



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

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2015 Annual Report
Final Submission
 03/31/2015

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 A. 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/catalog-courses
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.hartnell.edu/accreditation-0
6.	Total unduplicated headcount enrollment:	Fall 2014: 9,624 Fall 2013: 9,612 Fall 2012: 8,377
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	9,576
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,827
9.	Number of courses offered via distance education:	Fall 2014: 65 Fall 2013: 57 Fall 2012: 51
10.	Number of programs which may be completed via distance education:	1
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,265 Fall 2013: 1,349 Fall 2012: 1,232
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a

13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	67.48%									
14b.	Successful student course completion rate for the fall 2014 semester:	71.53%									
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, per year, 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>532</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>254</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, 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?	532	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?	254
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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?	254									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	673									
16b.	Number of students who received a degree in the 2013-2014 academic year:	747									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	461									
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 2013-2014:	616									
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:	2									
	Number of CTE certificates and degrees for which the										

19d.	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>96.67 %</td> </tr> <tr> <td>VN</td> <td>51.3901</td> <td>state</td> <td>85 %</td> <td>86 %</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>0 %</td> <td>0 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	RN	51.3801	state	93 %	96.67 %	VN	51.3901	state	85 %	86 %	RCP	51.0904	state	0 %	0 %	EMT	51.0908	state	0 %	0 %	
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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.	<p>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).</p> <p>The Standards Task Force (STF) was formed in 2014. Its purpose was to establish institutionally set standards for Hartnell College. Each member of the STF did an outreach to our peer community colleges for data on their standards. This data was then compiled and reviewed by the Task Force. The STF found that there was no standard methodology for implementation of institutionally set standards. After much discussion, it was decided that Hartnell College would average the previous five years, and then take the value that is five percent below the average.</p>																										

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 749
	b.	Number of college courses with ongoing assessment of learning outcomes: 512

	Auto-calculated field: percentage of total:		68.4
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 instructional programs:	http://www.hartnell.edu/outcomes-and-assessment-committee	
28.	Number of courses identified as part of the general education (GE) program:	249	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	60%	
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 <i>program Student Learning Outcomes</i> :	249	
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%	
35.	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).		
	<p>Core competency assessment (ILOs) has been led by the Outcomes and Assessment committee since 2007. The committee's approach is hands-on, using both direct and indirect measures of assessment. Written communication and information skills competencies have been directly assessed with participation by the entire full-time faculty. Student essays and research papers have been collected and scored by faculty teams using committee developed rubrics; this has occurred for two cycles and a third cycle is being initiated this semester in order to close the loop. Indirect assessment of all core competencies has been conducted twice with the assessment tool being a graduate survey. Graduates were surveyed in person at graduation rehearsal in 2012 and 2014. 260+ graduates participated in each survey. Again, the entire body of full-time faculty, as well as adjunct faculty, were involved in activity that involved small group discussion and analysis of the results from both surveys. Feedback was</p>		

	<p>received from the 150 faculty participants and then compiled and reviewed by the O & A committee. Results will be shared with the faculty and a review is currently taking place to determine action plans to be implemented as well as future survey dates.</p>
<p>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.</p>	
36.	<p>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).</p> <p>The College is in transition from a document based assessment reporting system to an automated assessment system (eLumen). While transitioning, faculty are reviewing their course- and program-level outcomes to ensure they are measurable and provide meaningful data. ELumen links course outcomes to both program outcomes and core competencies and allows for a concise, visual summary of alignment. This feature will allow faculty to identify gaps. Elumen also provides the capability to aggregate section level data for courses to then be used for program outcome assessment. This has resulted in identifying instructional issues. For instance, in the nursing program, the analysis of outcome assessment for lower-level courses identified deficiencies in subsequent courses. Adjunct faculty members have been provided a stipend for participating in the discussion and analysis of assessment data. The results of these discussions are recorded in assessment reports. Deadlines for reporting have been established, and communication among staff and faculty members help to track compliance. The cycle of data collection and analysis has been occurring on a semester basis with evidence of an established, sustainable pattern.</p>
37.	<p>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).</p> <p>The College has systematically and continuously improved the quality and quantity of assessment of all levels of outcomes across the campus. All outcomes (institutional, program and course) appear in the college catalog and on the Outcomes & Assessment Committee webpage. The dean of academic affairs collaborates with administrators, faculty, and staff to ensure that assessment is ongoing, systematic, and used for continuous quality improvement. The O&A Committee meets twice a month and has worked with the Curriculum Committee to establish a process to review new and revised SLOs. Both committees recognize the importance that course-level SLOs are accurately reflected in syllabi, CurricUNET, and eLumen. Outcome assessment results are discussed in department meetings and in larger, multi-discipline groups. The College has established a pattern of assessment whereby data are collected in the current semester based on the assessment calendar. Data are aggregated, discussed, and analyzed by faculty members the following semester. Action Plans are created and posted. Course assessment data are used to examine program outcomes; results and discussion are recorded on the program-level assessment summary forms and posted.</p>
38.	<p>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).</p> <p>Discussion of outcome assessment results occurs in a variety of department and committee meetings as well as during college flex days. In fall 2014, faculty discussed and analyzed core competency assessment data from the 2012 and 2014 Graduation Surveys. This discussion involved discipline faculty from all programs. For several years now, faculty have assessed course SLOs and then met each semester to discuss the aggregated results and to determine action plans. Assessment summary reports are completed and then used in the Program Planning and Assessment process to support resource requests. This involves all programs: instructional and service area at the college. Requests are reviewed and prioritized at the discipline, area, and division levels. They are then taken to constituent councils for discussion</p>

	and review. Once vetted at the lower council levels, they move to the College Planning Council, for discussion and review. Recommendations for funding are then made to the President and Cabinet members for integration with the budget and planning process. Rubrics are being developed by the CPC members to be used for ranking and prioritization. SLO assessment results are one of the criteria to be included in the rubrics.
39.	<p>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).</p> <p>In the ADJ discipline, a multi-purpose MOOC was developed to support students studying legal subjects. The three purposes of the MOOC are to remediate, to assess all ADJ course SLOs, and to assess all ADJ program outcomes. MOOCSICLE demonstrates a conscious institutional commitment to support student learning with remedial modules designed to enhance achievement of ADJ course and program learning outcomes. MOOCSICLE assesses all ADJ course and program outcomes each semester. The continuous assessment allows for immediate discussion, and intervention to occur if the assessment data indicates deficiencies in certain courses. The assessment data is easily accessible in MOOCSICLE, and available for review every semester to aid in institutional planning and resource allocation. Another example of improvement is in human resources, where an analysis of focus group comments regarding the college's employee recruitment process resulted in the purchase of software to ensure more efficient and effective hiring, onboarding, and evaluation procedures. The selection process will be reassessed after the new procedures have been implemented.</p>

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:	2013-14: 0 2012-13: 6 2011-12: 2
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
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 King City Education Center
43.	List all of the institutions 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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