 by 2024. By 2021, we had already exceeded these goals.

Supporting Evidence

QFE2.1 - [Section 1 in Canvas Course](#)

QFE2.2 - [Sections 2-3 in Canvas Course](#)

QFE2.3 - [Section 4 in Canvas Course](#)

- QFE2.4 - [Transfer Center Web Page](#)
- QFE2.5 - ["Transfer 101" Video Link](#)
- QFE2.6 - [Picture of Transfer Center Instagram Page](#)
- QFE2.7 - [Chart of Transfer to 4-Year Institutions](#)
- QFE2.8 - [Email of Equity Champion Award](#)

QUALITY FOCUS ESSAY #3: Development & Implementation of Continuous Improvement Process for Career Placement

Introduction

One of the four goals in Hartell's Strategic Plan 2019-2024 is to "Improve Student Employment Subsequent to Training or Completion." [QFE3.1](#) Hartnell's success in career exploration and placement indicates the innovative and close community alliances that enable the college to respond to the local needs for workforce development and training. Hartnell's ongoing relationship with local employers is enhanced through our membership in the Monterey Bay Economic Partnership. Past success with Career Technical Education (CTE) career placement is the foundation on which we have planned to build more robust career placement in all other fields. Examples of model programs for the district include Teacher Pathway Program (TPP), Maestros teacher training, Healthcare and Public Safety Career and Job Fairs, the Agriculture Institute, and the Cal Wellness Foundation "FirstGenRN" pilot career program with University of California, San Francisco. [QFE3.2](#) [QFE3.3](#) [QFE3.4](#) [QFE3.5](#) [QFE3.6](#) The attached table, presentation, and Career & Technical Education Employment Outcomes Survey (CTEEOs) summarize the activities associated with Career Placement during the report period. [QFE3.7](#) [QFE3.8](#) [QFE3.9](#)

Career Hub

The district aggressively and strategically sought out successful models for community college career placement with guidance from the Career Ladders project. From these initial concept meetings in 2020, we developed a full proposal for Better Careers, which was funded as a 3-year pilot program by the James Irvine Foundation. While career exploration and job placement assistance had been offered through Student Affairs, the expanded programs funded through this grant were aligned in Academic Affairs with the new concept of "Career Hub." In 2021, we began to develop more robust career prep and placement services and apprenticeships in line with the Guided Pathways emphasis on experiential learning. In turn, this renewed connection between education and careers should improve retention and completion. The proven CTE model of aligning employer needs, workplace shadowing, internships and course content became the basis for expanding career placement. In August 2021, the college administration approved the opening of a Career Hub, which is staffed with a director and assistant and tasked with student job placement in all programs, not just CTE. [QFE3.10](#) The Career Hub has reached over 170 employers for on the job training, shadowing, and internships through the end of the 2021-22 academic year. Placements for students have expanded to many non-CTE careers such as Psychology, Social Science, and the arts. [QFE3.11](#)

Jobspeaker

Another activity to increase student employment was the purchase of the licensing for the Jobspeaker platform. We have branded the services provided by the new platform as the Panther Job Board. The Panther Job Board is an online platform free to students. Jobspeaker offers job search tools, instructional videos, notice of campus job fairs, career exploration, and a user-friendly environment that keeps the student engaged and ready for the workforce. The platform scans data about classes, skill sets, interests and academic major to develop a student profile and match students with a list of

opportunities that are best suited for them. For students who are registered on the Jobspeaker platform, we are able to track workshops attended, service learning, internships, and networking opportunities. The platform continues to provide job search tips and matches for students after graduation at no cost to the student, so that we will be able to generate data about their subsequent employment and earnings.

[QFE3.12](#)

Apprenticeships

In an effort to expand apprenticeship opportunities beyond our current program with the International Brotherhood of Electrical Workers, the district researched job sectors and identified Early Childhood Education as the career area with the most potential for apprenticeships and future employment. We formed a broad support team encompassing the Salinas Valley Adult Education Consortium, Bright Beginnings early childhood resource agency, the Hartnell College Foundation, and the early childhood faculty. The team developed a project proposal that was awarded a \$494K grant from the Chancellor’s Office in January 2022 to support new efforts through the California Apprenticeship Initiative. The first cohort of 20 early childhood apprentices enrolled in Fall 2022, many of whom were former students in the Salinas Valley Adult School and have now moved into college-level study. With the collaboration of five initial industry partners, we have begun recruiting for cohort 2.

Internships

With more awareness of experiential learning through Guided Pathways, and grant funding through the National Science Foundation and Hispanic-Serving Institution awards, more faculty have led micro-internships and engaged students in job-shadowing, particularly in the STEM fields:

STEM Internships

	2020-21	2021-22
Micro-Internships	155 students	242 students
Full Internships	41 students	43 students

For the academic year 2020-21 we had 155 students participate in STEM Micro-Internships, which are faculty-led, 25-hour applied learning experiences. Participation increased to 242 students during the 2021-22 academic year. Micro-internships serve as a bridge to more advanced internships with a network of employers in the region. In disciplines where we are establishing a foundation for experiential learning, such as Social and Behavioral Sciences and Arts and Humanities, we continue to engage potential employers who seek strong communication and critical skills in their workforce.

In June of 2022 Hartnell College was awarded a \$1.9 million grant from the Chancellor’s Office Student Aid Commission to fund student employment through the Learning Aligned Employment Program (LAEP) through 2031. The LAEP program will be designed and implemented by the Career Hub, Career and Transfer Center and Financial Aid. The monies are earmarked for student salaries for internships or employment on campus, at non-profits or at for-profit organizations. Students must demonstrate need

(over 85% of our student population are on financial aid) which allows us to financially assist the majority of our students with employment in the area of their academic interest. [QFE3.13](#)

Career Exploration

In addition to these many industry-specific initiatives, all students have the opportunity to complete credit courses taught by Counseling faculty that includes career exploration (COU23 and COU30). Students can explore personal interests and aptitudes and develop a career profile. The Career and Transfer Center also offers resume writing guides and career and personality inventories such as True Colors and the Myers-Briggs Type Indicator (MBTI) to assist in narrowing down a career choice.

Data

Metrics to assess our future progress on the goal for student employment will be: Employment rate, Earnings, and Students employed in the field of study. Performance against these measures is currently obtained for students and graduates who complete the annual California Community Colleges CTE Employment Outcomes Survey. Students in any field who are registered on Jobspeakr will also provide more detailed metrics on their employment status after graduation.

Supporting Evidence

- QFE3.1 - [Strategic Plan 2019-2014](#)
- QFE3.2 - [Teachers Pathway Program Website](#)
- QFE3.3 - [Maestros Website](#)
- QFE3.4 - [Healthcare and Public Safety Career Fair](#)
- QFE3.5 - [Virtual Tour of Ag Institute for MBEP](#)
- QFE3.6 - [Article in President's Report 2022/08/26](#)
- QFE3.7 - [Summary Table](#)
- QFE3.8 - [Powerpoint Summary of Changes](#)
- QFE3.9 - [2021 CTEEOS College Report](#)
- QFE3.10 - [Presentation on Career Hub](#)
- QFE3.11 - [Career Hub Website](#)
- QFE3.12 - [Panther Job Board Website](#)
- QFE3.13 - [Report to Board of Trustees 2022/08/02](#)

In Closing

Hartnell Community College celebrated our 100th anniversary in 2020 and looks ahead to the second century of educating citizens in the Salinas Valley. As an ACCJC member institution in good standing, the district has welcomed the opportunity to reflect on our operations and aspirations since the last Institutional Self-Evaluation Report in 2019. On behalf of the district, the Accreditation Council is proud to submit this progress update of initiatives and innovations that address standards, previous recommendations, and our chosen areas of quality focus.

Over this reporting time period the district has both enjoyed significant improvements and tackled unexpected challenges. Widespread community loyalty and pride has supported the district with bond funds to improve the physical plant, including the addition of two new education centers with state of the art classrooms and labs, a significant expansion of an existing site, a new facility for nursing and health sciences, and Phase 1 renovation of classrooms and faculty offices on the main campus. Community support has also taken the form of philanthropy to support nearly 90% of first-time students who gain leadership training, technology support, academic guidance and mentorship as part of the Salinas Valley Promise.

While these areas reflect our successes and contribute to a positive outlook across the district, we acknowledge that disruptions in senior leadership and high staff turnover, which coincided with the upheaval of COVID-19, have created delays and inconsistencies in programming and collaboration. The college community has taken these setbacks as opportunities to attract and engage new staff, enhance our online presence, increase remote services and learning opportunities, and empower more faculty to deliver robust and effective online instruction. With these courageous and ambitious responses to the unexpected events over the past three years, the district is poised for an era of stability and further increasing student achievements.