Continuous Improvement (CI) Processes for 2019-2024 Strategic Planning Cycle

Over a multi-year period through the execution of Strategic Plan 2019-2024, developing, implementing, and assessing the CI processes described below will contribute significantly to college re-design (guided pathways) and greatly expand the institution’s capacity to improve markedly the core student success outcomes in Strategic Plan 2019-2024. Because continuous improvement is integral to organizational values and the institutional accreditation process, each CI process is aligned with both specific Hartnell College values and ACCJC accreditation standards.

1. **Safe and Inclusive, Learner-Focused Facilities**

   **Problem Statement:**
   The HCCD community passed a bond measure (T) in the Bond Measure Election on November 8, 2016 that allows for improving access to local higher education opportunities, improving student access to computers and modern technology, and upgrading campus facilities that provide job training for a skilled workforce. The College must continue to learn about and serve the needs of our diverse student body that parallel national trends in progressive practices, such as the movement to install gender neutral restrooms. Meanwhile, safety and security concerns have increased dramatically across the nation due to senseless tragic deaths that have occurred at underprepared educational institutions. This is an opportune time for College stakeholders to engage collaboratively in the planning, design, and modernization of educational facilities that are learner-focused, safe and secure, and otherwise meet the diverse needs of our students and employees.

   Hartnell College Values:
   - Students First
   - Academic and Service Excellence
   - Diversity, Equity, and Inclusion
   - Ethics and Integrity
   - Leadership and Empowerment
   - Innovation
   - Stewardship of Resources
   - Health, Safety, and Security

   ACCJC Accreditation Standards:
   - II.C. Student Support Services
   - III.B. Physical Resources
   - III.C. Technology Resources

2. **Student Career Placement**

   **Problem Statement:**
   The College has only in the past few years begun to emphasize the examination of job placement data in Career Technical Education (CTE) programs for students who have completed training or certificate/degree coursework. The institution has not yet developed an overarching strategic approach to ensure that students across all fields of study—CTE or otherwise—are informed of career choices, directed to industry opportunities, and connected with prospective employers. The College is also currently challenged to understand the extent to which students actually obtain jobs in their field of study or career of choice. This is a critically important area for improving the state economy and the quality of life of Californians as targeted in the Chancellor’s Office’s Vision for Success. The specific goal of the Chancellor’s Office is to increase students who obtain jobs in their field of study by 69%.
3. **Student Communication**

*Problem Statement:* Many College offices communicate with our students on a regular or intermittent basis, sometimes utilizing multiple communication vehicles. Although the marketing function at the institution has made substantial progress in communicating information and events to students in standardized ways, there is no overarching, coordinated effort across offices and divisions to ensure that targeted students—students intended to be reached with any given communication—are effectively reached without redundancy in message content and with clarity, i.e., using language that students can plainly understand. This may confuse students and lead them to ignore message content. More fundamentally, the stream of communications that flow to students over the course of their college experience have not been tracked and analyzed to determine the extent to which the College is communicating effectively throughout that entire experience, nor to understand how the student receives and responds to messages from their vantage point relative to the quality of their perceived relationship with the institution.

4. **Student Transfer to 4-Year Institutions**

*Problem Statement:* Over the 5-year period 2011-12 through 2016-17, student transfers from Hartnell to California State University campuses increased from 365 to 572, and to University of California campuses grew from 44 to 80. The transfer rate (the ratio of students who complete a minimum of 12 units and have attempted a transfer level course in math or English, to the students who transfer after between one and six years) increased from 25.1% for the 2005-06 cohort year to 30.4% for the 2009-10 cohort year. While these increases in transfer are considerable, the potential exists for many more students to transfer—inclusive of transfer to private institutions—if the College were to focus greater strategic institutional effort in this area. Along with student career placement, student transfer is critically important for improving the
state economy and the quality of life of Californians as targeted in the Chancellor’s Office’s Vision for Success. The specific goal of the Chancellor’s Office is to increase students who transfer by 35%.

Hartnell College Values: Students First
Academic and Service Excellence
Diversity, Equity, and Inclusion
Alliances
Leadership and Empowerment
Innovation

ACCJC Accreditation Standards: I.A. Mission
II.C. Student Support Services

5. Workflow Efficiency and Digitized Paperwork

Problem Statement:
Hartnell College has made considerable headway over the past several years in improving workflow capacity by installing, utilizing, upgrading, and training employees on software programs and platforms, and in improving workflow queueing by establishing electronic order-taking capabilities. Although employees may thereby be enabled to engage in higher-level analytic work, the proliferation of additional tasks requiring completion of paperwork and reports contributes to the under-maximization of workflow efficiency. And whereas paperwork processing and completion has gradually shifted from manual to electronic, the processing of many forms of paperwork still require that hard copies be completed by hand and/or printed, and subsequently hand-carried from office to office. This time-consuming approach to processing paperwork also detracts from establishing accountability for follow-up from the successive persons who (offices that) are responsible for review and approval. Moreover, the burden for completion is placed on the initiating office even though that office has limited influence over the process. Finally, despite the fact that certain queues of work requests have been established, it is unclear the extent to which queues are regularly followed and whether the status of a given work request is typically communicated to the requestor on timely basis.

Hartnell College Values: Students First
Academic and Service Excellence
Innovation
Stewardship of Resources
Health, Safety, and Security

ACCJC Accreditation Standards: I.B. Assuring Academic Quality and Institutional Effectiveness
II.C. Student Support Services
III.A. Human Resources
III.C. Technology Resources
III.D. Financial Resources