HARTNELL'S SHARED VISION FOR STUDENT SUCCESS:
THE CRITICAL IMPORTANCE OF ENGAGEMENT & COLLABORATION

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- ✓ 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

- 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

- 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*.

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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*

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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:
EMPLOYEE ENGAGEMENT AND COLLABORATION→
OUTCOMES

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- ✓ 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!

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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?

A Shared Vision

- ✓ 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 effect, 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).

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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

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✓ 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)

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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

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

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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

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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

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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

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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

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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

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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.

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

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