Progress on
Quality Focus Essays (QFEs)

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November 18, 2019

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Institutional Context—Brian

QFE 1/Guided Pathways—
Hetty & Brian

QFE 2/Student Transfer—
Mercedes & Gaby

QFE 3/Career Placement—Sharon

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SWOT Analysis / Development of Strategic Plan 2019-2024

Strategic Goals

Continuous Improvement

College Redesign/ Guided Pathways

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- 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

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

Student Success

WE OWE IT TO OUR STUDENTS

AND OUR COMMUNITY

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*.

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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 →

OUTCOMES

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IT'S ALL ABOUT CONTINUOUS IMPROVEMENT

BECOMING A MORE EFFECTIVE AND EFFICIENT ORGANIZATION

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Hartnell has embarked on a redesign process to reinvent key institutional structures, processes, and practices intended to markedly improve student achievement as the College transitions into its second hundred years (Hartnell 2.0) effective with the year 2020 (our Centennial).

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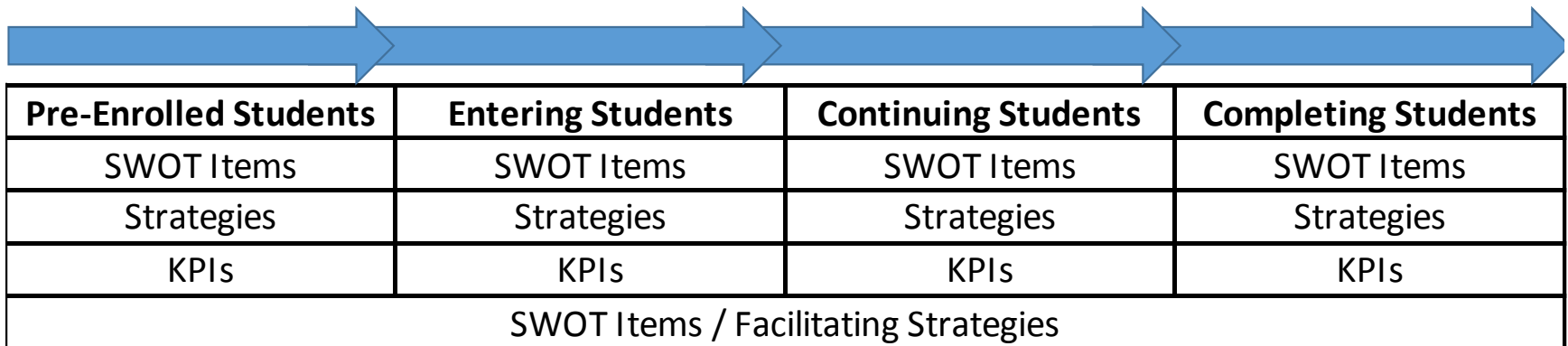# Top Values Statement
Students First

We believe that the first question that should be asked when making decisions is:

What impact will the decision have on student access, learning, development, achievement, leadership and success?

Hartnell College 2.0
College Re-Design for Student Success

The framework utilized in developing and executing college redesign strategies is a student progression model that anticipates a given student's progress through four sequentially connecting stages: Pre-enrolled, Entering, Continuing, and Completing.

Student Progression Framework

Pre-Enrolled Students	Entering Students	Continuing Students	Completing Students
SWOT Items	SWOT Items	SWOT Items	SWOT Items
Strategies	Strategies	Strategies	Strategies
KPIs	KPIs	KPIs	KPIs
SWOT Items / Facilitating Strategies			

The QFEs collectively target and are in perfect alignment with the four student success goals in Strategic Plan 2019-2024.

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QFE 1 - Design & Execution of Guided Pathways

Strategic Plan Goal 1 - Increase student completion

Metrics – certificates awarded, degrees awarded (not including ADTs), graduation rate

Strategic Plan Goal 2 - Increase student completion efficiency

Metrics - Time to degree, units earned per degree

QFE 2 - Development & Implementation of Continuous Improvement Process for Student Transfer to Four-Year Institutions

Strategic Plan Goal 3 - Increase student transfer to four-year institutions

Metrics – Associate Degrees for Transfer (ADT) awarded, transfers to UC and CSU systems, transfers to other systems (four-year institutions out-of-state and private institutions in-state)

QFE 3 - Development & Implementation of Continuous Improvement Process for Career Placement

Strategic Plan Goal 4 - Improve student employment subsequent to training or completion

Metrics - employment rate, earnings, CTE students employed in field of study

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We're reporting directly from the delineation of action items included in the Institutional Self Evaluation Report

Three levels of progress:
- ✓ Complete
- ✓ In Progress
- ✓ Not Started

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Design & Execution of
Guided Pathways

Based on a student progression model, four Inquiry & Design Teams ensure direct impact on student success by having dedicated focus on improving every stage of the student experience from pre-enrollment to entrance status, then to continuance status, and finally to completion. In addition, the Facilitation Team deals with broader College issues that more indirectly impact students, such as cross-functional inquiry, integrated planning and decision making, and prioritization of funding to achieve strategic goals.

QFE 1 – Guided Pathways

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Over a multi-year period, the College will use Guided Pathways as a framework to re-design and implement a set of clear processes and program maps that promote better enrollment decisions and better prepare Hartnell students for future success.

The College will also integrate support services that make student assistance easier during every step of the student academic experience from onboarding, proactive academic and career advisement, to academic goal completion.

Campus stakeholders – faculty, staff, students, and administrators – will collaboratively participate in by engaging with actionable research and local data, thereby breaking down data silos and leveraging their work toward the aim of maximizing completion and completion efficiency.

GROWING LEADERS *Opportunity. Engagement. Achievement.   www.hartnell.edu*

- The use of College Redesign Guided Pathways in the first year is to set clear and transparent collaborative processes for inquiry, design, and implementation.

- Over the course of year two, teams will begin moving initial designs through the process of receiving College feedback and approval. Some implementation will begin.

- During years three and four, the initial designs will have been adopted and implemented by the College. Based on need, additional team designs will continue through the feedback, approval, and implementation process.

Year 1 (2018-2019) – Hartnell Creates Transparent Processes for College Redesign

Action

Integrate College Redesign Guided Pathways into the institution's governance structure by expanding College Planning Council responsibilities

Plan

Institutionalizing Guided Pathways ensures the initiative is considered a priority at the College and will help facilitate College approval of work through the shared governance process

Responsible Party: Dean of Institutional Planning, Research, and Effectiveness

Timeline

Completion Date: May 2018

Status

Complete: In addition CRD designs will go through both CPC and Academic Senate for approval.

QFE 1 – Guided Pathways

Year 1 (2018-2019) – Hartnell Creates Transparent Processes for College Redesign

Action

Summer Inquiry Groups analyze data, conduct research, compare models at other colleges, discuss findings, and create e-portfolios

Plan

Campus stakeholders will work collaboratively to gain more knowledge about Guided Pathways key elements and to create materials to be used by teams during the upcoming academic year

Responsible Party: College Re-Design Coordinators

Timeline

Completion Date: August 2018

Status

Complete: At the completion of the summer of inquiry, inquiry continued for the 2018-2019 year. However, teams structured around a student progression model replaced the key element teams.

QFE 1 – Guided Pathways

Year 1 (2018-2019) – Hartnell Creates Transparent Processes for College Redesign

Action

Develop dedicated web page for College Redesign Guided Pathways

Plan

Create a web page to house information about the State initiative Guided Pathways and Hartnell's College Redesign efforts; to provide contact information for coordinators and team leads, and to provide links to Canvas shells used by teams (containing meeting times and team members as well as other pertinent information) and other local data, inquiry results, and resources. http://www.hartnell.edu/h20-college-redesignguided-pathways

Responsible Party: College Redesign Coordinators

Timeline

Completion Date: October 2018

Status

Complete: But web page is difficult to find on the new web site.

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Year 1 (2018-2019) – Hartnell Creates Transparent Processes for College Redesign

Action

Develop and begin implementing structure for College Re-Design

Plan

The Inquiry & Design Teams collaborate and receive feedback from the College during monthly Assembly meetings. The agenda for the Assembly is set by the Steering Committee, and designs are ultimately approved by the College Planning Council.

Responsible Party: College Redesign Coordinators

Timeline

Completion Date: The College Planning Council and the Academic Senate will consider by November 2018

Status

Complete: Although everyone at the College is welcomed at the Assembly meetings, they have evolved more into a cross-consultative type structure where team tri-leads (administrator, staff, and faculty) and College Redesign leaders meet to discuss relevant issues and collaborate on designs. The Steering Committee meets as needed.

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Year 1 (2018-2019) – Hartnell Creates Transparent Processes for College Redesign

Action

Establish Planning Council work group on deepening institutional dialogue

Plan

Campus stakeholders will research, analyze local data, and discuss ways to improve communication, engagement and related issues at the College

Responsible Party: Dean of Institutional Planning, Research, and Effectiveness; College Planning Council

Timeline

Completion Date: The College Planning Council will consider the work group's recommendations by December 2018

Status

Complete: The CPC accepted the work group's recommendations for a Plan for Engagement, and the plan has been integrated into the 2019-2020 Operational Plan for the College. For continuity, most members of that group are working directly with a PRT visiting the college during AY 2019-2020. An employee engagement consultant, Jill Christensen, has also been brought in for guidance on how to best implement certain strategies and action items in the Plan.

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Year 1 (2018-2019) – Hartnell Creates Transparent Processes for College Redesign

Action

Implement the Guided Pathways year of inquiry in 2018-19

Plan

Teams will lay the foundation for Guided Pathways design and implementation during the "year of inquiry" with participation by all campus stakeholders

Responsible Parties: Inquiry & Design Team Leads and College Re-Design Coordinators

Timeline

Completion Date: May 2019

Status

Complete: May 2019 the focus on the inquiry process officially ended, and teams chose which design or designs they planned to create and take through the approval process during the 2019-2020 year.

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Year 1 (2018-2019) – Hartnell Creates Transparent Processes for College Redesign

Action

Integrate the Guided Pathways Work Plan into the development of Strategic Plan 2019-2024

Plan

The Guided Pathways work plan will be integrated into the College's strategic planning cycle and integrated planning software

Responsible Parties: Dean of Institutional Planning, Research, and Effectiveness; Faculty Guided Pathways Coordinator

Timeline

Completion Date: May 2019

Status

Complete: The required Guided Pathways reports for 2019 and 2020 became a Self Assessment rather than a work plan. Nonetheless, the plans to design certain projects were integrated into the 2019-2020 Operational Plan, and the approved designs will subsequently become strategies that are integrated into the 2020-2021 Operational Plan for implementation during that year.

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Years 2 (2019-2020) & 3 (2020-2021) – Designs are Made Collaboratively & Implementation Begins

Action
Expansion of Dual Enrollment classes at local area high schools

Plan
The College will collaborate with the multiple area high school districts to in order to expand dual enrollment offerings. The high school to post-secondary bridge will, thereby, be strengthened for both college prep students and those who had not previously considered attending college after graduation.
Responsible Parties: Vice President of Academic Affairs; Dean of Academic Affairs/Instructional Programs and Support, Director of College Readiness

Timeline
Completion Date: May 2020

Status
Complete: Student participants range from "college prep" to those "not previously considering attending college," as some would argue is evidenced by our offerings at both comprehensive high schools and alternative education high schools. The intent of AB288 (College and Career Access Pathways-CCAP) courses is to aid in the college-going and college-course taking of students traditionally underrepresented in higher education. The courses offered include, but are not limited to Counseling-Student Success Seminars to English 1AX to Art and Administration of Justice. Course placement rules are adhered to for applicable courses.

Years 2 (2019-2020) & 3 (2020-2021) – Designs are Made Collaboratively & Implementation Begins

Action

Expand student self- service capabilities for schedule planning and technology support

Plan

Students will have access to software that will help them plan their academic careers

The College will also provide greater support to students concerning technology use

Responsible Parties: Vice President of Information and Technology Resources; Director of Information Technology Resources

Timeline

Completion Date: December 2020

Status

In Progress: A test pilot is currently available where some students are being allowed to use the student planner without assistance by a counselor.

Years 2 (2019-2020) & 3 (2020-2021) – Designs are Made Collaboratively & Implementation Begins

Action

Map course sequences for all academic programs

Plan

Program mapping will be achieved for fulltime and part-time student schedules

Responsible Parties: Vice President of Academic Affairs; Dean of Academic Affairs/Instructional Programs and Support

Timeline

Completion Date: December 2020

Status

Not Started: Time and resources are needed for counseling faculty AND instructional faculty to do program mapping. Other colleges have used mandated flex days for this work.

Years 2 (2019-2020) & 3 (2020-2021) – Designs are Made Collaboratively & Implementation Begins

Action

Provide structured information to students about career pathways for academic programs

Plan

The College will provide substantial information to students across programs about careers

Responsible Parties: Vice President of Academic Affairs; Vice President of Student Affairs

Timeline

Completion Date: June 2021

Status

In Progress: The College is currently looking closely at different career pathways systems.

Year 4 (2021-2022) – Based on Need, Additional Designs Continue Through the Feedback, Approval, and Implementation Process

Action

Improve student support infrastructure

Plan

The College will expand and improve facilities for academic and student services

Responsible Parties: Executive Director, Facilities Planning and Construction Management; Vice President of Academic Affairs; Vice President of Student Affairs

Timeline

Completion Date: May 2022

Status

In Progress: Construction is underway for several projects, including renovation of Buildings D and E, and the construction of a building for Nursing & Allied Health.

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Development & Implementation of Continuous Improvement Process for Student Transfer to Four-Year Institutions

The following plan identifies actions to be taken by the College to carefully focus effort on promoting and supporting students toward the goal of greatly increasing transfer to four-year colleges and universities. Some of the top strategies discussed by the Task Force include:

- Creating a Compact Counseling Course Elective for Transfers
- Creating additional transfer pathways with partner institutions
- Scaling existing transfer activities such as Transfer Mixer
- Creating an Alumni for Life program that invites mentorship
- Using Student Planner data to inform scheduling
- Enhancing family education and support for students during transfer continuum
- Identifying critical gatekeeper courses and provide enhanced student supports

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1. Action

Transfer and Career Task Force meets to review additional data

Evaluation Plan

Analyze most recent transfer numbers

Analyze the number of transfers as a proportion of all students indicating an education goal of transferring

Timeline

June 2018 – September 2018

Responsible Parties

Dean of Counseling, Transfer and Career Center Coordinator, Task Force Members (faculty, staff, students), Director of Institutional Research

Status

Complete

2. Action

Transfer and Career Task Force recommends list of most impactful actions to increase transfers

Evaluation Plan

Task force recommendations are vetted with responsible parties to ensure they can be enacted

Timeline

September 2018 – November 2018

Responsible Parties

Dean of Counseling & other responsible parties identified

Status

In Progress: Task Force came up with strategies that included creating a compact counseling elective class on transfer, use student planner data to inform scheduling, provide and scale family education and support for students during the transfer continuum.

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3. Action
Actions identified in step two are enacted by responsible parties

Evaluation Plan
Progress reports on the status of carrying out each recommendation will be provided to the Task Force each semester

Timeline
January 2019 – August 2019

Responsible Parties
Dependent upon Task Force identification, possible inclusion of Dean of Counseling, etc.

Status
In Progress: Task Force has not met this Academic Year. Last meeting was May 2019.

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4. Action

Transfer and Career Task Force evaluates progress and recommends improvements to what has been enacted

Evaluation Plan

Recent transfer rates are evaluated by institution and major

Actions such as transfer events are assessed when offered

Timeline

September 2019 – March 2020

Responsible Parties

Transfer Task Force Members, additionally identified responsible parties

Status

In Progress: Task Force has not met this Academic Year. Last meeting was May 2019.

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5. Action

If not explicit in Task Force recommendations, the College's Transfer and Career Center is strengthened to sustain the recommendations

Evaluation Plan

Track center offerings, events, available resources, and student utilization and student satisfaction with the center

Timeline

January 2018 – March 2020

Responsible Parties

Dean of Counseling, Transfer and Career Center Lead, Director of Institutional Research

Status

In Progress: Transfer & Career Center completes a Program Planning Assessment (PPA) annually indicating additional resources are needed.

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1. Counseling Department created UC/CSU transferable course: COU 9, Planning for Transfer Success (1 unit)

2. Task Force met with Stakeholders from CSUMB in May 2019 to review transfer numbers and discuss transfer student issues

3. Task Force reviewed "Through the Gate" and discussed initiatives to address students "at the gate"

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Development & Implementation of Continuous Improvement Process for Career Placement

The College is in the process of developing an overarching strategic approach to ensure that students across all fields of study – CTE or otherwise – are informed of career choices, provided career preparatory services, directed to industry opportunities, and connected with prospective employers.

Moving forward in providing opportunities for all interested students includes proposed activities based on student input including but not limited to:
- ✓ Disseminating information to students through counselors and the pathways team
- ✓ Creating work-based learning opportunities for students with diverse needs
- ✓ Creating a communication portal and information clearinghouse
- ✓ Creating webpages by meta-major that show career ladder information
- ✓ Creating a social network for students using a cohort model
- ✓ Implementing a college-wide career management software system

Implementing the following action plan and strategies will greatly expand the institution's capacity to significantly improve student career placement.

1. Action/Student Need & Purpose
Awareness of career placement services: internship and employment opportunities and job readiness activities

Strategy and Description
Counselor and cohort models by meta-major and/or special needs categories, such as nontraditional populations
Career Interest Inventories, career search, exploration and awareness activities, education planning, and seminars on time management, career readiness, transfer process, Financial aid, etc.

Timeline
Set up meta-majors and coordinator counseling staff assignments
Design cohort models based on meta-major or special population
July 2019-July 2020

Responsible Parties
Counselors and Pathways Team, Pathway Coordinators, Job Placement and Internship Coordinators, Co-op Work Experience Coordinator, Additional staffing needs: industry liaisons, counselors and pathway team members for all service areas

Status
In Progress: Perkins and Strong Workforce grant funding is being used to expand the awareness of non traditional students to the career training, job readiness and career prep and placement services available at Hartnell College. Student workers and staff conduct tours of Alisal Campus and attend career days, elective fairs and career related events at area school districts to provide students with career training, preparation and placement services information. The Job Placement and Internship Coordinator and WEE Faculty have held a series of workshops on campus and at King City on resume building, and career search, interviewing and job readiness. Counselors have been doing Money Monday workshops and Pathway Coordinators assist with Steps to Success Orientations.

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2. Action/Student Need & Purpose

Student access to career placement services for students with diverse needs and barriers to employment

Strategy and Description

Flexible activities with multiple options and services designed to address various points on the career continuum such as entry level, reentry skill builders and continuing education, and students that have already taken Counseling 1 and 23

Timeline

Hire and assign staff to plan and implement work-based learning events and activities to benefit all students

Aug 2019-June 2020

Responsible Parties

Job Placement and Internship Coordinator, Counselors and Pathways Team, Faculty and staff by meta-major

Status

In Progress: Staff has yet to be hired to expand services to meet the needs of all students, although the Transfer and Career Center and the Career Prep and Placement Center staff will assist any student looking for an internship or employment and help with job search and readiness. The RP Group is currently working with CTE staff in Agriculture to expand work based learning opportunities through the Better Careers Initiative. This will be a model that could potentially be replicated in the future and applied to Meta Major programs of study.

3. Action/Student Need & Purpose

Student access to communication portal and information clearinghouse to inform them of services, establish social networks, provide information and resources related to work-based learning, job readiness activities, internships, scholarships and employment opportunities

Strategy and Description

Create multiple methods of communicating: Website, Canvas, Ellucian, fliers, brochures, videos

Include in the student orientation process so that students know how to access and use the communication portal

Timeline

Create communication system to connect students to opportunities

August 2019-June 2020

Design web- based communication portal that has connectivity across many platforms and modes of delivery

June 2020-June 2021

Responsible Parties

IT department and programmers; Currently in the works is Ellucian, and may include a badging system and push notifications; Career Preparation and Placement Services staff using an event calendar, preferably via Google or Canvas which is universal

Status

In Progress: The current strategy is to provide information through the Career Prep and Placement Services web pages, and Canvas, but we are looking at Job Speaker to help manage student placements and messaging.

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4. Action/Student Need & Purpose

Create web pages by meta major that show career ladder information so that students can make informed decision

Strategy and Description

List labor market demand and rate of pay information aligned with education or skills attainment and certificate and degree programs of study

Timeline

Attach labor market and career ladder information to academic program career related web pages
August 2019-May 2020

Responsible Parties

IT Department, Transfer and Career Center, Career Preparation and Placement Services, All programs

Status

Not Started: This remains a goal to be completed across all programs.

5. Action/Student Need & Purpose

Connect students to a social network of information, resources and opportunities related to career placement

Strategy and Description

Use Canvas or Starfish early alert system which contains Kudos recognition or badging system and other pertinent information

Timeline

August 2019-March 2020

Responsible Parties

IT Department, Student driven, Career Preparation and Placement Services, All programs

Status

In Progress: The social network is currently in the form of Canvas notifications and bulletin boards and student ambassadors using their personal Instagram and Facebook networks. No Hartnell sponsored comprehensive messaging system has been implemented to inform all students of the available career readiness and placement services, or work based learning and employment opportunities.

6. Action/Student Need & Purpose

Track student placements and progress using a college wide career management software system

Strategy and Description

Use career management software to manage student career placement services, monitor progress and collect data as a program of continuous improvement

Timeline

August 2019- August 2020

Responsible Parties

IT department, Transfer and Career Center, Career Preparation and Placement Services, All programs

Status

Not Started: Our Job Placement and Internship Coordinator currently uses canvas and a spreadsheet to track her student placements. The goal is to implement Job Speaker management information system which could be used to manage student placements by multiple users college wide.

THANK YOU!