



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

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## 2016 Annual Report Final Submission 04/19/2016

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:	<a href="http://www.hartnell.edu/catalog-courses">http://www.hartnell.edu/catalog-courses</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.hartnell.edu/accreditation-0">http://www.hartnell.edu/accreditation-0</a>
6.	Total unduplicated headcount enrollment:	Fall 2015: 10,657 Fall 2014: 9,624 Fall 2013: 9,612
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	10,513
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,355
9.	Number of courses offered via distance education:	Fall 2015: 48 Fall 2014: 47 Fall 2013: 48
10.	Number of programs which may be completed via distance education:	1
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,498 Fall 2014: 1,265 Fall 2013: 1,349
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a
	Were all correspondence courses for which students	

13.	enrolled in fall 2015 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?	67.9%									
14b.	Successful student course completion rate for the fall 2015 semester:	72.2%									
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>599</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>332</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?	599	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?	332
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16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	748									
16b.	Number of students who received a degree in the 2014-2015 academic year:	784									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	521									
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?	486									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	530									
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:	3									
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	0									

	rates:																																									
20.	<p>2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <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>90 %</td> <td>100 %</td> </tr> <tr> <td>VN</td> <td>51.3901</td> <td>state</td> <td>85 %</td> <td>100 %</td> </tr> <tr> <td>RCP</td> <td>51.0904</td> <td>state</td> <td>85 %</td> <td>100 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (###.##)	Examination	Institution set standard (%)	Pass Rate (%)	RN	51.3801	state	90 %	100 %	VN	51.3901	state	85 %	100 %	RCP	51.0904	state	85 %	100 %																					
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Retention</td> <td>Of all credit enrollments, the rate at which students completed courses and did not drop or withdraw from them.</td> <td>80.4%</td> </tr> <tr> <td>Completions</td> <td>Course completion is a measure that is applicable to all students at the College. It is the number of successful student course completions (with a grade of C or better, if graded) over the number of student enrollments when the general enrollment</td> <td>67.9%</td> </tr> <tr> <td>(Completions - cont'd)</td> <td>period ends (may be referred to as "first census date").</td> <td></td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Retention	Of all credit enrollments, the rate at which students completed courses and did not drop or withdraw from them.	80.4%	Completions	Course completion is a measure that is applicable to all students at the College. It is the number of successful student course completions (with a grade of C or better, if graded) over the number of student enrollments when the general enrollment	67.9%	(Completions - cont'd)	period ends (may be referred to as "first census date").																														
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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> <table border="1"> <tr> <td> <p>For the 2014-15 year, institution-set standards were considered by a Standards Task Force (STF). The Institutional Effectiveness Council (IEC) was established in fall 2015 to replace STF. The IEC is a standing governance council, with representatives from various areas and positions, dealing directly with student data. A key council purpose is to review, and recommend for approval, institution-set standards.</p> </td> </tr> </table>	<p>For the 2014-15 year, institution-set standards were considered by a Standards Task Force (STF). The Institutional Effectiveness Council (IEC) was established in fall 2015 to replace STF. The IEC is a standing governance council, with representatives from various areas and positions, dealing directly with student data. A key council purpose is to review, and recommend for approval, institution-set standards.</p>																																								
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**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:	854
	b.	Number of college courses with ongoing assessment of learning outcomes	625
	Auto-calculated field: percentage of total:		73.2
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	85
	b.	Number of college programs with ongoing assessment of learning outcomes	61
	Auto-calculated field: percentage of total:		71.8
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	11
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	10
	Auto-calculated field: percentage of total:		90.9
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	<a href="http://www.hartnell.edu/outcomes-and-assessment-committee">http://www.hartnell.edu/outcomes-and-assessment-committee</a>	
28.	Number of courses identified as part of the general education (GE) program:	253	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	86%	
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).	74%	
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		

35.	<p>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> <p>Hartnell College will be utilizing a common writing prompt across all sections of our ENG 2 course (Critical Thinking and Writing) that will not only provide data for our ILO concerning written communication, but will also provide qualitative data for analysis concerning student reporting on all ILOs on campus. This course is appropriate as it is required of all students transferring to a four-year institution. In addition, the Outcomes and Assessment Committee is working to design an all-graduate survey to assess graduating students' perspectives on each of the ILOs. Hartnell College will be using discipline experts to analyze the writing prompts and survey responses. Upon completion of the assessment and compilation of the results, the Outcomes and Assessment committee will report to all stakeholder committees and disciplines across campus.</p>
<p><b>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.</b></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>SLOs are aligned to program- and institutional-outcome levels in both CurricUNET and eLumen. The Outcomes and Assessment (O&amp;A) Coordinator has provided all disciplines with a list of current SLOs for review with suggestions for improving syntax and to ensure consistency between the two software programs. In addition, the O&amp;A Committee revised the Core Competencies receiving input and approval from all necessary campus stakeholders. As a result of these activities, faculty are revisiting their SLOs to ensure all are demonstrable, measurable, and observable and to verify alignment to the appropriate Core Competency. In addition, the SLO Coordinator chairs the O&amp;A Committee and serves on the Curriculum Committee to help ensure SLO quality compliance. This has resulted in identifying instructional issues. For instance, in the Communication Studies program, this process highlighted the need for certain SLOs to be reconfigured to ensure validity of the SLO assessment. Furthermore, adjunct faculty members were provided a stipend for participating in the discussion and analysis of assessment data. 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>For external audiences, the O&amp;A Committee provides summative discipline data (available on the Hartnell College web site). This serves a dual function of providing potential students with informative data by discipline as well as provides documentation for public and outside stakeholders of the outcomes being achieved in our courses and programs. The expectation is that this will help future students compare the quality of our programming against other institutions and assist off-campus constituencies to have an overview of the quality of educational endeavors on campus. For internal audiences, the SLO Coordinator, the Assessment Specialist, and the Academic Dean regularly communicate to on-campus stakeholders as to any assessment process changes, calendar deadlines, and training specific to SLO endeavors. As a result, a campus culture has developed whereby instructional and non-instructional faculty members, administrators and staff increasingly discuss SLO assessment, compliance, and endeavors to ensure best practices going forward.</p>
	<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>The college has implemented a discipline process called "Assessment Fortnight." During this</p>

38.	<p>period of time, faculty members meet to discuss course assessment results. Discussion is centered around two reports that are generated in eLumen and then provided to the disciplines. The first is the quantitative data, showing trends for a particular course and/or SLO. The second is a qualitative report, summarizing faculty comments on student learning for a particular outcome, perceived best practices, and opportunities for change. Discussion and analysis results are then reflected in an action plan that indicates any changes to be made to teaching/learning practices and/or a need for resource requests. This information is carried into the Program Planning and Assessment process (program review), which follows in the spring. This process triggers the institutional discussion of resource allocation and classroom assessment with all necessary campus-wide stakeholders. A similar process, while not eLumen-based, occurs for non-instructional areas. Results are recorded on forms housed in the College's internally shared R Drive. These areas will receive eLumen training in Fall 2016.</p>
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> <div style="border: 1px solid black; padding: 5px;"> <p>In Spring 2016, the Outcomes &amp; Assessment committee created an "SLO Snapshot." This document addressed all active courses on campus, including last revision date and the SLOs in the course outline of record. The committee recommended changes to some SLOs to ensure all SLOs are demonstrable, measurable and observable. This led to lively discussion across campus and resulted in disciplines increasing the quality of SLOs for various courses. Ensuring that SLOs are well-written and measurable should result in a positive impact for students in the various disciplines. The ongoing emphasis on SLO assessment has resulted in the college nearing 85% participation rate in the SLO process (up from 30% three years ago) with a goal of greater than 95 percent compliance by spring 2017. Because of this emphasis, the Outcomes &amp; Assessment Committee has been in discussion with the Human Resources department and the Vice-President of Academic Affairs to make SLO assessment training part of the hiring and onboarding process for all future faculty members of the college. In the non-instructional area, responses to survey questions regarding student satisfaction with EOPS orientations improved by 25 percentage points, a result of interventions made after the first assessment results were reviewed.</p> </div>

### 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:	2014-2015: 6 2013-2014: 0 2012-2013: 6
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:	Program additions for new degrees and certificates in Chemistry, Biology, Geology, Theatre Arts, and Agriculture. Program deletion in Real Estate.

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree	N/A

	is offered:	
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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