



2014 Annual Report
Final Submission
 04/08/2014

Hartnell College
 411 Central Avenue
 Salinas, CA 93901

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Lori Kildal, Vice President of Academic Affairs
3.	Phone number of person preparing report:	(831) 770-7091
4.	E-mail of person preparing report:	lkildal@hartnell.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.hartnell.edu/academics/catalogs/2013-2014_catalog.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.hartnell.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2013: 9,612 Fall 2012: 8,377 Fall 2011: 9,619
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	8,456
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,569
9.	Number of courses offered via distance education:	Fall 2013: 57 Fall 2012: 51 Fall 2011: 66
10.	Number of programs offered via distance education:	1
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 1,349 Fall 2012: 1,232 Fall 2011: 1,549

		Fall 2011: n/a
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2013 semester:	71%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>0</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>0</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>0</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	0	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	0
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b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	0									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	0									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	605									
16b.	Number of students who received a degree in the 2012-2013 academic year:	543									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	52									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	388									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	CSU GE Breadth IGETC									
19a.	Number of career-technical education (CTE) certificates and degrees:	48									

19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	2																									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3																									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0																									
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																										
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>RN</td> <td>51.3801</td> <td>state</td> <td>93 %</td> <td>97 %</td> </tr> <tr> <td>VN</td> <td>51.3901</td> <td>state</td> <td>90 %</td> <td>93 %</td> </tr> <tr> <td>RCP</td> <td>51.0904</td> <td>state</td> <td>0 %</td> <td>0 %</td> </tr> <tr> <td>EMT</td> <td>51.0908</td> <td>state</td> <td>50 %</td> <td>62 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	RN	51.3801	state	93 %	97 %	VN	51.3901	state	90 %	93 %	RCP	51.0904	state	0 %	0 %	EMT	51.0908	state	50 %	62 %
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:																										
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22.	Please list any other institution set standards at your college:																										
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23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).																										
	n/a																										

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	795
	b.	Number of college courses with ongoing assessment of learning outcomes	402
	Auto-calculated field: percentage of total:		50.6
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	78
	b.	Number of college programs with ongoing assessment of learning outcomes	61
	Auto-calculated field: percentage of total:		78.2
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	9
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	8
	Auto-calculated field: percentage of total:		88.9
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.hartnell.edu/slo/	
28.	Number of courses identified as part of the GE program:	249	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	58%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	245	
32.	Number of Institutional Student Learning Outcomes defined:	6	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	79%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		
	Assessment practices at the institutional level are authentic and include both direct and		

35.

indirect measures. One innovative practice used to assess student writing skills is the use of scoring teams. All faculty participate in this activity. Student writing assignments are assessed with a rubric. Each scoring team assigns a holistic score for the student's work. This activity has been conducted twice with enthusiastic participation by faculty. Approximately 85 faculty participated in both rounds of assessment. Results were discussed at a college flex day and data were used to move forward with the development of web-based research reporting tools, as well as to support the purchase of Turnitin.com software. Another innovative assessment has been a graduate survey that was administered in June 2012, during which 280 students participating in graduation ceremony practice were surveyed. The survey addressed 3 of our 6 ILOs. Discussion of survey results among the Outcome & Assessment committee led to a revised survey that will be administered at the 2014 graduation. This survey will now address all 6 ILOs. The survey questions will also appear on our CSSEA survey. ILO questions results from both surveys will be compared.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

Course outcomes have been mapped to program-outcomes and core competencies, and assessment activities of outcomes are ongoing for most instructional programs. Programs not being assessed, for the most part, are those without full-time faculty; this issue is being addressed. Faculty have engaged in broad-based discussion to examine assessment results, discuss potential modifications, and use course assessment data to assess at the program-level. Discussions about outcomes, assessment methods, criteria, assessment tools, and evaluation of results have led to a variety of instructional changes, such as: modifying teaching methods, referring students to support (tutorial) services to help them develop better basic reading, writing, and math skills, providing more activities for students to practice critical thinking skills, arranging more group/peer activities, collaborating with other faculty regarding teaching strategies, aligning rubrics for assessment for more consistent data, and improving diversity awareness. Faculty are reporting that instruction is more purposefully delivered towards making students aware of outcomes and levels of expected achievement. Faculty more regularly refer to the outcomes listed on their syllabi.

37.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

Assessment results of course and program outcomes are housed on a shared drive to which all faculty have access. They are soon to be housed in eLumen, an assessment software program which will allow for easier access and reporting. Program Level Outcome (PLO) Assessment Report Summaries are on the Outcomes & Assessment page of the college's website. Adjunct and full-time faculty have analyzed student- and program-level outcomes to determine modifications to instruction that will result in improved learning. These interventions are included in their summary reports. Analysis and discussion of assessment results are helping faculty to reexamine what the ideal completer of a specific degree or certificate program should know, what skills and abilities have been attained and validated, and what values or attitudes have been developed. Since the entire discipline is expected to participate in outcome assessment, measuring student achievement will continue to become more consistent and provide both faculty and students with concrete expectations of performance linked to established course, program, and institutional (core competency) outcomes.

Explain how dissemination and reporting of SLO assessment results takes place at the departmental

explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

38.

Dialog and reporting of SLO assessment results occur in a variety of meetings including both departmental and committee meetings. This also occurs college-wide during institutional flex days. Outcome assessment data is now used in Program Planning/Review processes to support resource requests when applicable. This involves all programs at the college. Requests are reviewed and prioritized at the discipline/department and division level. They are then taken to appropriate constituent councils for discussion and review. After requests have been vetted at the lower council levels they move to the College Planning Council, where they are discussed and reviewed in totality. Recommendations for funding are then made to the President and Cabinet members for integration with the budget and planning process. Rubrics are currently being developed by the College Planning Council members to be used at the lower councils for ranking and prioritization. SLO assessment results are one of the criteria to be included in the rubrics.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

39.

In Administration of Justice, faculty found that 72% of self-identified graduating ADJ students demonstrated mastery of PLO 1. The data confirmed that 2014 graduates have cumulated basic knowledge and understanding of the US legal system, the US system of governance, the federal and state court systems, the concepts of separation of powers, and the idea of checks and balances. Faculty will assess PLO1 again in Spring 2014 and compare the data. In Fall 2014, a MOOC-based approach will handle all ADJ SLO and PLO assessments, making examining data, evidence, and report summaries more organized and comprehensive. In Vocational Nursing, faculty found that 100% of students demonstrated competence as stated in PLO 2. Each Clinical Knowledge Practice course has an outcome assessing skill competence using a check list. Each clinical course has an evaluation tool that is aligned with the PLOs; safe, effective nursing care is documented by students and clinical instructors. In Political Science, 80% of students were successful in employing political science research methods to address political questions using primary and secondary sources as stated in PLO 3. Students demonstrated competence through assigned research papers.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 6 2011-12: 2 2010-11: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Curriculum is being evaluated through the Program Planning and Assessment process.

Other Information

#	Question	Answer
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#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Alisal Campus
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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