Hartnell College
Continuous Improvement Plan
2013 - 2018

Cultivating Institutional Effectiveness through Implementation and Assessment of Purposefully Designed Processes of Continuous Improvement

7/1/2014

This plan ensures that the key activities in which the college engages, and the institutional processes underlying these activities, are regularly reviewed and evaluated toward making continuous improvement.
# Continuous Improvement Plan 2013-2018

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Continuous Improvement Plan 2013-2018

I. INSTITUTIONAL EFFECTIVENESS & CONTINUOUS IMPROVEMENT

To ensure institutional effectiveness, it is critically important that the key activities in which the college engages, and the institutional processes underlying these activities, are reviewed, evaluated and/or assessed toward making continuous improvement (CI). This Continuous Improvement Plan was developed for the overall purpose of cultivating institutional effectiveness through the development, implementation, and assessment of purposefully designed processes of continuous improvement.

II. CATEGORIZATION OF KEY CONTINUOUS IMPROVEMENT PROCESSES

Hartnell’s 30 key CI processes are organized into 5 categories:

A. **Organizational Effectiveness** (5 processes)
   - A2. Organizational Structure
   - A3. Governance System
   - A4. Internal & External Communications
   - A5. Organizational Climate

B. **Effectiveness of Strategic Planning** (7 processes)
   - B2. Community Research & Environmental Scanning
   - B3. Long Term Institutional Planning
     - B3a. Strategic Plan Development, Review & Revision
     - B3b. Long Term Institutional Plans – Development, Review & Revision
   - B4. Long Term Program Planning
     - B4a. Academic Program Establishment, Revitalization & Discontinuance
     - B4b. Non-Instructional Program Establishment, Revitalization & Discontinuance
     - B4c. Comprehensive Program Review

C. **Effectiveness of Strategic Operations** (6 processes)
   - C1. Curricular Development, Review & Revision
   - C2. Annual Planning & Assessment
     - C2a. Annual Program Planning & Assessment
     - C2b. Annual SLO Assessment
   - C3. Budget Development & Resource Allocation
   - C4. Enrollment Management
   - C5. Partnership Establishment & Management
D. Processes for Employee Hiring & Job Classification (5 processes)
   D1. Hiring Processes
      D1a. Full-Time Hiring
      D1b. Part-Time Hiring
   D2. Review of Job Classifications
      D2a. Cyclical Job Classification Review – Classified Staff
      D2b. Individual Job Classification Review – Classified Staff
      D2c. Job Classification Review – Other Employees

E. Performance Evaluation Procedures (7 processes)
   E1. BOT Evaluation
   E2. CEO Evaluation
   E3. Manager Evaluation
   E4. Classified Staff Evaluation
   E5. Faculty Evaluation Processes
      E5a. Probationary Faculty Evaluation
      E5b. Tenured Faculty Evaluation
      E5c. Adjunct Faculty Evaluation

III. OVERVIEW OF KEY CONTINUOUS IMPROVEMENT PROCESSES

A. Organizational Effectiveness concerns how the organization works as a system, focusing on the extent to which the organization:
   A1. Operates effectively through the provision, implementation and interpretation of Board Policies and Administrative Procedures.
   A2. Develops and maintains an Organizational reporting Structure that meets organizational operational needs.
   A3. Employs internal governance bodies and supporting, integrative mechanisms to ensure appropriately informed decision and policy making via the Governance System.
   A4. Engages in Internal and External Communications to ensure that activities, events, decisions, and outcomes are effectively communicated within the organization and to target audiences and stakeholders in the greater community.
   A5. Cultivates and maintains a welcoming Organizational Climate conducive to positive and supportive workplace relations.

B. Effectiveness of Strategic Planning deals with how well the college sets goals and plans for a multi-year period, centering on:
   B2. Community Research and Environmental Scanning that inform goals and plans.
   B3. Long Term Institutional Planning that consists of development, review and revision of the college’s Strategic Plan and other long term institutional plans.
   B4. Long Term Program Planning that involves the periodic comprehensive review and establishment, revitalization, and discontinuance of academic and non-instructional programs, services, and offices.
C. Effectiveness of Strategic Operations concerns how well the college undertakes key strategic operations, focusing on:
C1. Curricular Development, Review and Revision to ensure well-conceived learning outcomes and up-to-date curricula.
C2. Annual Planning and Assessment to ensure that annual review and action planning occurs, and student learning or service area outcomes are assessed and analyzed, for programs, services and offices.
C3. Budget Development and Resource Allocation that is linked to resource requests resulting from annual planning and assessment, and that revolves around sound funding decisions based on analysis of empirical data and linkages to the college’s Strategic Plan.
C4. Enrollment Management that serves student needs and meets fiscal goals.
C5. Partnership Establishment and Management that fosters engaging, complementary and productive relationships with external organizations and works toward beneficial, synergistic outcomes.

D. Processes for Employee Hiring & Job Classification deals with the extent to which the institution effectively establishes job classifications and hires employees to meet organizational needs, centering on:
D1. Hiring Processes for full- and part-time employees.
D2. Review of Job Classifications for employees generally, and on a cyclical and individual basis for classified staff in particular.

E. Performance Evaluation Procedures concern how all levels and types of employees are evaluated toward ensuring maximum performance, focusing on:
E1. BOT Evaluation
E2. CEO Evaluation
E3. Manager Evaluation
E4. Classified Staff Evaluation
E5. Faculty Evaluation, including procedures for evaluating probationary, tenured, and adjunct faculty.

IV. COMPONENTS OF CONTINUOUS IMPROVEMENT

The components of each CI process are expounded in the accompanying CI Handbook through answers to a series of standard items within four areas as follows:

CI Process, Cycle, and Process Lead
1. Name of process
2. CI cycle (semester/year & frequency)
3. The position(s) at the college responsible for leading the process according to the CI cycle
Participants, Tasks & Evidence in Evaluation/Review Process
4. The policies, procedures, systems, plans, programs, or positions that are evaluated
5. The position at the college who informs those responsible for conducting the evaluation; when those responsible for conducting the evaluation are informed
6. The positions who conduct the evaluation; when (which years and specific months) and how frequently the evaluation is conducted
7. The instruments, forms and/or data that are utilized in the evaluation
8. The positions and/or groups who review content for quality and completeness; when and how frequently quality checks occur
9. The persons and/or groups who have oversight/broadly review content; when and how frequently oversight occurs
10. The positions responsible for maintaining the list of all elements (persons, programs, outcomes, etc.) to be evaluated, tracking completion of evaluations, and maintaining the master list of evaluations completed and those yet to be completed
11. When and where the evaluations are housed, and which positions is responsible for placing them there, has access to them, and maintains the entire set of evaluations completed

Participants, Tasks & Evidence in Making Improvements in Effectiveness
12. The position who decides what improvements/outcomes are needed and the level of targeted improvements/outcomes; how these planned outcomes are documented
13. The positions at the college responsible for making improvements; when (specific months/years) improvements are implemented
14. When (specific months/years) and how frequently improvements/outcomes are measured; the positions at the college responsible for measuring outcomes; how outcomes are documented; the positions responsible for determining whether outcomes are adequate leading into the next evaluation period

Participants, Tasks & Evidence in Making Improvements in Process Effectiveness
15. The position responsible for evaluating the effectiveness of the overall CI process, and when (which years and specific months); how frequently the process is evaluated
16. The position responsible for determining which improvements need to be made in the process; how improvements are documented
17. The positions responsible for making improvements to the process; when (which years and specific months) the improvements are implemented [prior to or at the start of the next CI cycle]
V. CATEGORIZATION OF CONTINUOUS IMPROVEMENT PROCESSES INTO EVALUATION CYCLES

The cycle of evaluation differs according to the specific CI process, per the following table.

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* Each element in the group is evaluated every year, every two years, or so on.
** Evaluation occurs continuously to ensure that each element in the group is eventually assessed, and subsequently the cycle begins anew.
*** An element in the group is evaluated as needed.
**Annual Evaluation**
A3. Governance System
A4. Internal & External Communications
B3a. Strategic Plan Development, Review & Revision
B3b. Long Term Institutional Plans – Development, Review & Revision
C2a. Annual Program Planning & Assessment
C3. Budget Development & Resource Allocation
C4. Enrollment Management
C5. Partnership Establishment & Management
E1. BOT Evaluation
E2. CEO Evaluation
E3. Manager Evaluation – Annual Planning and Review of Goals/Comprehensive Evaluation in First Two Years (see Three Year Evaluation)
E5a. Probationary Faculty Evaluation

**Two Year Evaluation**
B4c. Comprehensive Program Review – CTE Programs (see Five Year Evaluation)
C1. Curricular Development, Review & Revision – CTE Courses (see Six Year Evaluation)
E4. Classified Staff Evaluation

**Three Year Evaluation**
E3. Manager Evaluation – Comprehensive Evaluation (see Annual Evaluation)
E5b. Tenured Faculty Evaluation
E5c. Adjunct Faculty Evaluation

**Four Year Evaluation**
D2a. Cyclical Job Classification Review – Classified Staff

**Five Year Evaluation**
A1. Board Policies & Administrative Procedures
A2. Organizational Structure
B2. Community Research & Environmental Scanning
B4c. Comprehensive Program Review – Non-CTE Programs (see Two Year Evaluation)

**Six Year Evaluation**
C1. Curricular Development, Review & Revision – Non-CTE Courses (see Two Year Evaluation)

**Continuous Evaluation**
C2b. Annual SLO Assessment
D2c. Job Classification Review – Other Employees
**Evaluation as Needed**
A5. Organizational Climate
B4a. Non-Instructional Program Establishment, Revitalization & Discontinuance
B4b. Academic Program Establishment, Revitalization & Discontinuance
D1a. Full-Time Hiring
D1b. Part-Time Hiring
D2b. Individual Job Classification Review – Classified Staff
VI. ALIGNMENT OF CONTINUOUS IMPROVEMENT PROCESSES WITH STRATEGIC PLAN GOALS

As displayed below, the CI processes delineated in this plan, and expounded in the accompanying CI Handbook, are aligned with the 11 goals established in the college’s Strategic Plan 2013-2018. The cells under each Strategic Plan goal (column) with “CI” indicate which CI process(es) support each specific goal. Every goal is supported by at least one CI process (row); several processes support more than one goal. Some (6) CI processes apply more generally at the institutional level and therefore do not apply directly to any particular goal, as indicated by empty cells across an entire row.

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The linkages between Strategic Plan goals and CI processes are described below.

Goal 1A – Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college’s present and prospective constituent individuals and groups.

C4 – Enrollment Management processes are directed toward ensuring that present and prospective individuals and groups are served various offerings in appropriate proportions.

Goal 2A – Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

C1 – Student learning outcomes are established through Curricular Development, Review and Revision.

C2b – Student learning outcomes are measured through Annual SLO Assessment, thereby ensuring an ongoing focus on helping students pursue educational success.

Goal 2B – Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

C4 – Enrollment Management is aimed toward ensuring that students experience appropriate sequencing of coursework to meet their diverse educational goals and learning needs.

Goal 3A – Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose respect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

A5 – Periodic Organizational Climate surveys track sentiment about diversity issues in the workplace and other perceptions about the work environment.

D1a – Full-Time Hiring procedures encourage establishment of diverse applicant pools.

D1b – Part-Time Hiring procedures encourage reaching out to diverse applicants.

Goal 3B – To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

E1, E2, E3, E4, E5a & E5b – BOT, CEO, Manager, Classified Staff and Probationary and Tenured Faculty Evaluation procedures provide input into needed, appropriate, and/or desired professional development opportunities.
Goal 4A – To support its mission, Hartnell College is committed to the effective utilization of its human resources.

A2 – The Organizational Structure is generally designed to ensure placement of human resources where they are most needed to accomplish organizational goals.

C3 – Budget Development and Resource Allocation processes require justification for staffing requests.

D2a, D2b & D2c – Job Classification Reviews are conducted regularly and as needed to most effectively align human resources with organizational needs.

E2, E3, E4, E5a, E5b & E5c – Performance Evaluations are undertaken to ensure effective utilization of human resources and require improvement in performance as needed.

Goal 4B – Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

B3b, B4c & C2a – The Development of Long Term Institutional Plans, Comprehensive Program Review and Annual Program Planning and Assessment provide multiple mechanisms for planning, requesting and scheduling upgrades and improvements in the college’s physical assets.

Goal 4C – Hartnell College will maintain a current, user-friendly technological infrastructure that serves the needs of students and employees.

B3b, B4c & C2a – The Development of Long Term Institutional Plans, Comprehensive Program Review and Annual Program Planning and Assessment provide multiple mechanisms for planning, requesting and scheduling upgrades and improvements in the college’s technological infrastructure.

Goal 4D – Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

B3b – The Development, Review and Revision of Long Term Institutional Plans supports fiscally sound planning for future maintenance, space, and technology needs.

C3 – Budget Development and Resource Allocation processes and their evaluation result in the funding of, and as necessary re-allocation of resources toward, effective management of financial resources.
C4 – Enrollment Management processes are directed toward ensuring effective space utilization.

Goal 5A – Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

B4a, B4b, B4c, C1 & C2a – The Establishment, Revitalization and Discontinuance of Academic and Non-Instructional Programs; Comprehensive Program Review; Development, Review and Revision of Curricular Offerings; and Annual Program Planning and Assessment all help ensure that programs and services are directed toward the relevant needs of the diverse student population.

Goal 6A – Hartnell College is committed to strengthening and furthering its current partnerships and to establishing new partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.

C5 – Activities focused on Partnership Establishment & Management serve to strengthen and expand external partnerships.

VII. EVALUATION OF CONTINUOUS IMPROVEMENT PLAN

As the great majority of CI processes will be implemented according to their respective CI cycles in 2014-15, evaluation of this CI Plan will occur annually starting in summer 2015. Assessment will entail reporting on each CI process relative to what was accomplished overall for that process (the extent to which it was utilized as stated in the CI process itself), along with a brief statement concerning any improvement made in that process for the next cycle. CI processes not scheduled to be utilized in a particular year will not be reported in that year. The College Planning Council will receive the evaluation report for its review.