

FALL 2019 CONVOCATION

STATE OF THE COLLEGE

August 9, 2019



Hartnell's Shared Vision for Student Success: The Critical Importance of Engagement & Collaboration

Dr. Brian Lofman
Dean of Institutional Planning,
Research, and Effectiveness





- ✓ Developed 5-year strategic plan with measurable targets for student success
- ✓ Strategic Plan 2019-2024 **unanimously** approved by governance bodies and constituent groups, and adopted by the governing board on May 7, 2019
- ✓ Launch in Fall 2019

KEY WEAKNESSES FOUND IN SWOT ANALYSIS



HARTNELL COLLEGE

- Students taking too many units beyond what's required to complete their degree
- Students taking too many years to complete their degree
- Substantial loss of students—students who never complete
- Lack comprehensive approach to student transfer
- Lack comprehensive approach to student employment
- High cost of programs serving small numbers of students

KEY THREATS FOUND IN SWOT ANALYSIS



HARTNELL COLLEGE

- College education is a competing, not necessarily top priority in students' lives
- Job responsibilities, scheduling conflicts, and family responsibilities are the most commonly cited personal factors impacting enrollment in coursework



Goal 1: Increase Student Completion

Although over the past several years the College has greatly increased the number of students who annually earn an award, *many students drop out part-way through their studies, or make slow progress toward completion*



Goal 2: Increase Student Completion Efficiency

For those students who complete their studies, *the amount of time that it takes is frequently excessive*, and the number of credits they amass along the way is substantially more than they require to earn their award.

Students who prolong their experience at the College suffer *opportunity costs* as a result of not moving forward expeditiously to transfer to 4-year institutions, full-time employment, or other enhanced employment outcomes.



Goal 3: Increase Student Transfer to 4-Year Institutions

The College has over the past several years increased substantially the number of students who annually transfer to a 4-year institution.

Students who are not effectively guided to transfer options early on in their studies *may not engage in the most beneficial learning experiences* in advance of transfer, or even transition successfully to a higher-level educational opportunity.



Goal 4: Improve Student Employment Subsequent to Training or Completion

Countless students have benefited economically and in their professional lives due to having completed their studies or specific coursework at the College.

Still, students who do not intentionally explore career interests, are not directed to career placement options early on in their studies, or fail to connect learning to prospective employment outcomes, *may not engage in the most productive learning experiences or otherwise be optimally prepared for available jobs.*

HARTNELL IS DOING GREAT IN INCREASING THE
ABSOLUTE NUMBERS OF STUDENTS SUCCEEDING ...

BUT NEEDS TO INCREASE THE SUCCESS OF
SUBSTANTIALLY LARGER PROPORTIONS OF OUR
STUDENTS



*WE OWE IT TO OUR STUDENTS
AND OUR COMMUNITY*



WE KNOW WHAT THE OVERALL STUDENT SUCCESS DATA SHOWS

AND WE KNOW WHAT OUR STUDENT SUCCESS GOALS ARE – WE'RE NOT GOING TO SETTLE FOR INCREMENTAL IMPROVEMENTS OVER THE NEXT 5 YEARS

NOW HOW DO WE ACHIEVE THESE GOALS?
HOW DO WE GET TO THESE OUTCOMES?

DATA →

HIGH PERFORMANCE ORGANIZATION:

EMPLOYEE ENGAGEMENT AND COLLABORATION →

OUTCOMES



- ✓ Are learning organizations
- ✓ Are willing and able to adapt to shifting priorities, new needs, and changing environments
- ✓ And let go of things that are not working well ...or never did!

In this era of increasing accountability for results, how can an institution transition to a high performance organization as it develops and executes a shared vision for student success?





- ✓ Focusing on students—“Students First”
- ✓ Wearing the institutional hat
- ✓ Challenging some longstanding beliefs
- ✓ Challenging some longstanding practices
- ✓ Having difficult conversations
- ✓ Making changes in what we do
- ✓ Monitoring the key metrics
- ✓ Being kind and respectful to one another
- ✓ Trusting one another



1. Focus on student success goals and key metrics
2. Bring employees onto the same institutional page
3. Collaborate on and integrate across major initiatives
4. Engage employees and encourage institutional level dialogue
5. Provide leadership training and development

I want to talk more about employee engagement and collaboration in particular.



***IF NOT YOU, WHO?
CRACKING THE CODE OF
EMPLOYEE DISENGAGEMENT***

JILL CHRISTENSEN

Engaged employees go the extra mile and do everything they can to ensure the [organization] succeeds. They give a lot of discretionary effort, which pays enormous dividends (p. 3).



Engaged: Employees feel a profound emotional connection to the [organization]. They drive innovation, move the organization forward, and trust senior leaders (p. 4).

Disengaged: Employees are sleepwalking through their day, putting time—but not creativity, energy, or passion—into their work (p. 4).

Actively Disengaged: Employees aren't just sleepwalking through their day; they're busy acting out their lack of engagement. These workers undermine what their engaged co-workers accomplish (p. 5).



Work group of College Planning Council (CPC) developed a Plan for Engagement that includes 6 strategies:

1. Improve communication and communication flow
2. Boost participation in institutional dialogue about strategic priorities
3. Strengthen cooperative interactions
4. Increase responsiveness
5. Align activities with institutional goals & strategic priorities
6. Expand shared leadership



- ✓ **Approved by College Planning Council**
- ✓ **Formed the basis for a request for technical assistance that resulted in an assigned Partnership Resource Team (PRT), comprised of representatives from other colleges, to visit the College this year**



Scheduled PRT Visits

October 11

November 15

Spring 2020 - TBD

Team responsible for drafting the Innovation & Effectiveness Plan:

3 faculty – Dr. Marnie Glazier, Dr. Hetty Yelland, Dr. Mo Yahdi

3 staff – Herbert Cortez, Dr. Guy Hanna, Louann Raras

3 administrators – Manuel Bersamin, Mostafa Ghous, Dr. Brian Lofman (facilitator)



The work ahead for the College to continue on its trajectory to become one of the greatest community colleges will require extensive collaboration among all sectors and constituent groups.

- ✓ College redesign is the overarching collaborative process that we are utilizing to design changes in systems, structures, and processes.
- ✓ The Plan for Engagement encompasses strategies that can help us get and stay engaged in the work that lies ahead.

We are embarking on a purposeful direction that strategically harnesses collective efforts to ensure student success





College Re-Design Guided Pathways
The Year of Inquiry Was Successful 😊



On the last Assembly meeting of the year this past May, inquiry and design teams and individuals were acknowledged for their leadership and efforts.

➤ Category and award recipients:

- First Team To Design - **Pre-enrolled Students**: Cesar Velazquez, Norma Cuevas, and Betty Rivera
- Most Collaborative Team - **Continuing Students**: Joy Cowden, Heather Rodriguez, Herbert Cortez
- Most Courageous Team - **Entering Students**: Shannon Bliss, Marina Reyes, Marlene Tapia, Mo Yahdi
- Most Organized Team - **Completing Students**: Sharon Albert, Elizabeth Cabiles, Belen Gonzales
- Most Persistent Team - **Facilitation Team**: Moises Alemendariz, Marnie Glazier, Erica Rowe

COLLEGE REDESIGN AWARDS FOR AY 2018-19



The following individuals received awards for going **"Above and Beyond"** their team activities.

- **Marina Reyes and Herbert Cortez** went above and beyond by not only working on their teams and workgroups as staff co-leads but also presenting for College Redesign at the Staff Development Day.
- **Bronwyn Moreno** bridged work being done by the Foundation, the Promise, and College Redesign with the goal of up-scaling projects to assist a greater number of Hartnell students.
- **Cynthia Ainsworth** helped with meta-majors before it had an official faculty lead. She took a large part in planning and presentations.





- ✓ Mandatory facilitation and design training for administrator, faculty, and staff tri-leads of the inquiry and design teams, and data coaches
- ✓ Teams create designs and revise based upon feedback from College, students, & community / Open Houses
- ✓ Designs go through the approval process at College Planning Council and Academic Senate

COLLEGE REDESIGN PROJECTS IN AY 2019-2020





1. Design system for consistent, available, and maintained outreach materials
 2. Design an institutionalized Pathways Committee that oversees specific outcomes
 3. Design comprehensive onboarding maps to inform potential Hartnell students from diverse backgrounds
- Pre-enrolled Students Team meets on 1st Friday of the month at 9:00 a.m. in room A-116 on Main Campus
 - Team tri-leads: **Cesar Velazquez**, Administrator, **Norma Cuevas**, Faculty, and **Betty Rivera**, Staff



1. Design meta-majors
 2. Design a systematic Panther Days summer bridge program
- Entering Students Team meets on 1st Friday of the month at 1:00 p.m. in room A-116 on Main Campus
 - Team tri-leads: **Jessica Tovar**, Administrator, **Valerie Maturino**, Faculty, and **Marina Reyes**, Staff



1. Design a 2nd year experience program
 2. Design a more student friendly evening administrator system
- Continuing Students Team meets on 1st Tuesday of the month at 3:00 p.m. in room A-116 on Main Campus
 - Team tri-leads: Joy Cowden, Administrator, Heather Rodriguez, Faculty, and Herbert Cortez, Staff



1. Design an automated exit system that will identify near completion students and operationalize support strategies

- Completing Students Team meet on 4th Friday of the month at 9:00 a.m. in room AC-B101 at the Alisal Campus
- Team tri-leads: **Sharon Albert**, Administrator, **Elizabeth Cabiles**, Faculty, and **Belen Gonzales**, Staff



1. Design a system of facilitated forums to foster engagement of employees on multiple levels
 2. Design an online operational manual to streamline institutional processes
 3. Review and propose an effective and inclusive system for council and committee appointments (students/staff/faculty/administrators)
- Facilitation Team meets on the 2nd Monday of the month at 3:00 p.m. in room D-128 on Main Campus.
 - Team tri-leads: **Manuel Bersamin**, Administrator, **Marnie Glazier**, Faculty, and **Erica Rowe**, Staff



New this year - Each College Redesign Team will have a Data Coach

- **Alicia Gregory** - Pre-Enrolled Students Team
- **Matt Trengove** - Entering Students Team
- **Guy Hanna** - Continuing Students Team
- **Lisa Fischler** - Completing Students
- **Robert Sanchez** - Facilitation Team



We welcome everyone's participation
in redesigning Hartnell to better serve
our students.

The college redesign process is
enhanced the more we have
employees contributing ideas and
working synergistically.



If you are not currently involved and are interested in participating, please contact me or Hetty Yelland:

Dr. Hetty Yelland

hyelland @ hartnell.edu

Dr. Brian Lofman

blofman@ hartnell.edu

AB705 Reform Efforts at Hartnell College

AB705 Implementation Leads

Peter Gray, English

Gabriela Lopez, Counseling

Kelly Locke, Math





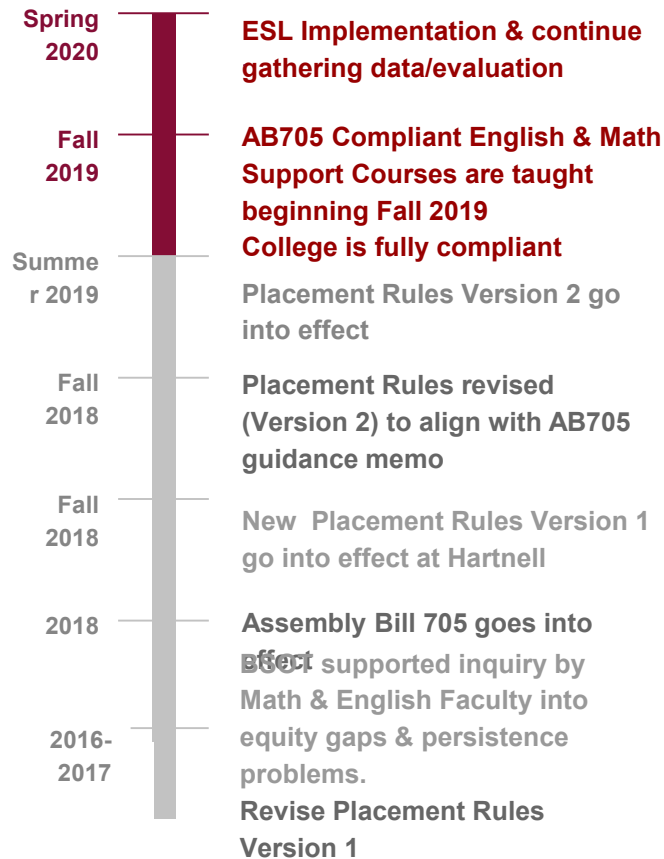
AB705 reinforces the Chancellor's Vision for Success:

- 1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year**
- 2. Minimize the disproportionate impact on students created through inaccurate placement processes**
- 3. Increase the number of ESL students completing transfer-level English within three years**



Timeline

Placement changes to address Equity





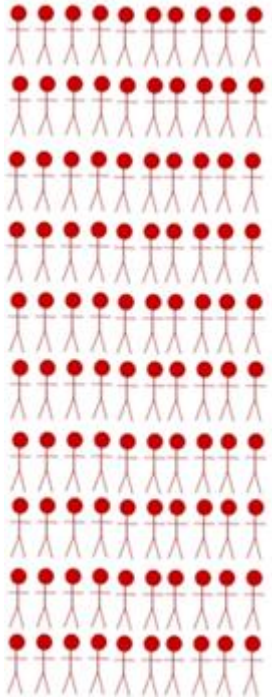
Practically, what does this mean for Hartnell? For faculty teaching?

More novice college students in all classes: unfamiliar with accessing support, unfamiliar with the college

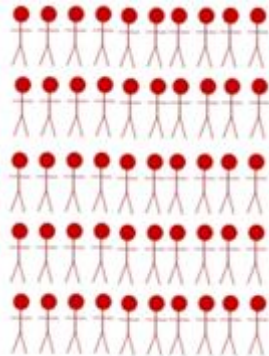


Persistence Problem

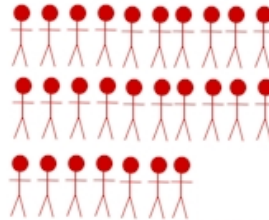
**Starting 3
levels below
transfer math**



**Continuing
to 2 levels
below
transfer math**



**Continuing
to 1 level
below
transfer math**



**Continuing
to transfer
level math**



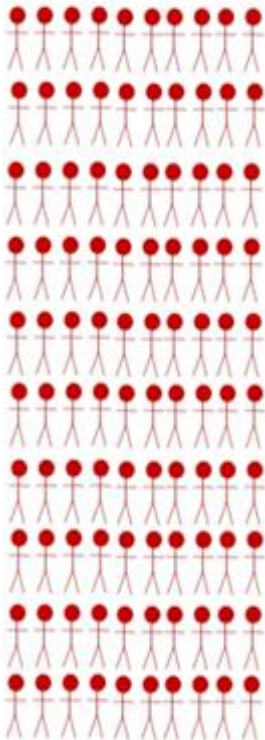
**Completing
transfer level
math**



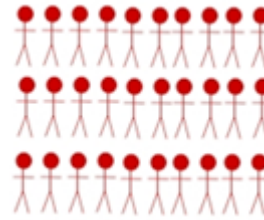
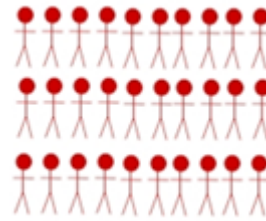


Persistence Solution

Starting transfer level



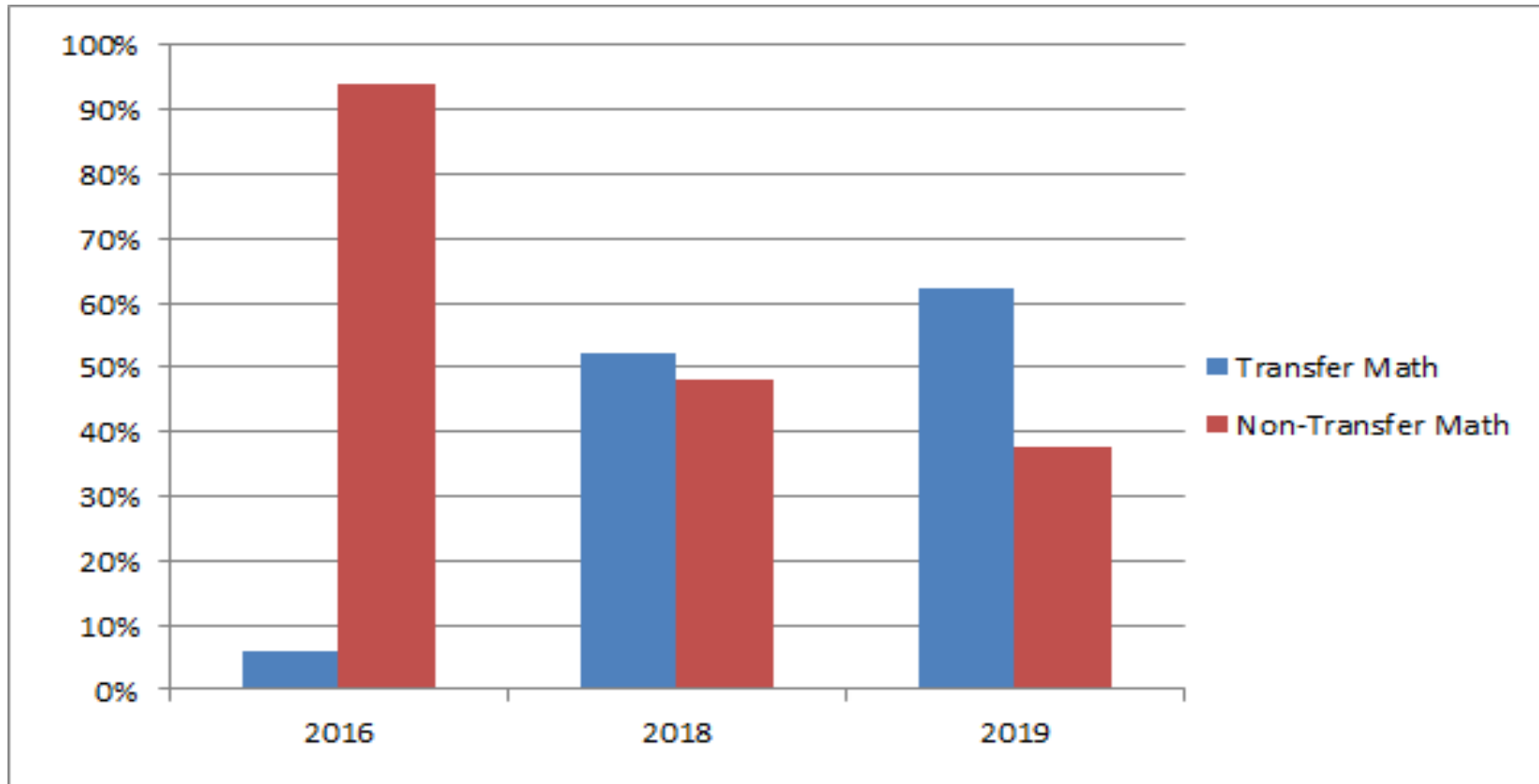
Predicted completing transfer level



With additional academic
and student support

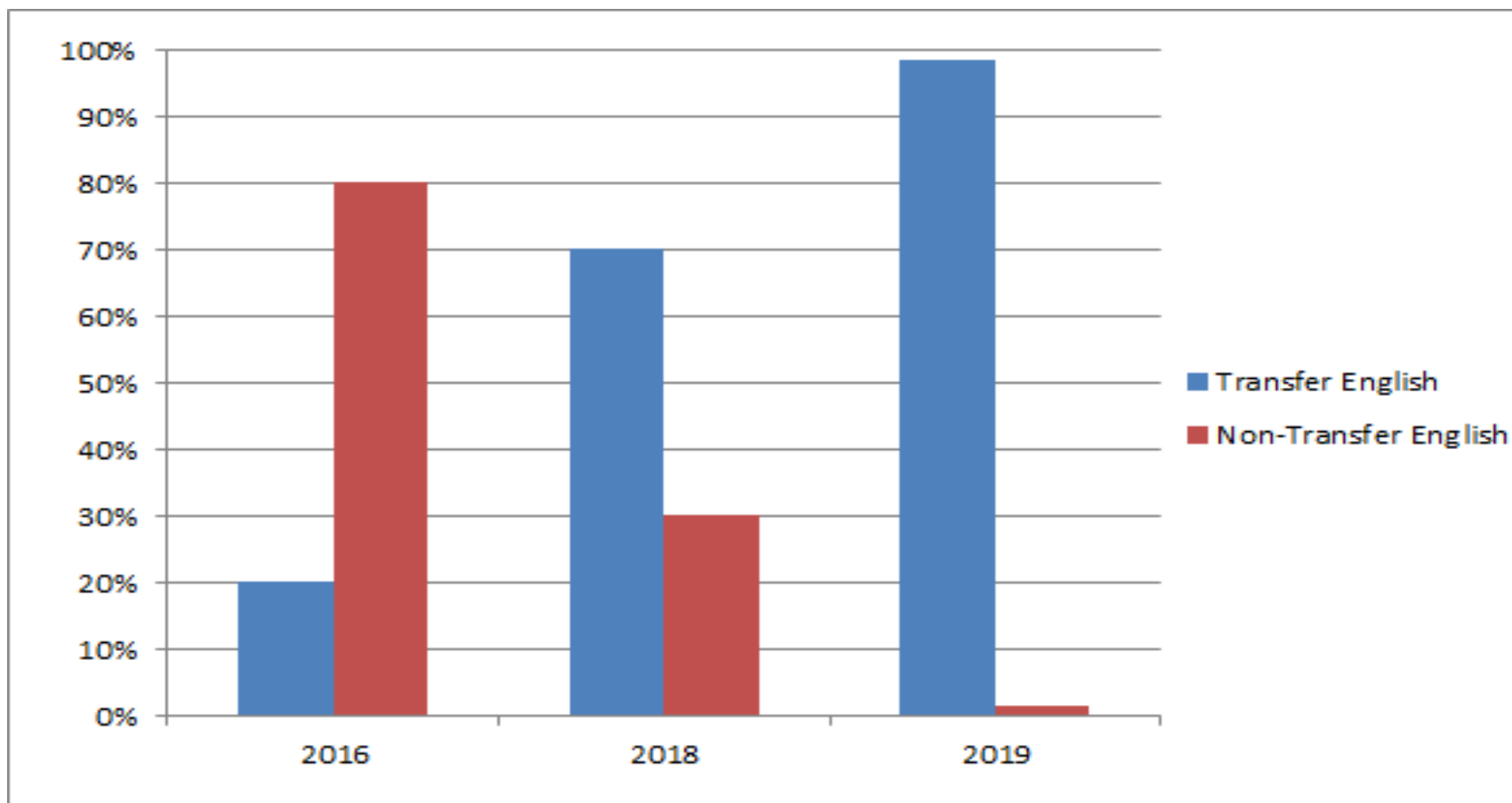


Math Placement Changes





English Placement Changes





Reminders

- **Prerequisites still exist. What has changed is the way we place students**
- **Removing prerequisites WILL affect articulation for transferable coursework**
- **Non-transfer English and Math courses will still be offered (just not as abundantly)**
- **Student placement should be driven by educational goal**
- **Students may opt into lower classes if they so choose**



The intellectual work of English and Math courses has not changed.

We are further opening the doors so more students have the opportunity to do work at the transfer level.



The intellectual work of courses with English and Math *advisories and prerequisites* has not changed.

For example, PSY 2 has Eng 1A advisory. Students are still expected to write at the college level.



Phase 2 (2019)

Phase 2 Implementation Progress

- **Developed & Launched Online Placement Tool**
- **Dual/Concurrent Placement Rules**
- **College Pathways teams to high schools**
- **Posters and marketing to raise awareness**



Placement Activities

- **20 Counselor-led workshops have been hosted at all three campus sites**
- **Nearly 3000 students used the Online Placement Tool**



Phase 3 (AY 19-20)

- **Faculty Focus Groups: gathering information about teaching and learning under AB 705**
- **Spring Equity Conference - FEB 29, 2020**
- **Continued communication with students**
- **Videos to build awareness of services**



Plans and Challenges for AY 2019—2020

Gather data!

Further integrate and utilize Panther Learning Lab

Encourage early assessment + interventions in classes



Our Philosophy

We are a community of educators dedicated to supporting every student who chooses the potentially life-changing work that a college education offers.

We teach, we tutor, we talk; we wonder and imagine together; we ask a lot of hard questions and seek out answers together. We engage with any student, regardless of past educational experiences.

We are Hartnell.



Need More?

AB 705 Leads Meetings

Mondays 2-4 pm in the PDC

Drop in or schedule time in our meeting

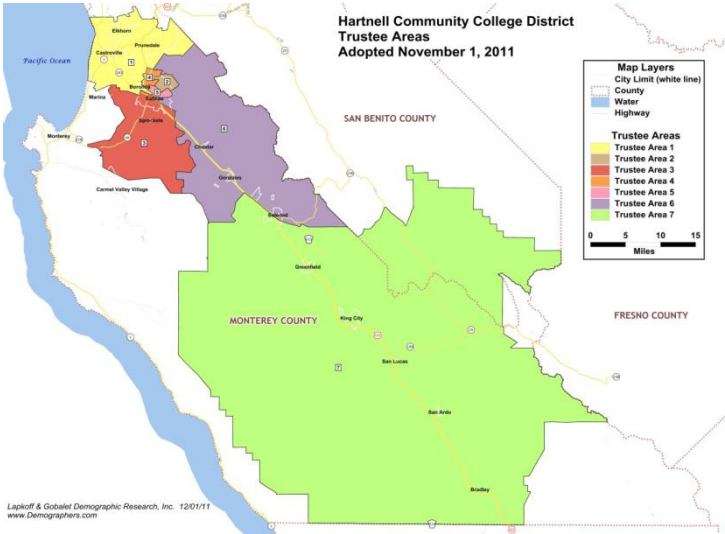
Classroom presentations are available

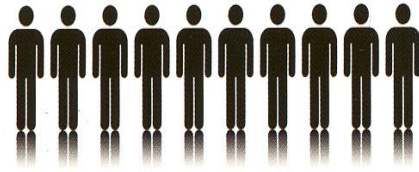
Email ab705@hartnell.edu to request

Academic Senate for California Community Colleges

[AB 705 Resources page](#)

Salinas Valley Promise Program





Out Of Ten 9th Graders



3 Drop Out



3 Work After
Graduation



4 Go To College



Out Of 4 College Students



2 Drop Out



1 Under
Employed



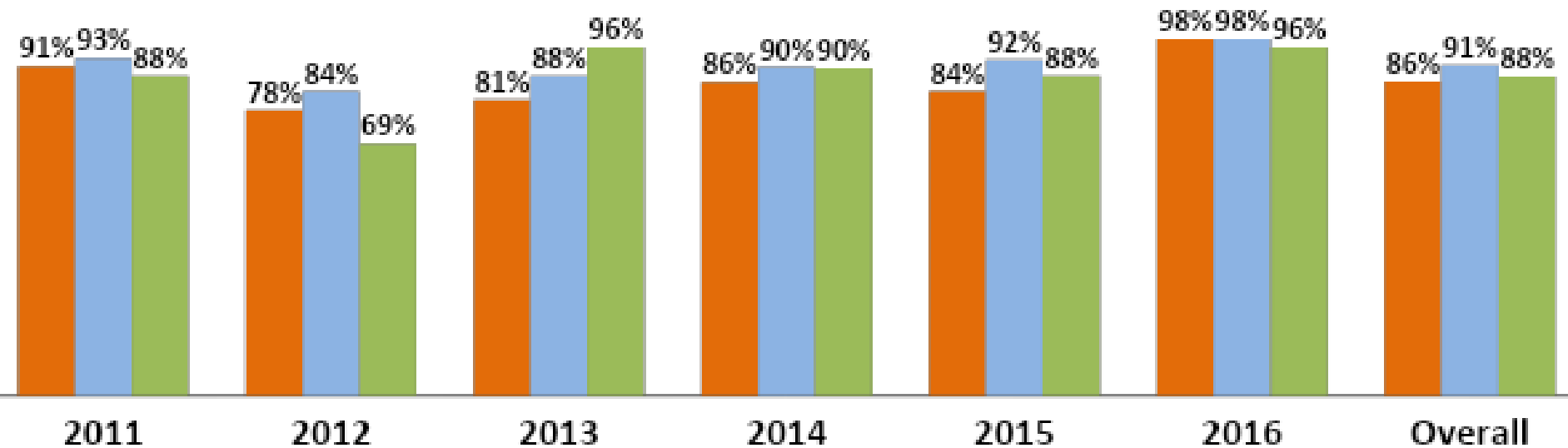
1 Employed
In Chosen Career

Each year dropouts represent \$320 billion in lost lifetime earning potential

SOURCE: Alliance for Excellent Education, “The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools,” (Washington, DC: 2008).

WELI 6-yr. Analysis

■ Course Success ■ Course Retention ■ Persistence Fall to Spring



Cumulative Completion

72% vs 41%
Graduation (Hartnell Females)

65% vs 38%
Transfer to four year university
(Hartnell Females)

SALINAS VALLEY PROMISE

HARTNELL COLLEGE

Pre-College Design for Salinas Valley High Schools

- NASA Academies
- Intro to Coding
- Coder Dojo (K-6)
- Early College Credit (Dual Enrollment)
- Summer Bridges



Salinas Valley Promise Cohorts

- 30 cohorts of 35 students
- By career and professional interest
- Affective, effective and leadership skills



Faculty Champions
Leadership Institute
and Quarterly Meetings
Industry Mentors
(Group mentorship)
Scholarship Support

Outcomes

Success Metrics for First-time, Full-time Students:

Metrics for first-time,
full-time students:

- Total number of first-time, full time students
- Increase certificates and degrees awarded
- Decrease time to degree completion (2 years)
- Increase transfers to UC and CSU Systems

Workforce Initiative and Economic Development Strategy:

- Grow the educated workforce

Metrics:

- Increase employment rate at 6 months and one year after graduation
- Increase earnings
- Increase number of Career Technical Education students employed in their field of study
- Growth in local industry



Thank you!

Thank you for supporting Salinas Valley Promise!



**Bud and Rebecca
Colligan**

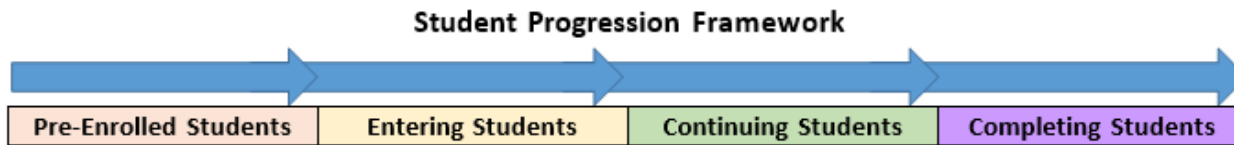
BANK OF AMERICA 

D'Arigo
CONSULTING



- **College Redesign / Guided Pathways**

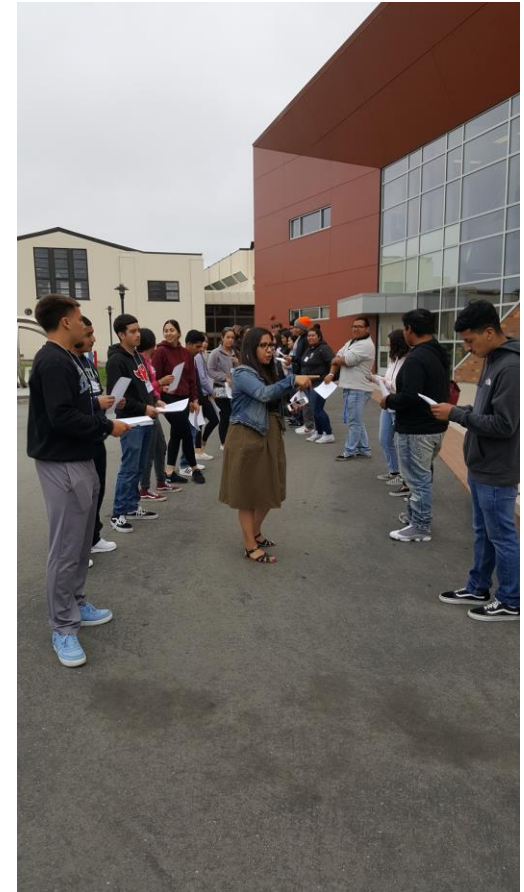
- Engage diverse stakeholders (faculty, staff and students)
- Foster “Meaningful Connections” BEFORE school starts
- Identify gaps in services



- **AB 705 Multiple Measures Implementation**

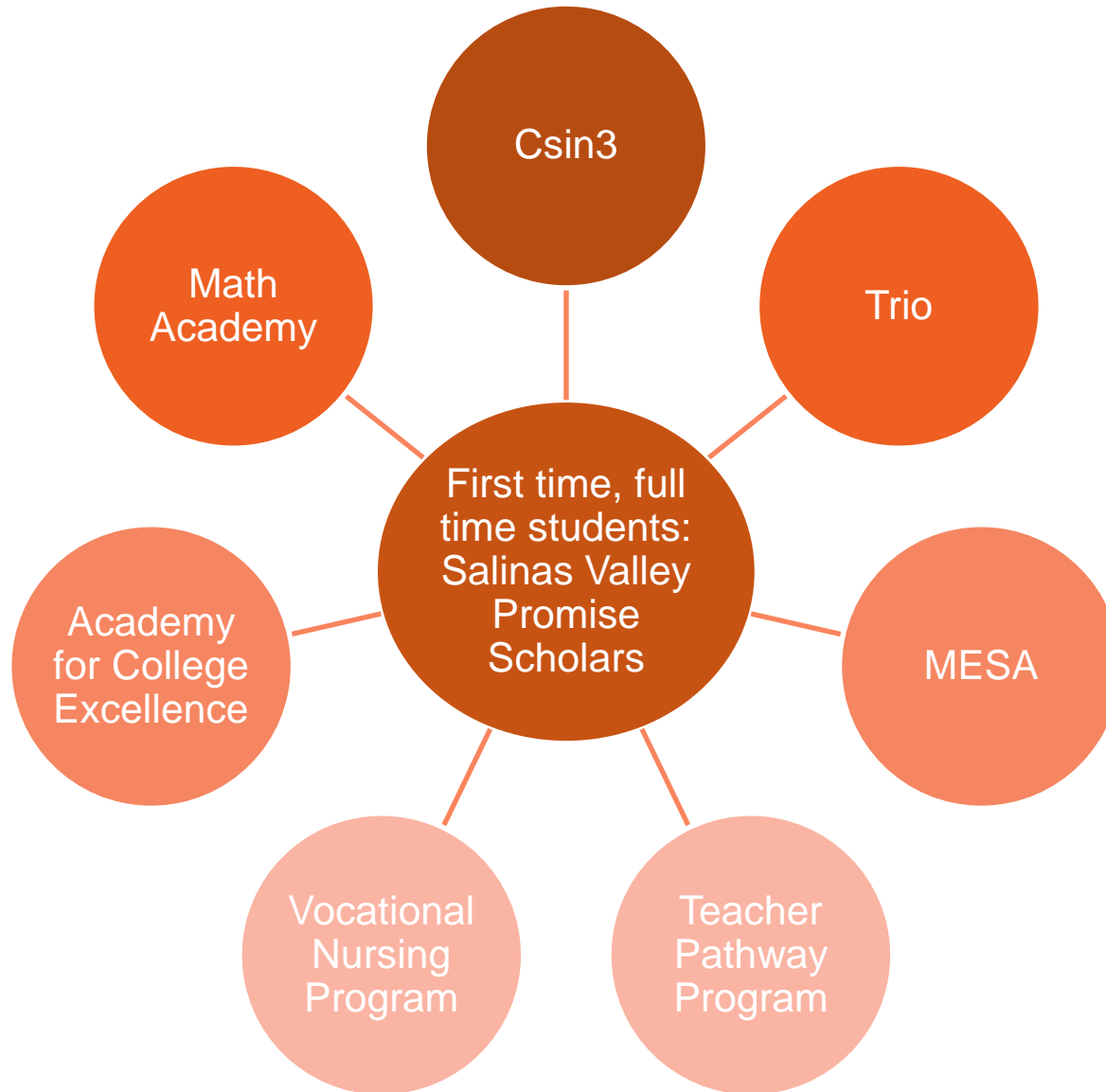
- Improve preparation
- Foster self efficacy and perseverance among students
- Connect students with faculty and support services before classes begin

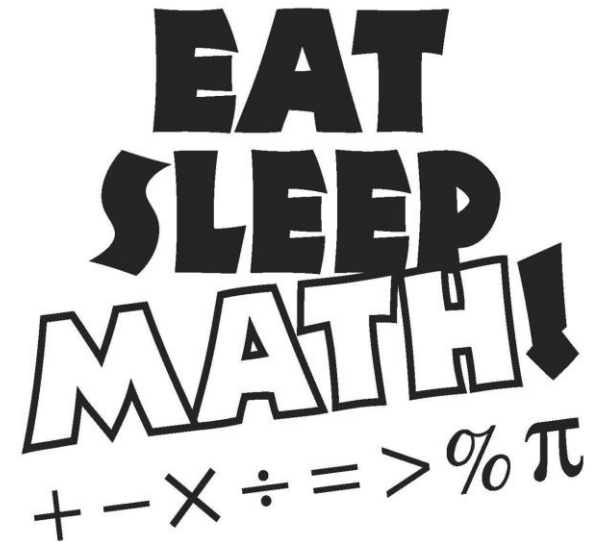
- **Support faculty and staff collaboration to promote equity**





Program Planning and Advisory	Program Implementation	Administrative Services
<ul style="list-style-type: none"> ● Hartnell Foundation ● Student Affairs Leadership Team ● Financial Aid ● Admissions and Records ● Mi CASA/Equity Programs ● IT Department ● Counseling Department ● Early Support Program ● Academic Senate ● Faculty Mentors ● DSPS 	<ul style="list-style-type: none"> ● Mi CASA/Equity Programs ● Faculty Mentors ● Financial Aid ● Admissions and Records ● King City Center ● Partner Programs ● IT Department ● Counseling Department ● College Pathways Team ● Science Technology Engineering Math ● Early Support Program 	<ul style="list-style-type: none"> ● Business Office ● Maintenance ● Food Services ● Facilities ● Custodial Services ● Hartnell College Bookstore ● Administrative Services ● Student Life

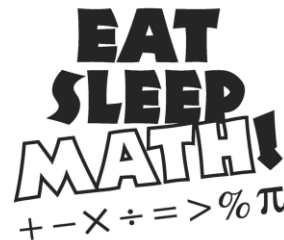




MATH ACADEMY
HARTNELL COLLEGE

● Collaborative Planning

- Initial planning started early spring 2019
- *Shared belief that students should not have to choose between Salinas Valley Promise or Math Academy.* Not competing programs, but a combined summer experience for Hartnell students
- Sharing of information, processes and procedures, key dates, registration and participant information
- Collaboration among faculty, staff and administrators
- Being flexible; adapting to situations and addressing issues regardless of which program it was impacting
- Alignment of program calendars, combining multiple funding sources, sharing materials, and room reservations



- Debrief meeting between both programs (successes, challenges, next steps)
- Collaborate with IPRE to use data to make informed programmatic changes for next summer
- Coordinate a Community of Practice among faculty and staff who participated as Salinas Valley Promise Mentors, Escala Institute and Equity Academy to foster collaboration
 - *Opportunity for individuals to share their experience participating in the various programs and how they have implemented what they learned from each program*

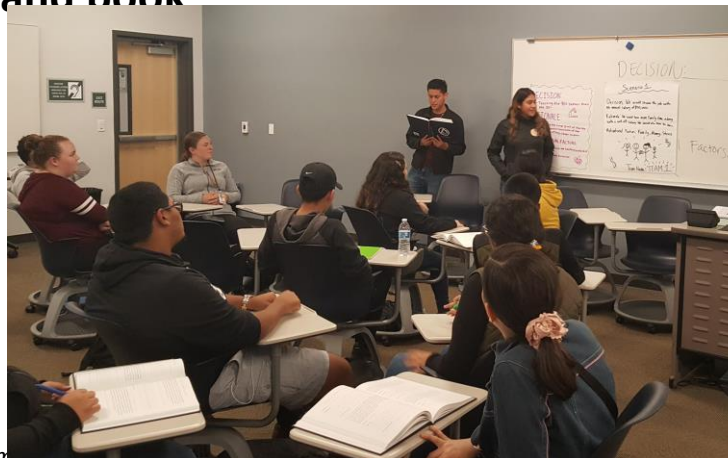


- Outreach
- Program Eligibility
- Awarding SVP Grant
- Faculty Recruitment
- Industry Mentor
Recruitment
- Institutional Collaboration
 - TRIO, CSin3, VN, TPP
 - Math Academy
 - South County



Summer Leadership Institute

- Cohorts with faculty mentors
- Fostering meaningful connections
- Resource Fair
- Financial Aid
- Financial Literacy
- Hartnell Technology
- Awarding laptops and book vouchers



- **Mentorship Program**
- **Quarterly Professional Development Meetings and Mentor Meetings**
- **Planning 2020-2021 program outreach and implementation**
 - **Starting program committee**

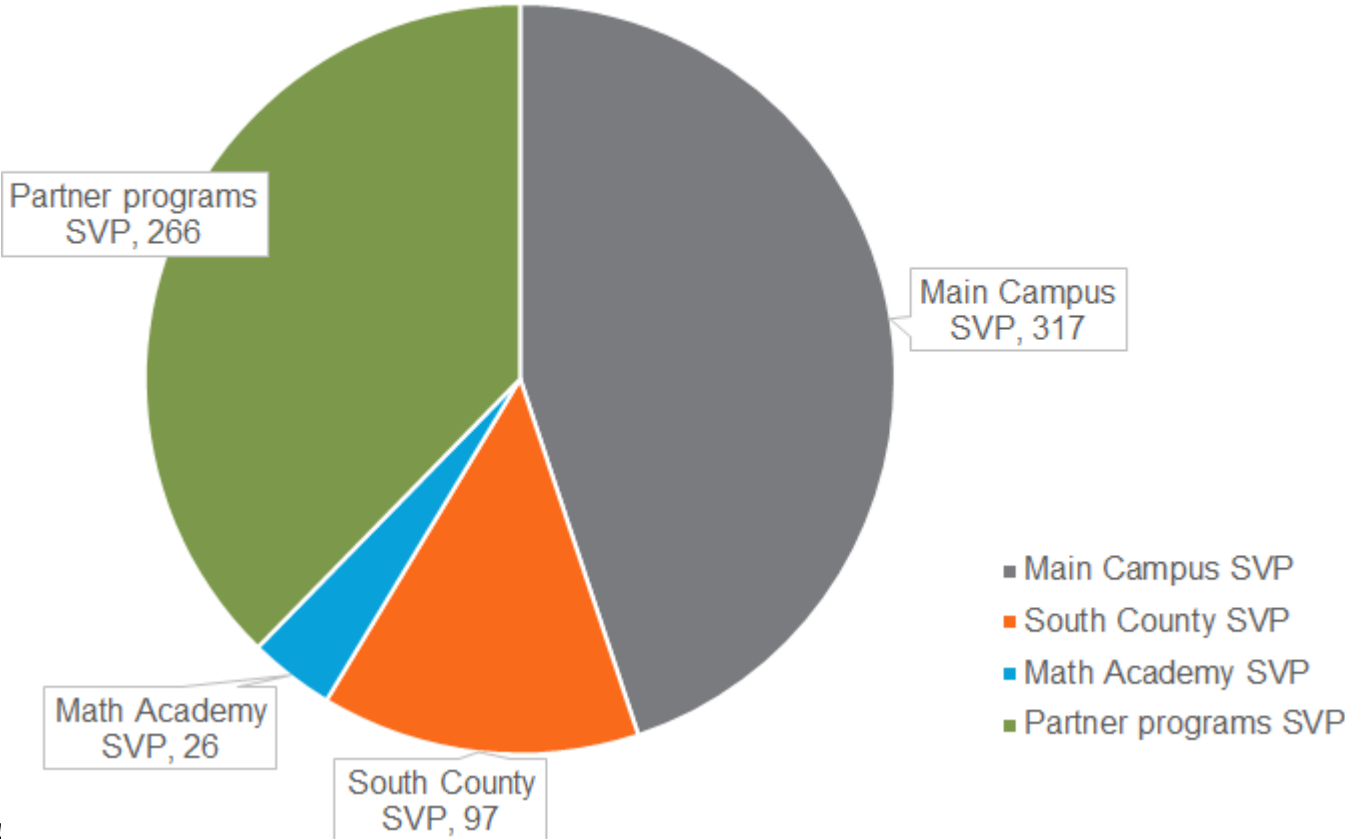


706 Salinas Valley Promise students

560 California Promise grant recipients

146 SVP grant recipients

All students received either laptop or support for books through the SVP



Thanks to our partners



HARTNELLCOLLEGE

Dr. Willard Lewallen Superintendent/President



31% INCREASE IN NUMBER OF EMPLOYEES

	Fall 2012	Fall 2018
	Employee Count	Employee Count
TOTAL	457	598
Educational Administrator	13	25
Full-time Faculty	89	124
Part-time Faculty	210	252
Classified Support Staff	145	197



- Men's Basketball
- Men's Baseball
- Men's Cross Country
- Men's Football
- Men's Soccer
- Men's Track and Field
- Women's Basketball
- Women's Cross Country
- Women's Soccer
- Women's Softball
- Women's Track and Field
- Women's Volleyball
- Men's and Women's Swimming 2019-20



March 4-7, 2019: ACCJC External Evaluation Visit

Notice of reaffirmation of accreditation on June 28, 2019.

All 128 accreditation standards were satisfied.

No compliance recommendations.

Midterm report due March 2023.

Next comprehensive evaluation Spring 2026.



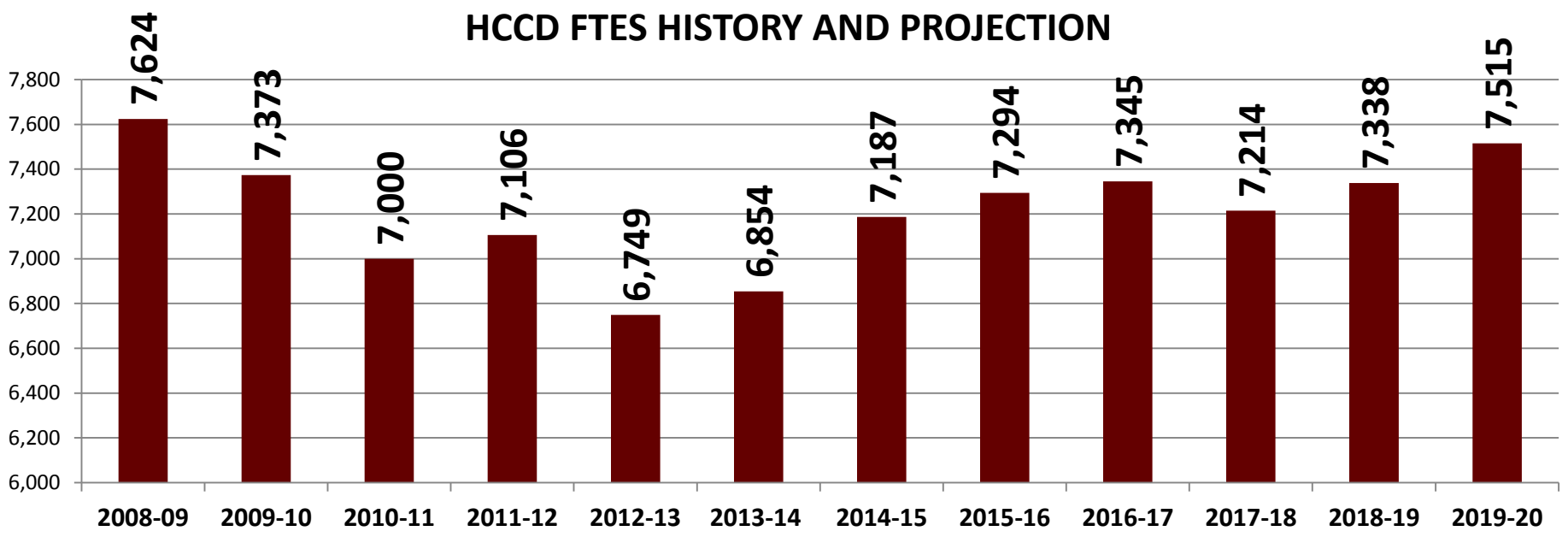
Team Commendations

1. The team commends the College for the successful implementation of its mission and **commitment to student learning, student achievement, and student participation** (I.A.1, I.A.3).
2. The team commends the College for fostering **strong community and industry partnerships**, exemplified at the Alisal Campus, to provide resources, internships, and employment opportunities that enhance its instructional programs (II.A.14, II.A.16, III.D.4).
3. 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).

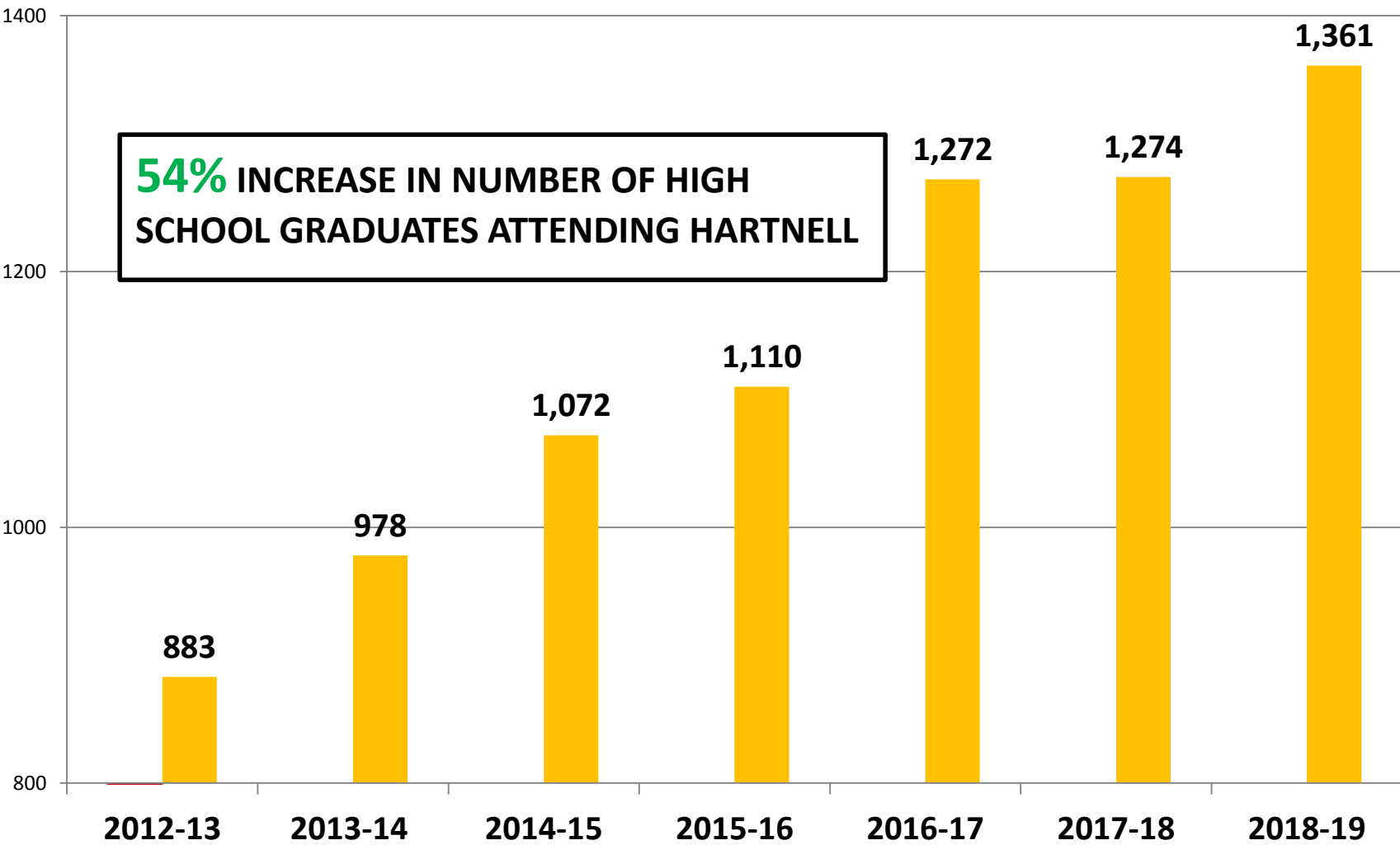


Team Recommendations

1. 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).
2. 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).

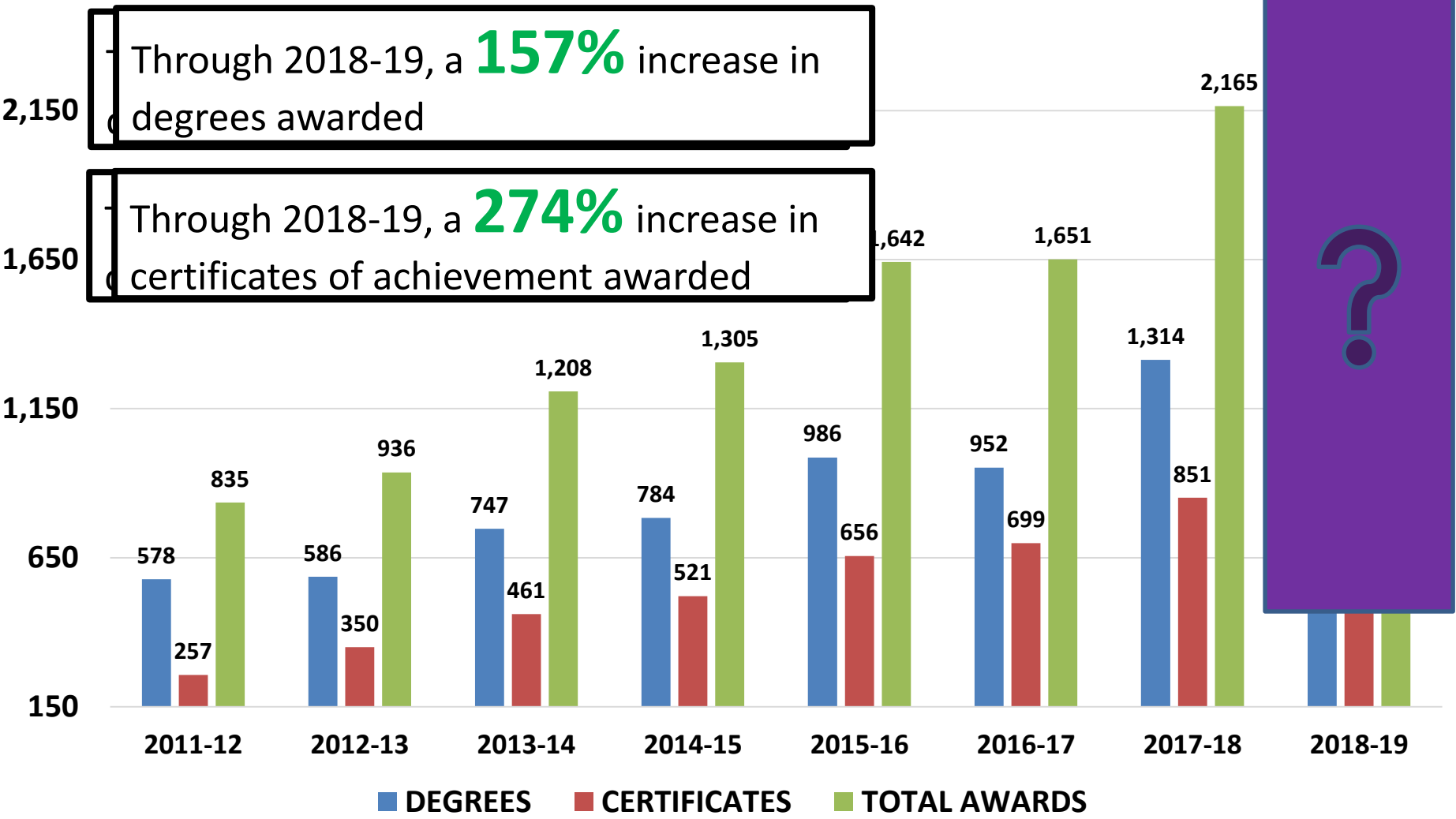


Enrollment of HS Graduates From HCCD High Schools



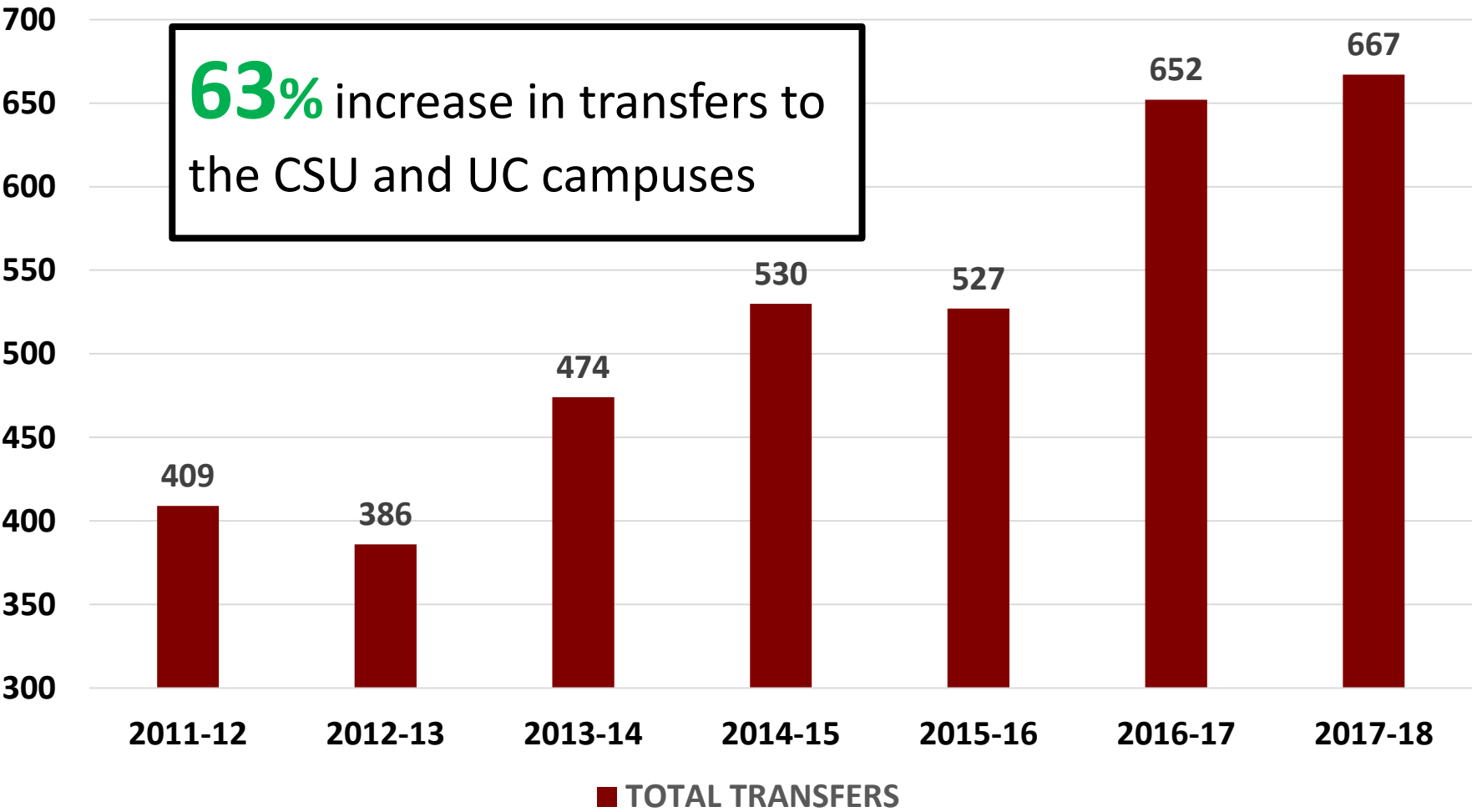


DEGREES AND CERTIFICATES AWARDED





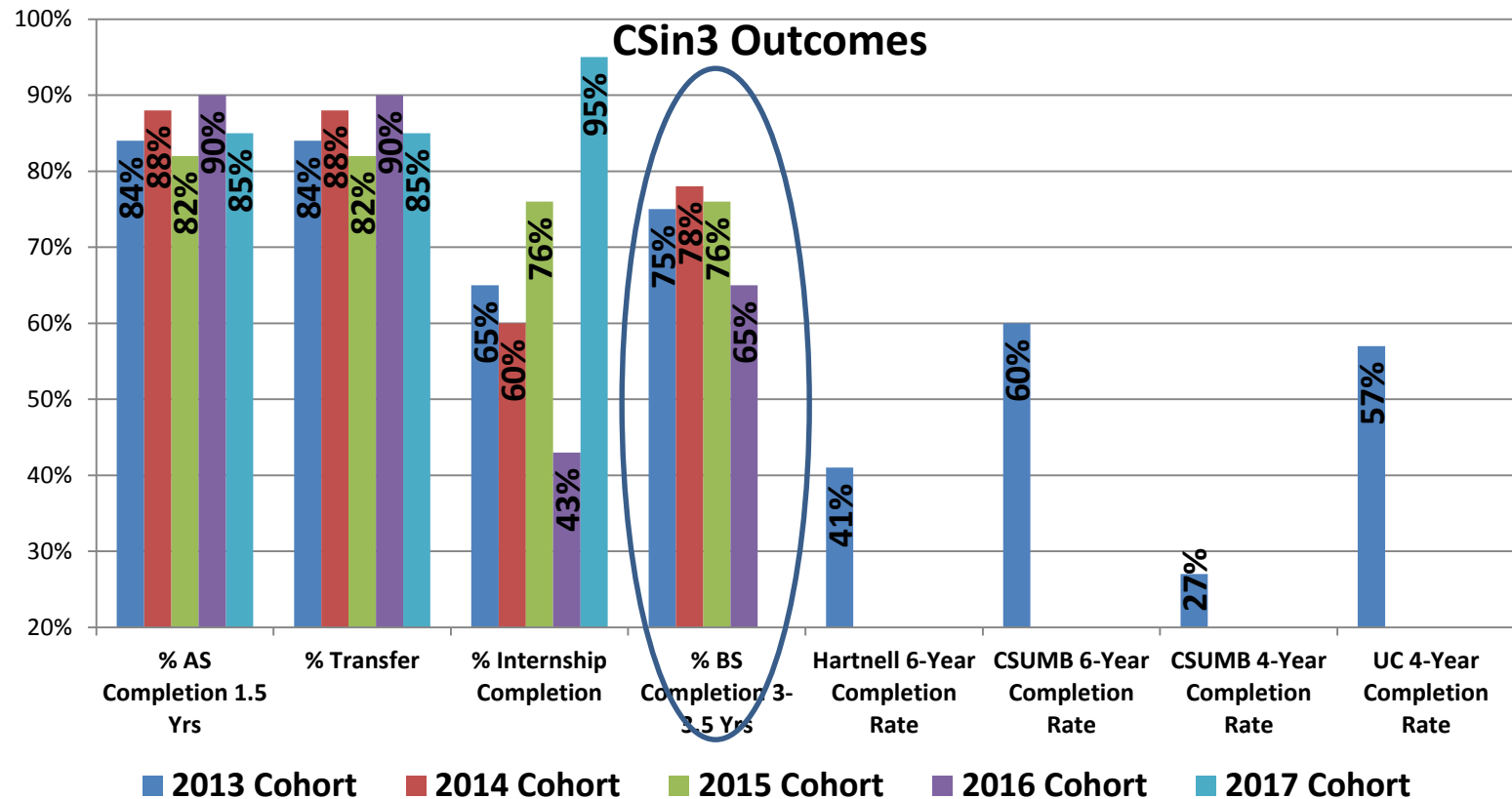
STUDENT TRANSFERS TO CSU SYSTEM AND UC SYSTEM



CSin3 Outcomes (Computer Science BS Degree in 3 Years)



HARTNELL COLLEGE





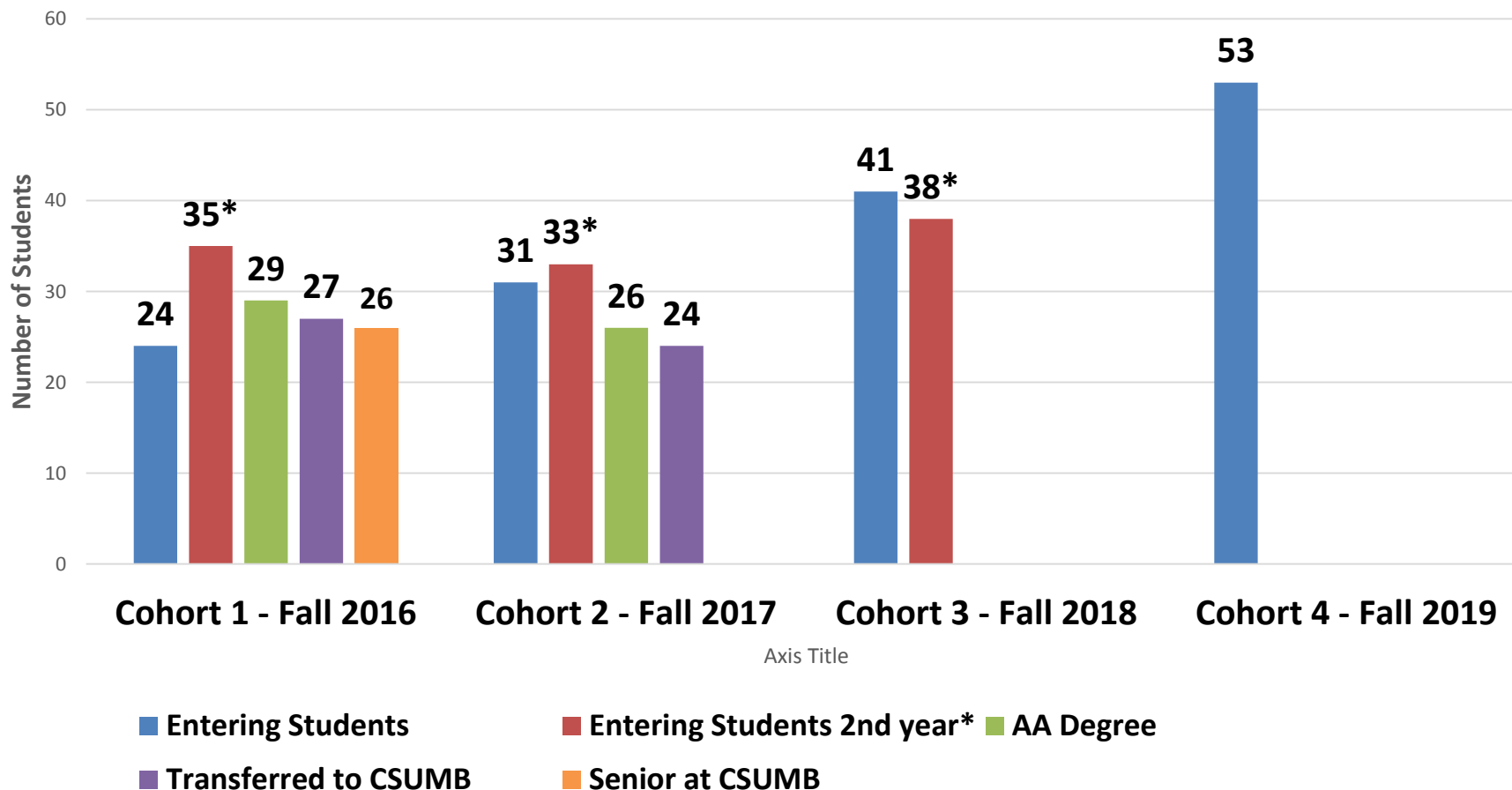
Of the 181 students served/being served in 6 cohorts...

- Total URM – 168 (93%)
- Hispanic/Latino – 147 (81%)
- First Generation College – 134 (74%)
- Female – 72 (40%)



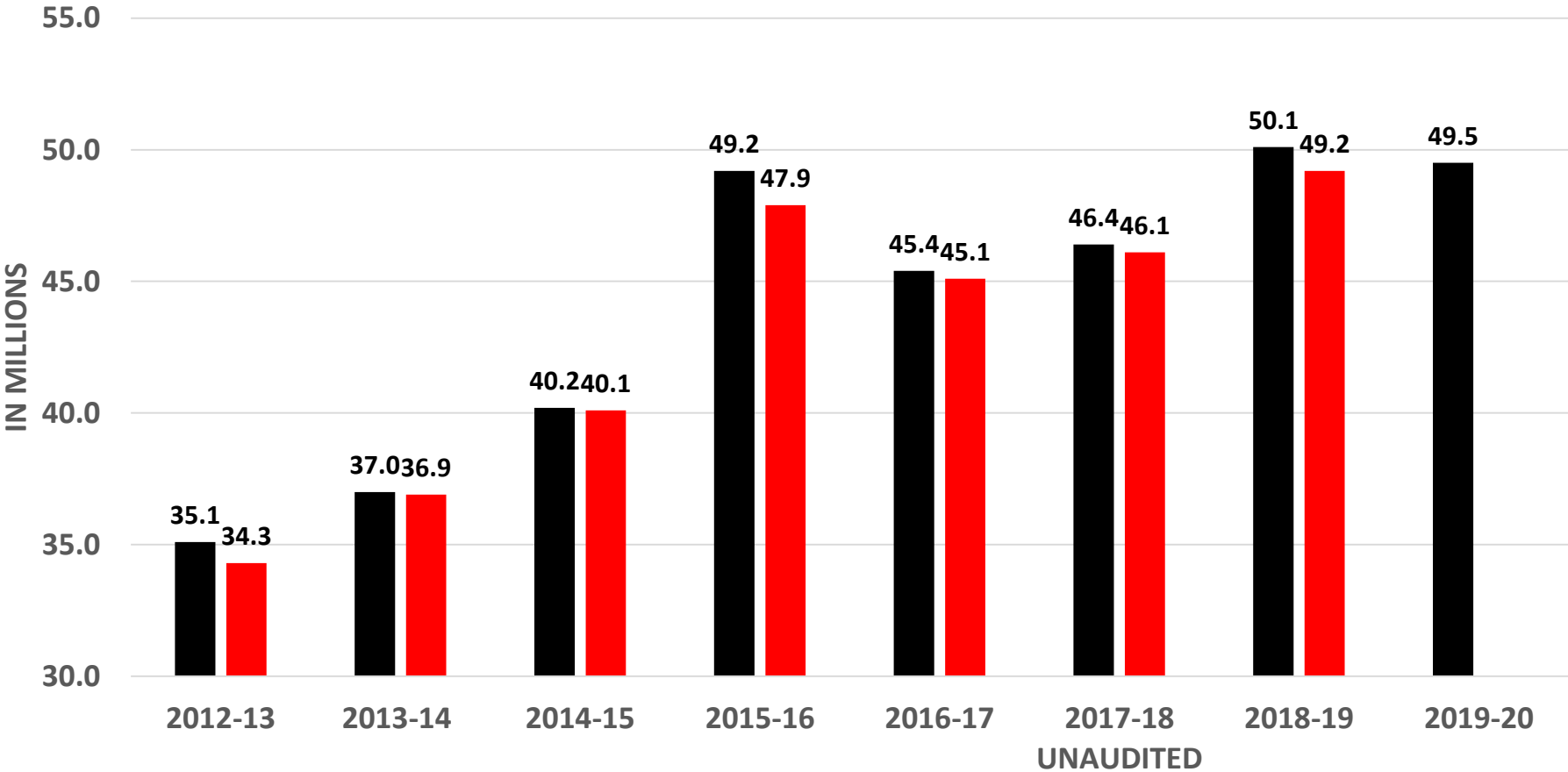
- Addresses severe teacher shortage in the Salinas Valley by “growing our own”

Teacher Preparation Pathway Program



HCCD GENERAL FUND BUDGET

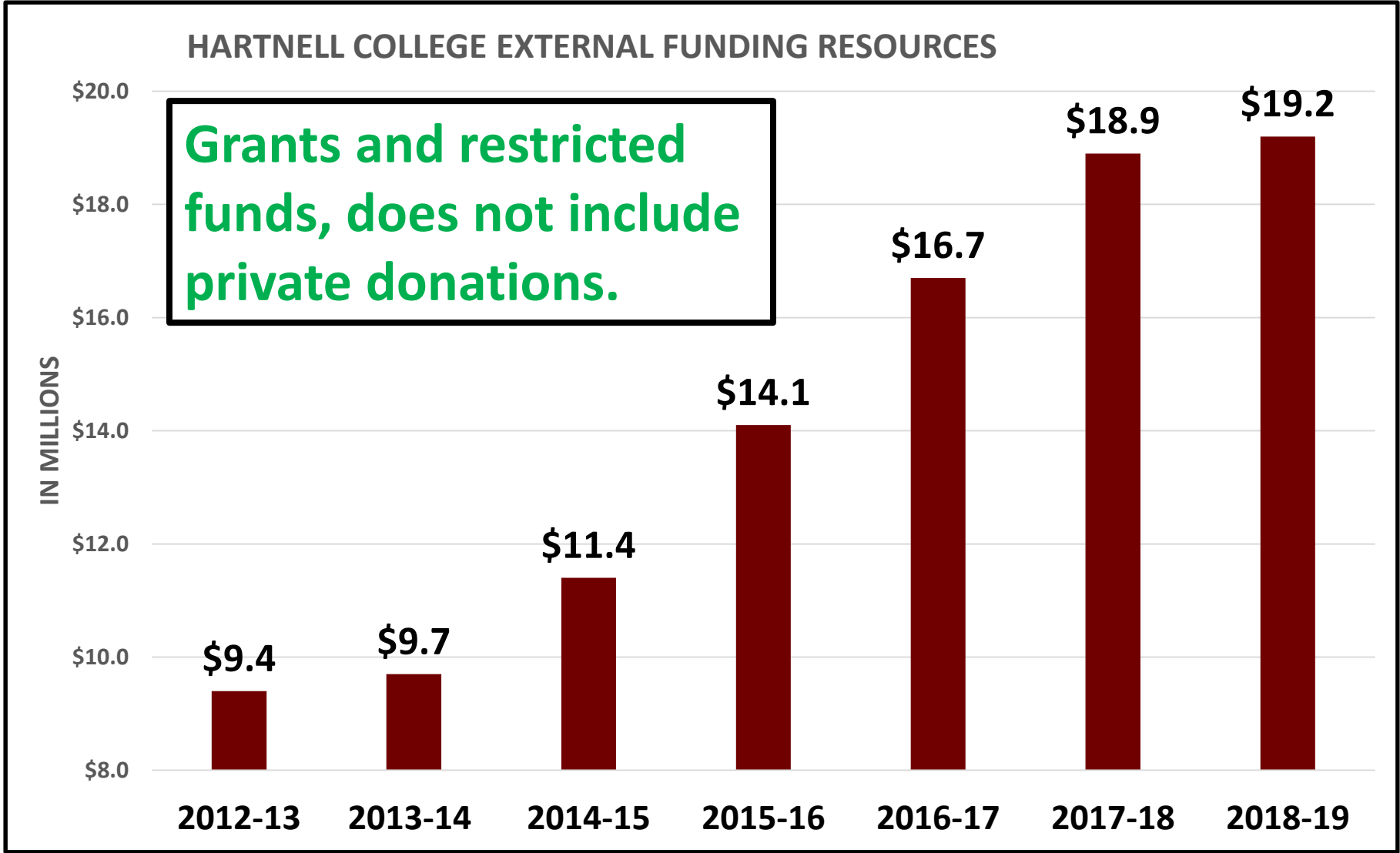
■ REVENUE ■ EXPENSES



RESOURCES OTHER THAN GENERAL FUND BUDGET



HARTNELL COLLEGE

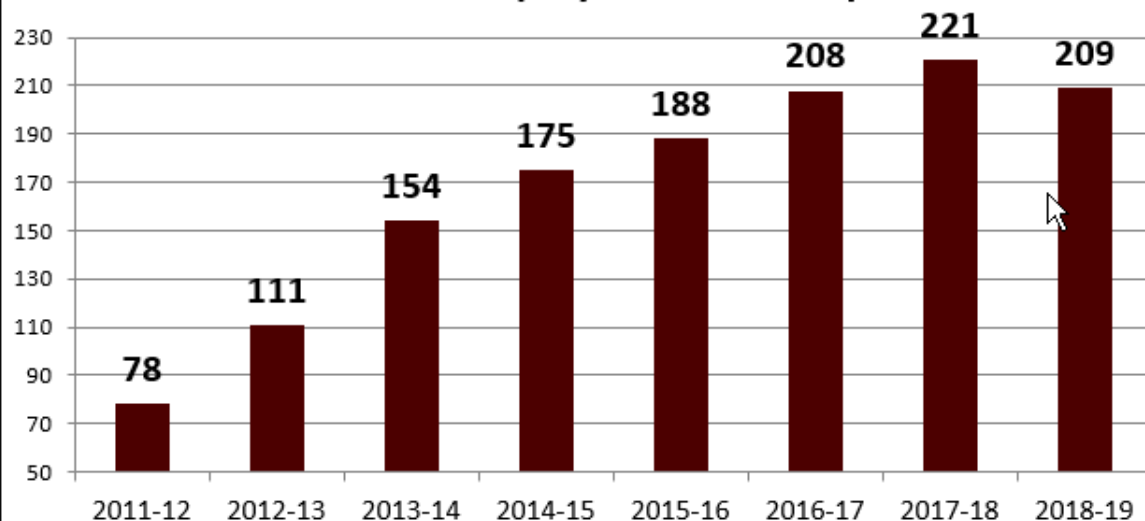




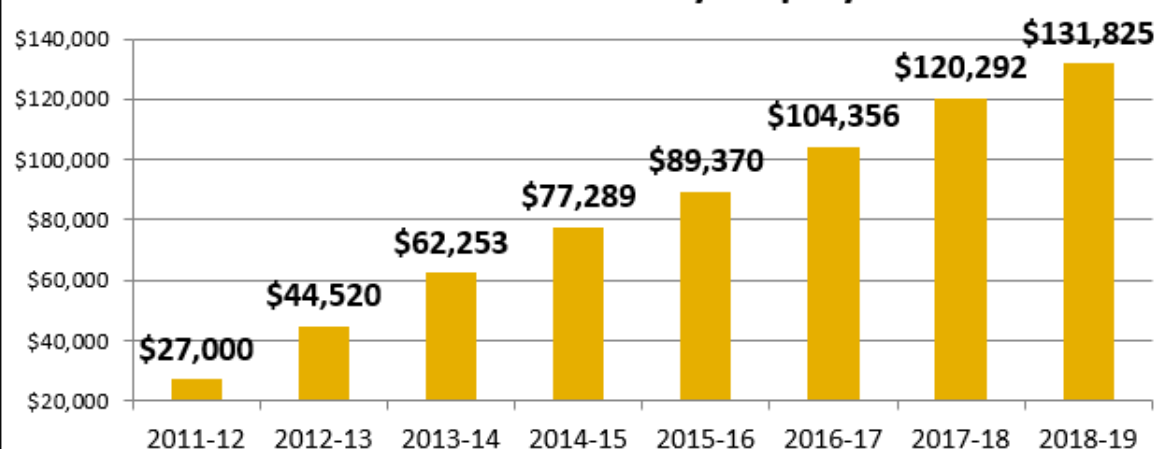
- **69% voter approval in November 2016**
- **\$167 million for new facilities and modernization of existing facilities**
- **Alliance – Hartnell College Foundation provided up to \$150,000 matching funds for campaign – raised \$320,000 total for campaign**
- **Project list, etc. @ www.hartnell.edu/future**
- **First projects for Series A issuance (\$70 million)**
 - **Center for Nursing and Health Science (Main Campus)**
 - **Soledad Education Center**
 - **King City Education Center Expansion**
 - **North Monterey County Education Center**
 - **Renovation of Buildings D and E (Main Campus, includes interior landscape improvements)**
 - **New phone system including emergency phones in classrooms**
 - **Roof replacements Buildings K and H (Main Campus)**



Number of Employee Philanthropists



Total Dollars Donated by Employees





Over
\$700,000
donated by
Hartnell
employees

President's Task Force Funding Plan 2013-2017



HARTNELL COLLEGE

Funding Priorities	Total Funding Plan Goal	Public Funding (Competitive Grants)	Private Funding	Total Private & Public Raised To Date
Fund for Major Facilities and Innovative Programming	\$9,774,500	\$5,972,859	\$6,538,519	\$12,511,378
Fund for Student Success	\$900,000	\$5,175,000	\$4,366,704	\$9,541,704
Fund for Salinas Valley STEM Harvest	\$1,035,000	\$1,150,599	\$2,550,475	\$3,701,074
Fund for Excellence in Athletics	\$1,300,000	\$0	\$236,570	\$236,570
Fund for the Arts	\$900,000	\$0	\$2,331,465	\$2,331,465
Fund for South County	\$250,000	\$15,000	\$48,535	\$63,535
Projects for Special Interests	\$7,525,000	\$1,601,836	\$2,774,010	\$4,375,846
Hartnell College Foundation Operations			\$1,461,915	\$1,461,915
Other		\$10,754,773	\$48,598	 \$10,803,371
FUNDING PLAN FUNDRAISING TO DATE	\$14,159,500	\$24,670,067	\$20,356,791	\$45,026,858

Andy and Mary Matsui- Orchid Growers

- Donated 215 acres of land
- Appraised at \$20 million
- Not included in \$45 million figure (previously shown)
- Also seed funder of CSin3
- Buy orchids

