A Relentless Focus on Student Success: The Hartnell College Journey

ACCT Leadership Congress
September 27, 2017

Willard Lewallen
Superintendent/President

Manuel Osorio
President - Board of Trustees

Jackie Cruz
Vice President of Advancement and Development

• 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
STUDENT AND COMMUNITY PROFILE

- 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 90% 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
90% increase in degrees and certificates awarded, only 3.3% increase in enrollment
207% increase in degrees and certificates awarded, a 3.7% decrease in enrollment.
CALIFORNIA STATE UNIVERSITY TRANSFERS

57% increase in CSU transfers, a 3.3% increase in enrollment

2011-12: 365
7,107 FTES

2016-17: 572
7,345 FTES
UNIVERSITY OF CALIFORNIA TRANSFERS

82% increase in UC transfers, a 3.3% increase in enrollment

2011-12

7,107 FTES

2016-17

7,345 FTES
**STUDENT SUCCESS**

**TOTAL CSU AND UC TRANSFERS**

- **59.4%** increase in overall transfers, a **3.3%** increase in enrollment

- **2011-12**
  - 409 transfers
  - 7,107 FTES

- **2016-17**
  - 652 transfers
  - 7,345 FTES
LOCAL HIGH SCHOOL GRADUATES ENROLLED AT HARTNELL

44% INCREASE IN LOCAL HS GRADUATES ATTENDING HARTNELL, A 14% INCREASE IN TOTAL HS GRADUATES
Figure 4. Earnings before studies/training and after

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

<table>
<thead>
<tr>
<th>Work Status</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time (40 or more hours per week)</td>
<td>33.1%</td>
<td>57.5%</td>
</tr>
<tr>
<td>Part time (20 to 39 hours per week)</td>
<td>23.1%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Part time (less than 20 hours per week)</td>
<td>10.6%</td>
<td>13.1%</td>
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</table>
HOW DID HARTNELL ACHIEVE THESE POWERFUL OUTCOMES?

• Strong leadership and support from the Governing Board; focused on student success and strong support for innovation and creativity
• 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
• Strong public/private partnerships
• 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
# 2016-17 Agenda and Minutes Archive

## 2016-17 Agenda and Minutes Archive

<table>
<thead>
<tr>
<th>DATE/TIME/LOCATION</th>
<th>AGENDAS</th>
<th>MINUTES AND HIGHLIGHTS</th>
<th>DOCUMENTS</th>
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</thead>
</table>
| May 17, 2017, 3 p.m. E-112 | May 17, 2017 | May 17, 2017
|                     |         | **Highlights**         |           |
|                     |         | May 17, 2017
|                     |         | Minutes                 |           |
|                     |         | Residence: May 3, 2017  |           |
|                     |         | Purpose and Rationale   |           |
|                     |         | College Planning Council Handbook | |
|                     |         | AP 2410, Board Policies and Administrative Procedures | |
|                     |         | Student Success Scorecard | |
|                     |         | Student Learning Outcomes | |
|                     |         | Budget                  |           |
|                     |         | Resource Allocation Requests for 2017-18 | |
|                     |         | Academic Affairs        |           |
|                     |         | Administrative Services  |           |
|                     |         | ITR                     |           |
|                     |         | IPRE                    |           |
|                     |         | Student Affairs         |           |
|                     |         | Governor’s May Revise   |           |
|                     |         | Space Request: Nursing and Allied Health | |
|                     |         | Space Request: Special Programs | |
President's Reports to the HCCD Board of Trustees

2017 Reports

September 2017 Reports

President's Report to the HCCD Board of Trustees - September 8, 2017

President's Report to the HCCD Board of Trustees - September 1, 2017

August 2017 Reports

President's Report to the HCCD Board of Trustees - August 25, 2017

President's Report to the HCCD Board of Trustees - August 18, 2017

President's Report to the HCCD Board of Trustees - August 11, 2017

President's Report to the HCCD Board of Trustees - August 4, 2017

July 2017 Reports

President's Report to the HCCD Board of Trustees - July 28, 2017

President's Report to the HCCD Board of Trustees - July 21, 2017

President's Report to the HCCD Board of Trustees - July 14, 2017

June 2017 Reports
COMMUNICATION

General

General Library Item

Name: August 1, 2017 Regular Meeting Highlights
Release Date: August 31, 2017

Public Content

Highlights of the August 1, 2017 Board of Trustees Meeting

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

The Hartnell Community College District Governing Board of Trustees met on Tuesday, August 1, 2017 at the scheduled time of 5:00 p.m. on the Main Campus.

CONSENT CALENDAR

- The Governing Board approved of Board Travel for members of the Governing Board to attend professional development opportunities during fiscal year 2017-18. Per Board Policy 2740, the Governing Board is committed to its ongoing development and continuous improvement as a Board. The NALEO Higher Education Institute was added to the list of opportunities.
- The Governing Board ratified the agreement between Hartnell CCD and California Community Colleges Chancellor’s Office for the Chancellor’s Office Tax Offset Program (COTOP) effective October 1, 2017 through December 31, 2017.
- The Governing Board ratified the agreement between Hartnell CCD and San Diego CCD. This is a new grant agreement with local and regional industry partners to provide training in alternative fuels for our students. Hartnell will provide trainings in the form of for-credit courses, academic certificates recognized by the Chancellor’s Office, and industry recognized certificates for specific skills and internships.
- The Governing Board ratified the not-for-credit course on "Orchids 101." This is a not-for-credit course (fee-based) that is part of the Farmworker Education and Advancement Program. This course will introduce Matsui Nursery employees to introductory orchid production practices. The Farmworker Education and Advancement Program aims to assist farmworkers in building their knowledge, self-confidence, and skills to better understand the science behind agricultural practices and their contributions to operations.
- The Governing Board appointed Antonio Alarcon as the Dean of Student Affairs and Marc Riggillo as Director of Maintenance and Operations.

ACTION ITEMS

- The Governing Board accepted the proposal from Legacy Roofing for roof replacement on Buildings H (Gym) and K (Performing Arts) and authorized the administration to enter into agreement for services.
## 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>
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<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>
</tr>
<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>
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<tr>
<td>Hartnell College Foundation Operations</td>
<td></td>
<td></td>
<td>$1,409,890</td>
<td>$1,409,890</td>
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<tr>
<td>Other</td>
<td></td>
<td>$8,004,978</td>
<td>$48,508</td>
<td>$8,053,486</td>
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<tr>
<td>FUNDING PLAN FUNDRAISING TO DATE</td>
<td>$14,159,500</td>
<td>$21,920,272</td>
<td>$18,343,741</td>
<td>$40,264,013</td>
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</tbody>
</table>

RESOURCES OTHER THAN GENERAL FUND BUDGET

Grants and restricted funds, does not include private donations.
Outcomes for Interns (n=435)
- Studying at Hartnell,
- Earned AS,
- Transferred

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 its 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 - Awards Received

WELI - % of Students Receiving Awards – Unduplicated

- 2011: 72%
- 2012: 81%
- 2013: 88%
- 2014: 85%
- 2015: 52%
- 2016: 42%
WELI - Number of Awards Received

- Total Awards
- Degrees
- Certificates

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Awards</th>
<th>Degrees</th>
<th>Certificates</th>
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<tbody>
<tr>
<td>2011</td>
<td>34</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>2012</td>
<td>41</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>2013</td>
<td>47</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>2014</td>
<td>38</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>2015</td>
<td>26</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>2016</td>
<td>23</td>
<td>15</td>
<td>8</td>
</tr>
</tbody>
</table>
Men’s Institute for Leadership and Education (MILE) – Launched Fall 2016

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.

• 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
SUPPORT FOR STUDENT SUCCESS AND EQUITY – POSITIONS CREATED

Academic and student support positions created since 2012:

• 24 additional, full-time faculty positions
• 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 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
Full-time Counselors
2013: 8
2015: 14
2016: 16

Students Receiving Matriculation Services
2012-13: 4,468
2015-16: 12,679

Individual Student Education Plans Developed since 2013: 18,655
By the numbers

**Tutorial:** ~1,200-1,300 unduplicated students per term

**Supplemental Instruction:** ~450-500 unduplicated students per term

**Math Academy:** ~200-300 students per term
CSin3 Outcomes (Computer Science BS Degree in 3 Years)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2013 Cohort</th>
<th>2014 Cohort</th>
<th>2015 Cohort</th>
</tr>
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<tbody>
<tr>
<td>% AS Completion 1.5 Yrs</td>
<td>84%</td>
<td>88%</td>
<td>82%</td>
</tr>
<tr>
<td>% Transfer</td>
<td>84%</td>
<td>88%</td>
<td>82%</td>
</tr>
<tr>
<td>% Internship Completion</td>
<td>78%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>% BS Completion 3-3.5 Yrs</td>
<td>75%</td>
<td>78%</td>
<td>74%</td>
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<tr>
<td>% Employment</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC 6-Year Completion Rate</td>
<td>39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU 4-Year Completion Rate</td>
<td></td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>UC 4-Year Completion Rate</td>
<td></td>
<td></td>
<td>57%</td>
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</table>

Nursing and Allied Health

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% (1 pending)</td>
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<tr>
<td>Vocational Nursing</td>
<td>90%</td>
<td>88%</td>
<td>100%</td>
<td>100%</td>
<td>100% (2 pending)</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>pending</td>
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</table>

All: Exceed State Employment Rates

<table>
<thead>
<tr>
<th>Employment Rate 1 Year post licensure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD Nursing</td>
<td>90%</td>
<td>91%</td>
<td>82%</td>
<td>79%</td>
</tr>
<tr>
<td>Vocational Nursing</td>
<td>79%</td>
<td>84%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Resp. Care Practitioner</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Emergency Med. Tech</td>
<td>N/A</td>
<td>78%</td>
<td>87%</td>
<td>84%</td>
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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>
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</thead>
<tbody>
<tr>
<td>AD Nursing</td>
<td>10%</td>
<td>22%</td>
<td>56%</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>
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</table>
TEACHER TALENT INCUBATOR / PATHWAY

- 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
• 69% voter approval
• $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)