A Relentless Focus on Student Success: The Hartnell College Journey

AHSIE Conference
March 26, 2018

Willard Lewallen
Superintendent/President

Moises Almendariz
Director of Hispanic Serving Institutions Initiatives
PRESENTATION OUTLINE

• Hartnell College, Community, and Student Profile
• Student Success and Institutional Outcomes
• Some of the Strategies, Practices, and Systems Behind the Outcomes
• Questions
• Sharing by Others About Best Practices and High Impact Strategies
California Community College District Boundaries

Legend

* Campus Locations

- Nondistrict Lands
- College Districts

THE HARTNELL COMMUNITY COLLEGE DISTRICT

17,000 students annually (unduplicated headcount), 7,345 FTES for 2016-17

In 2016-17, 880 DREAMer students enrolled (291 enrolled in 2010-11)

56% first generation students (5th highest of 114 California community colleges)

87% receive financial aid

68% of students are Latino/Hispanic

About 85% of all students take at least one remedial course in English or math

39% of adults over 25 years old do not have a high school diploma

~ 6% of adults in the District have a bachelor’s degree or higher
Opened first DREAMer Center (Mi CASA) at a California Community College in April 2016.
90% increase in degrees and certificates awarded, only 3.3% increase in enrollment.
63% increase in transfers, a 3.3% increase in enrollment
TOTAL TRANSFERS TO CALIFORNIA STATE UNIVERSITY AND UNIVERSITY OF CALIFORNIA

- **63%** increase in transfer of Hispanic/Latino students

- **2011-12**: 299 transfers
- **2016-17**: 496 transfers

- **2011-12**: 7,107 FTES
- **2016-17**: 7,345 FTES
<table>
<thead>
<tr>
<th>HSI College</th>
<th>Annual 2016-2017 Total FTES</th>
<th>Annual 2016-2017 Transfers to University of CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartnell</td>
<td>7,345</td>
<td>84</td>
</tr>
<tr>
<td>HSI College 1</td>
<td>7,249</td>
<td>28</td>
</tr>
<tr>
<td>HSI College 2</td>
<td>10,358</td>
<td>74</td>
</tr>
<tr>
<td>HSI College 3</td>
<td>10,906</td>
<td>85</td>
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<td>HSI College 4</td>
<td>15,526</td>
<td>64</td>
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<td>HSI College 5</td>
<td>7,852</td>
<td>74</td>
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<tr>
<td>HSI College 6</td>
<td>9,103</td>
<td>56</td>
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<tr>
<td>HSI College 7</td>
<td>17,705</td>
<td>58</td>
</tr>
<tr>
<td>HSI College 8</td>
<td>11,609</td>
<td>18</td>
</tr>
<tr>
<td>HSI College 9</td>
<td>9,783</td>
<td>81</td>
</tr>
<tr>
<td>HSI College 10</td>
<td>14,596</td>
<td>91</td>
</tr>
<tr>
<td>HSI College 11</td>
<td>12,794</td>
<td>79</td>
</tr>
<tr>
<td>HSI College 12</td>
<td>9,719</td>
<td>38</td>
</tr>
<tr>
<td>HSI College 13</td>
<td>9,417</td>
<td>47</td>
</tr>
<tr>
<td>HSI College 14</td>
<td>7,896</td>
<td>54</td>
</tr>
</tbody>
</table>
LOCAL HIGH SCHOOL GRADUATES ENROLLED AT HARTNELL

- **44%** increase in local HS graduates attending Hartnell, a **14%** increase in total HS graduates.

2011-12: 883

2016-17: 1,272
Figure 4. Earnings before studies/training and after

Hourly Earnings

- Before: $14.49
- After: $21.70
Figure 3. Work status before studies/training and after

- Full time (40 or more hours per week):
  - Before: 33.1%
  - After: 57.5%

- Part time (20 to 39 hours per week):
  - Before: 23.1%
  - After: 16.3%

- Part time (less than 20 hours per week):
  - Before: 10.6%
  - After: 13.1%
MISCELLANEOUS OUTCOMES AND RECOGNITIONS

• Top 5 in highest percentage of underrepresented minority transfers to the University of California system 2012-2017
• Named in 2017 as a top 100 community college producer nationally of associate degrees for underrepresented minorities by *Diverse Issues in Higher Education*, #9 nationally in percentage (89%) of underrepresented minority graduates
• Only college in the nation to be recognized for 4 “bright spots” (programs) as part of the *White House Initiative on Educational Excellence for Hispanics*, no other college had more than 2 programs recognized
HOW DID HARTNELL ACHIEVE THESE POWERFUL OUTCOMES?

• Strategic public/private partnerships
• Strong communication with employees, community, partners, stakeholders
• Innovation and creativity
• Courage and leadership
• Laser focus on student success outcomes
• Effective utilization of resources (ended 2016-17 with 24% general fund reserve)
• Investment in human resources necessary to support student success and institutional effectiveness
• Strategic plan (active, not on the shelf) and other plans linked to the strategic plan
• Continuous improvement model
• New governance model
• Strong external funding through public and private grants, donations, and gifts
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). The 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.

Evaluation of CI Process Implementation

Continuous Improvement Plan 2013-2018

Handbook of Continuous Improvement Processes

Hartnell's 30 Key CI Processes

Continuous Improvement Presentations
<table>
<thead>
<tr>
<th>DATE/TIME/LOCATION</th>
<th>AGENDAS</th>
<th>MINUTES AND HIGHLIGHTS</th>
<th>DOCUMENTS</th>
</tr>
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<tbody>
<tr>
<td>May 16, 2018, 3-5 p.m., E-112</td>
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<td>May 2, 2018, 3-5 p.m., E-112</td>
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<td>April 18, 2018, 3-5 p.m., E-112</td>
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<td>April 4, 2018, 3-5 p.m., E-112</td>
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<td>March 21, 2018, 3-5 p.m., E-112</td>
<td>March 21, 2018</td>
<td>Highlights</td>
<td>Minutes  March 7, 2018</td>
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</table>

- BP 2510, Participation in Local Decision-Making
- AP 2510, Participation in Local Decision Making
- Title 5-53200 Academic Senate
- Title 5-51023.5 Staff
- Title 5-51023.7 Students
- Guided Pathways Work Plan
- Review of Vision, Mission and Values
  - Accreditation Standards I.A.4.4
  - Draft of Vision, Mission, Value Statements
- CCC Regulation Code
- CCC Regulation Code Presentation
- PPA Reporting Cycle 2019-2024
  - 2019-2024 PPA Reporting Cycle
  - Schedule of Annual Comprehensive Review
  - Timeline for 2018 PPA Process
- Governance and Planning Model
  - Governance and Planning Model
  - Review of Governance and Planning Model
- Systemwide Student Success Plan
President's Reports to the HCCD Board of Trustees

2018 Reports

March 2018 Reports

President's Report to the HCCD Board of Trustees – March 16, 2018
President's Report to the HCCD Board of Trustees – March 9, 2018
President's Report to the HCCD Board of Trustees – March 2, 2018

February 2018 Reports

President's Report to the HCCD Board of Trustees – February 23, 2018
President's Report to the HCCD Board of Trustees – February 16, 2018
President's Report to the HCCD Board of Trustees – February 9, 2018
President's Report to the HCCD Board of Trustees – February 2, 2018

January 2018 Reports

President's Report to the HCCD Board of Trustees – January 26, 2018
President's Report to the HCCD Board of Trustees – January 19, 2018
President's Report to the HCCD Board of Trustees – January 12, 2018
President's Report to the HCCD Board of Trustees – January 5, 2018
COMMUNICATION

February 6, 2018 Regular Meeting Highlights

January 9, 2018 Regular Meeting Highlights
December 5, 2017 Regular Meeting Highlights
November 21, 2017 Regular Meeting Highlights
October 3, 2017 Regular Meeting Highlights
September 5, 2017 Regular Meeting Highlights
August 1, 2017 Regular Meeting Highlights
July 11, 2017 Regular Meeting Highlights
June 6, 2017 Regular Meeting Highlights
May 2, 2017 Regular Meeting Highlights
April 4, 2017 Regular Meeting Highlights
March 7, 2017 Regular Meeting Highlights
February 7, 2017 Regular Meeting Highlights
January 10, 2017 Regular Meeting Highlights

Highlights of the February 6, 2018 Board of Trustees Meeting

NOTE: Complete agenda and all supporting materials can be accessed at http://www.boarddocs.com/ca/hccd/Board.nsf/Public

The Hartnell Community College District Governing Board of Trustees met on Tuesday, February 6, 2018 at the scheduled time of 5:00 p.m. at the Main Campus.

CONSENT CALENDAR

- The Governing Board ratified the actions taken by the Curriculum Committee from December 17, 2017 and January 18, 2018 meetings.
- The Governing Board adjusted the District mileage reimbursement rate for calendar year 2018 to $0.545 per mile effective January 1, 2018.
- The Governing Board approved the out-of-country travel for Brian Palmer to travel to Huelva, Spain.

ACTION ITEMS

- The Governing Board approved the revised working conditions and salary schedules for the Confidential Employee Group.
- The Governing Board approved the proposal from HGB for architectural services for the design of Building B, second floor.
- The Governing Board approved to change October 16, 2018 Governing Board Meeting date to October 23, 2018.
- The Governing Board adopted resolution 18.2, opposing the PROSPER Act in its Current Form.

INFORMATION ITEMS

- The Governing Board received a report on the actions taken on the accredited status of institutions by the Accrediting Commission for Community and Junior Colleges (ACCJC), at its meeting held January 10-12, 2018.
- The Governing Board received an update on Facilities Bond Measure T Facilities Bond Measure projects from Joseph Reyes, Executive Director of Facilities Planning and Construction Management. The ‘design teams’ have been established for each project. The process to design each site, process of approval, etc. takes months, thus looking at breaking ground in some of the projects in about 18 months.
## President’s Task Force Funding Plan 2013-2018

<table>
<thead>
<tr>
<th>Funding Priorities</th>
<th>Total Funding Plan Goal</th>
<th>Public Funding (Competitive Grants)</th>
<th>Private Funding</th>
<th>Total Private &amp; Public Raised To Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund for Major Facilities and Innovative Programming</td>
<td>$9,774,500</td>
<td>$6,222,859</td>
<td>$5,921,148</td>
<td>$12,144,007</td>
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<tr>
<td>Fund for Student Success</td>
<td>$900,000</td>
<td>$5,175,000</td>
<td>$3,586,898</td>
<td>$8,761,898</td>
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<tr>
<td>Fund for Salinas Valley STEM Harvest</td>
<td>$1,035,000</td>
<td>$1,150,599</td>
<td>$2,047,429</td>
<td>$3,198,028</td>
</tr>
<tr>
<td>Fund for Excellence in Athletics</td>
<td>$1,300,000</td>
<td>$0</td>
<td>$358,161</td>
<td>$358,161</td>
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<tr>
<td>Fund for the Arts</td>
<td>$900,000</td>
<td>$0</td>
<td>$2,292,862</td>
<td>$2,292,862</td>
</tr>
<tr>
<td>Fund for South County</td>
<td>$250,000</td>
<td>$15,000</td>
<td>$48,475</td>
<td>$63,475</td>
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<tr>
<td>Projects for Special Interests</td>
<td>$7,525,000</td>
<td>$1,351,836</td>
<td>$2,630,370</td>
<td>$3,982,206</td>
</tr>
<tr>
<td>Hartnell College Foundation Operations</td>
<td></td>
<td></td>
<td>$1,409,890</td>
<td>$1,409,890</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>$8,004,978</td>
<td>$48,508</td>
<td>$8,053,486</td>
</tr>
<tr>
<td><strong>FUNDING PLAN FUNDRAISING TO DATE</strong></td>
<td><strong>$14,159,500</strong></td>
<td><strong>$21,920,272</strong></td>
<td><strong>$18,343,741</strong></td>
<td><strong>$40,264,013</strong></td>
</tr>
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</table>
Grants and restricted funds, does not include private donations.
HSI STEM Title III Grant – Guided Pathways to STEM
- Awarded October 1, 2016
- $5.6 million – 5 years

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Math Progression</td>
<td>Multiple Measure, Accelerated Math and English Academies</td>
</tr>
<tr>
<td>Increase Graduation and Transfer</td>
<td>Articulations and Integrated Academic Support System</td>
</tr>
<tr>
<td>Increase co-curricular activities</td>
<td>STEM Internships</td>
</tr>
<tr>
<td>Outdated classrooms</td>
<td>Design innovative and collaborative friendly classrooms</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>Establish a strategic and sustainable faculty development program</td>
</tr>
</tbody>
</table>
HSI Title V Grant – Cultivamos Project

- Awarded October 1, 2017
- $2.75 million – 5 years

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
</table>
| Increase student access by refining the pipeline to college.               | • Development of a Dual Enrollment Program  
|                                                                           | • English and Math acceleration models  
|                                                                           | • Course alignment strategies between high school and Hartnell                                                                                                                                              |
| Integrated student support strategies                                     | • Multiple Measure Assessment  
|                                                                           | • Accelerated Math and English camps  
|                                                                           | • First Year Experience seminars  
|                                                                           | • Peer Lead Team Learning                                                                                                                                                                                  |
| Non-academic student support strategies                                   | • Case management advising/counseling  
|                                                                           | • Interactive online student orientation  
|                                                                           | • Faculty professional development   |
Of our interns, **91%** have transferred, earned an AS, or are still studying at Hartnell.

Of transferred students: **45%** have earned Bachelor’s and **44%** are still in progress.

Of Bachelor’s earners: **13%** have gone on to pursue graduate work.
Women’s Education and Leadership Institute (WELI) Program Overview

- Created in collaboration with local women leaders to support students of Hartnell College
- WELI is designed to increase the leadership capacity, workforce skills, college enrollment, and college completion rates of women, single parents, and re-entry students in the Salinas Valley.
- Supports female students who are socially, educationally and economically disadvantaged.

- **Leadership Training**: Three day training to develop critical life skills
- **Mentor Program**: Quarterly mentorship activities
- **Scholarship Award**: At completion of Leadership Training, students receive a $1,000 award. An additional $1,000 will be given upon successful completion of the quarterly mentor workshops

Since it’s inception in 2011, WELI has awarded $325,000 in scholarships to 175 women and has engaged over 50 women leaders as volunteer presenters and mentors
WELI - % of Students Receiving Awards (Degree and/or Certificate) – Unduplicated

- 2011: 72%
- 2012: 81%
- 2013: 88%
- 2014: 85%
- 2015: 52%
- 2016: 42%
**Mission**
MILE strives to increase graduation rates and guides male students in the Salinas Valley to achieve their full potential through leadership development, mentorship and financial support.

**Vision**
With the support of the MILE Program, MILE Scholars of Hartnell College will achieve their leadership potential and attain personal, academic, and professional success.

**Degree Outcomes by Gender**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENROLLMENT</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>DEGREES EARNED</td>
<td>63%</td>
<td>37%</td>
</tr>
</tbody>
</table>

- **Funded with a combination of public and private funding**
- **Community Steering Group:** guiding program development, recruiting mentors, raising private funds
- **Annual cohort of 25 scholars** (total of 50 scholars served to date)
  - Intensive “strength based” Leadership Training
  - $2,000 Scholarship
  - Quarterly Mentor Meetings
  - Embedded counseling and student support services
Academic and student support positions created since 2012:

- 24 additional, full-time faculty positions
- 8 additional full-time counselors
- Director of Student Academic Support
- Coordinator, Academic Follow-up Services (Full-time faculty)
- Program Assistant (3, one at each campus location)
- Academic Support Specialist (3 – math, English, ESL)
- College Pathways Coordinator (2)
  - One to focus on high school outreach and partnerships
  - One to focus on students no longer in high school (no high school diploma, re-training, returning, English language learners, other populations not being served, etc.)
- Placement Testing Coordinator
New administrative positions created since 2012:

- Director, Hispanic Serving Institution Initiatives
- Director of Student Affairs (Special Programs)
- Director of Science and Math Institute
- Dean of Student Affairs (Student Success)
- Director of Student Affairs (Student Life)
- Dean of Academic Affairs (Learning Support and Resources)
- Dean of Academic Affairs (Math, Science, and Engineering)
- Dean of Institutional Planning, Research, and Effectiveness
- Director of Communications, Marketing, and Public Relations
- Director of Information Technology
- Director of Ag Business and Technology Institute
Director, Hispanic Serving Institution Initiatives

- Hired March 2015
- Hartnell has received HSI grants since 2000
- Most centered within STEM division up to 2016
- Preferred a comprehensive and college-wide approach to capacity-building strategies
- HSI opportunities now include Title V, Title III, USDA, NSF, and other
- HSI Director reports to College President, but works closely with all college stakeholders and external partners
- Provides effective alignment of HSI grants with Mission and Strategic goals of the college.
• In collaboration with CSU, Monterey Bay

• Of the 162 students served/being served in 5 cohorts...
  
  • Hispanic/Latino – 133 (82%)
  
  • First Generation College – 116 (72%)
  
  • Female – 68 (42%)
CSin3 Outcomes (Computer Science BS Degree in 3 Years)

### All: Exceed State & National Licensure/Certification Rates

<table>
<thead>
<tr>
<th>Licensure Rates</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD Nursing</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>Vocational Nursing</td>
<td>90%</td>
<td>88%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>Resp. Care Practitioner</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Emergency Med. Tech.</td>
<td>67%</td>
<td>78%</td>
<td>84%</td>
<td>100%</td>
<td>86%</td>
</tr>
</tbody>
</table>

### All: Exceed State Employment Rates

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<tbody>
<tr>
<td>1 Year post licensure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AD Nursing</td>
<td>90%</td>
<td>91%</td>
<td>82%</td>
<td>79%</td>
<td>91%</td>
</tr>
<tr>
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<td>72%</td>
<td>72%</td>
<td>80%</td>
</tr>
<tr>
<td>Resp. Care Practitioner</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>Emergency Med. Tech</td>
<td>N/A</td>
<td>78%</td>
<td>87%</td>
<td>84%</td>
<td>86%</td>
</tr>
</tbody>
</table>

### All: Exceed Educational Advancement Benchmarks

<table>
<thead>
<tr>
<th>4-Year Transfers</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD Nursing</td>
<td>10%</td>
<td>22%</td>
<td>56%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>Resp. Care Practitioner</td>
<td>N/A</td>
<td>N/A</td>
<td>24%</td>
<td>30%</td>
<td>32%</td>
</tr>
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</table>
• Addresses severe teacher shortage in the Salinas Valley by “growing our own”
• Collaboration with CSU Monterey Bay
• Cohort model
• Entire program being delivered at King City Education Center
• 28 students in Cohort 1 (fall 2016)
• 33 students in Cohort 2 (fall 2017)
• Supported with funding from the Claire Giannini Fund (private), Title V Cultivamos (public)
• 69% voter approval in November 2016
• $167 million
• 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)
  ➢ New phone system
  ➢ Roof replacements Buildings K and H (Main Campus)
Matsui Family (Orchid Growers)
• Donated 215 acres of land
• Appraised at $20 million