

STRATEGIC PLAN 2019-2024: Hartnell College Shared Vision for Student Success



HARTNELL COLLEGE



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Message

from the Superintendent/President & President of the Governing Board

Dear Hartnell College Community,

Over the past seven years, a relentless focus on student success and institutional effectiveness has driven Hartnell College to remarkable achievements and accomplishments. This focus has transformed the lives of our students, improving their quality of life and that of their families and in turn strengthening our communities.



(l to r) Willard Lewallen, Ph.D. and Aurelio Salazar Jr.

Continuing our commitment to always put “Students First,” the 2019-24 Strategic Plan represents a clear blueprint for improving the most important success outcomes for our students. We thank Hartnell’s employees, our stakeholders, and our students for contributing to the development and implementation of this plan.

Sincerely,

Willard Lewallen, Ph.D.
Superintendent-President

Aurelio Salazar Jr.
President
Board of Trustees
Hartnell Community College District



Vision, Mission & Values Statements

Subsequent to a College-wide survey on vision, mission, and values, discussion of survey results, and consideration and approval of proposed revised Vision, Mission, and Values statements at meetings of the College Planning Council in Spring 2018, the Governing Board approved the following revised statements at its meeting on May 1, 2018.

Vision

Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.

Mission

Focusing on the education and workforce development needs of communities in the Salinas Valley, Hartnell College strengthens communities by providing opportunities for students to reach career and/or academic goals (associate degrees, certificates of achievement, transfer to four-year institutions) in an environment committed to student learning, achievement and success.

Values

The essential enduring tenets that guide Hartnell College in fulfilling our mission. They set forth what we believe and they define how we conduct ourselves. At the core of these values is the student.

Students First: We believe 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?”

Academic and Service Excellence: We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student.

Diversity, Equity, and Inclusion: We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds.

Ethics and Integrity: We commit to respect, civility, honesty, responsibility, and transparency in all actions and communications.

Alliances: We develop strategic relationships within the college and community, locally and globally, that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve.

Leadership and Empowerment: We commit to growing leaders through opportunity, engagement, and achievement.

Innovation: Through collaboration, we seek and create new tools, techniques, programs, and processes that improve student learning, student achievement, and institutional effectiveness.

Stewardship of Resources: We commit to effective utilization of human, physical, financial, and technological resources.

Health, Safety, and Security: We commit to providing for the health, safety, and security of all students, employees, and visitors.





Student Success Goals

Adopted by the Governing Board for 2019-2024

→ **Goal 1: Increase Student Completion**

The completion agenda is a national priority for institutions of higher education and particularly critical for community colleges that serve a wide diversity of students, including ethnic minorities, first-generation, and otherwise underserved students. 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. ***Hartnell is fully committed to increasing student completion.***

→ **Goal 2: Increase Student Completion Efficiency**

For those students who complete their studies at a community college, 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. Through funding levers, an increasing number of states, including California, are balancing student access with a new concerted accountability emphasis on student success. Students who prolong their experience at the College suffer opportunity costs as a result of not moving forward expeditiously to transfer to four-year institutions, full-time employment, or other enhanced employment outcomes. ***Hartnell is fully committed to increasing student completion efficiency.***

→ **Goal 3: Increase Student Transfer to Four-Year Institutions**

For many students, completing an associate's degree or at least substantial coursework will serve as an important stepping stone to a baccalaureate degree and potentially graduate degree work. The College has over the past several years substantially increased the number of students who annually transfer to a four-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. Working with partner institutions, ***Hartnell is fully committed to increasing student transfer to four-year institutions.***

→ **Goal 4: Improve Student Employment Subsequent to Training or Completion**

For many other students, completing substantial coursework, a certificate, or an associate's degree will serve as a robust career pathway to gaining full-time employment or enhancing employment opportunities within certain industries. 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. Working alongside regional employers, ***Hartnell is fully committed to improving student employment opportunities subsequent to training or completion.***

The focus of these four student success goals is captured and displayed below in the acronym, *The ASCENT*, Advancement of Students Culminating in Completion, Employment, Noteworthy Achievements & Transfer:





Guiding Principles for the Strategic Planning Process

Approved by the College Planning Council on September 20, 2017

- 1. Foundational Elements:** Institutional mission, vision, and values statements, and core outcomes adopted by the governing board, will form the foundation upon which Strategic Plan 2019-2024 is developed.
- 2. Institutional Strategies:** Strategies vetted and included in the plan will be aimed to achieving marked improvement in core outcomes.
- 3. Research & Data Informed:** Discussion and decision making about plan content will be informed substantially by pertinent data and the results of research studies.
- 4. Ongoing Communication:** Communicating information and decisions across the college on timely basis will be instrumental to increasing awareness about the process and providing opportunities for input and participation.
- 5. Stakeholder Engagement:** Engagement of stakeholders across the College will ensure that diverse voices are represented in developing the plan, and that a strong sense of commitment is established in implementing the plan.
- 6. Impact of Collaboration:** A high level of collaboration in executing the plan will be especially critical to improving student and institutional success.



Guiding Principles for Institutional Goal-Setting

Approved by the College Planning Council on October 18, 2017

- 1. Annual Goal-Setting:** Institutional goal-setting will be accomplished annually in the spring semester, and allow sufficient time for the development of operational planning in advance of the next fiscal year.
- 2. Target-Setting:** A range in target levels for specific metrics will be considered, including the establishment of minimum expectations, attainable goals, and aspirational goals.
- 3. Data Utilization:** Data trends that include the most current fall semester data, if available, and the data for previous years will be considered in setting goals and target levels.
- 4. Benchmarks:** Benchmarks may be utilized in establishing targets when appropriate and practicable, such as benchmarks based on peer and aspirant college data.
- 5. Modification of Goals & Targets:** Long-term targets may be modified based on data trends and other relevant considerations that challenge the established range in target levels from minimum expectations to aspirational goals.
- 6. Role of Participatory Governance:** Approval of goals and targets will be accomplished through the College Planning Council and the Governing Board.





Strategic Plan Development & Process for Adopting the *Shared Vision for Student Success*

The development of Strategic Plan 2019-2024 began in 2015-16, partway through the implementation of Strategic Plan 2013-2018. Strategic planning was incorporated into the responsibilities of the College Planning Council in 2017-18. Environmental scanning and research studies were undertaken from 2015 through 2018, after which a strengths-weaknesses-opportunities-threats (SWOT) analysis was conducted and discussed in Fall 2018.

The Governing Board adopted the four student success goals for Strategic Plan 2019-2024 at its meeting on August 1, 2017. To ensure maximum alignment with the Chancellor's Office's *Vision for Success*, a crosswalk of goals was created between local and system-wide goals. Eleven metrics were chosen to measure progress on the four student success goals.

The College's Institutional Effectiveness Framework was approved by the College Planning Council at its meeting on November 15, 2017, for the purpose of institutional goal setting across a range of three targets for each metric, from minimum expectation (lowest target), to attainable goal (mid-range target), to aspirational goal (highest target), defined as follows:

- The minimum expectation is the minimally acceptable outcome below which extraordinary action must be taken, normally as a result of a trend of three consecutive years of unacceptable performance.
- The attainable goal is the achievable outcome below which analysis will be conducted, or action may be taken if the metric is highly important to the district.
- The aspirational goal is the ambitious outcome below which analysis may be conducted but otherwise no follow-up is warranted.

Several College-wide Institutional Planning Retreats were conducted from 2015 through 2018:

- ◆ The First Annual Institutional Planning Retreat on June 4, 2015
- ◆ *Leading the Path Forward*, The Second Annual Institutional Planning Retreat on October 28, 2016
- ◆ *The ASCENT*, The Third Institutional Planning Retreat on October 20, 2017
- ◆ *Guided Pathways to Student Success*, The Fourth Institutional Planning Retreat on March 9, 2018
- ◆ *Strategic Planning 2019-2024*, The Fifth Institutional Planning Retreat on September 14, 2018
- ◆ *Operational Planning for FY 2019-2020*, The Sixth Institutional Planning Retreat on November 2, 2018

College Forums were held in Spring 2019 to consider the emerging ***Shared Vision for Student Success***:

- ◆ February 5 and 12, 2019, on the Main Campus
- ◆ February 7, 2019, at the King City Education Center
- ◆ February 27, 2019, at the Alisal Campus

Focused meetings were held on the Main Campus in both Fall 2018 and Spring 2019 for the purpose of generating dialogue and obtaining feedback on quantified 5-year targets for all student success metrics to be included in the strategic plan, as follows:

- ◆ October 23, 2018, with internal stakeholders
- ◆ October 30, 2018, with internal stakeholders
- ◆ March 1, 2019, with external stakeholders
- ◆ March 13, 2019, with internal stakeholders

Approval of the ***Shared Vision for Student Success*** through the governance system was accomplished during Spring 2019 at the following meetings:

- ✓ Associated Students Hartnell College (ASHC) on April 18
- ✓ Academic Senate on April 23
- ✓ Executive Cabinet on April 30
- ✓ College Planning Council on May 1
- ✓ California School Employees Association (CSEA) on May 7

Finally, at its meeting on May 7, 2019, the Governing Board adopted ***Strategic Plan 2019-2024: Hartnell College's Shared Vision for Student Success***.







Strengths-Weaknesses-Opportunities-Threats (SWOT) Analysis

This SWOT analysis presents key factors and issues compiled from a comprehensive environmental and institutional scan of various information and data sources, including but not limited to the following sources:

- ✓ Hartnell College Climate Survey (HERI)
- ✓ Hartnell College Student Satisfaction Survey (Hanover Research)
- ✓ Hartnell College Non-Attending Student Survey (Hanover Research)
- ✓ Hartnell College Cultivamos Project (HSI Grant)
- ✓ Hartnell College Governing Board Self-Evaluation
- ✓ Hartnell College Institutional Planning Retreats
- ✓ Salinas Valley Environmental Scan (Hanover Research)
- ✓ Environmental Scan and Program Demand Gap Analysis (Emsi)
- ✓ Bright Futures Community Partnership (Monterey County)
- ✓ California Community College Chancellor's Office Vision for Success
- ✓ California Community College Chancellor's Office Student Success Scorecard
- ✓ Assembly Bill 705 (increasing completion of transfer-level coursework in English and math within one year)
- ✓ Senate Bill 1440 (granting associate degrees for student transfer)
- ✓ Assembly Bill 86 (increasing adult access to educational opportunity)

The SWOT chart below (finalized on August 9, 2018) includes bulleted lists of internal strengths and weaknesses in addition to external opportunities and threats perceived to have considerable impact over the next several years on the student success outcomes of degree and certificate completion, degree completion efficiency, student transfer to four-year institutions, and student employment following training or completion. The SWOT analysis therefore serves as a solid foundation for formulating strategies over the 2019-2024 strategic planning horizon.

Strengths-Weaknesses-Opportunities-Threats (SWOT) Analysis, *continued*

Strengths

- a. Governing board members united in focusing on student success and fiscal strength
- b. Stable institutional and operational leadership
- c. Faculty and staff commitment to helping students
- d. Alignment and extensive collaboration on efforts to improve student success between Academic Affairs and Student Services
- e. Robust and staunch community support
- f. Growing reputation and public image in region and beyond
- g. Fiscally strong institution with increasing donations/grants and maintaining healthy reserves
- h. Students highly satisfied with their experience at the College
- i. Staff/administrators have overall good satisfaction with the workplace
- j. Expanding facilities/classroom space to accommodate enrollment growth
- k. Several-year upward trend in enrollment, certificate and degree completion, and transfer to four-year institutions
- l. Data-informed decision-making and strategic planning, including setting goals for student success and measuring goal attainment



Weaknesses

- a. Students taking many units outside of their degree program
- b. Students taking many years to complete or transfer
- c. Substantial loss of students through the pipeline over several-year period
- d. Lacking comprehensive approach to student transfer issues
- e. Lacking comprehensive approach to student employment issues/career placement
- f. Cost associated with having many programs serving small number of students
- g. Inadequate integration of multiple funding streams into a comprehensive model of student success
- h. Inefficient paperwork processing
- i. Operating in silos
- j. Small number of non-attending students complete any registration step
- k. Many non-attending students find it difficult to complete financial aid applications
- l. Inadequate integration of student support services and academic interventions
- m. Inadequate training that addresses the long-term needs of employees and is geared towards student success
- n. Perception of discrimination and bias among students, faculty, and staff
- o. Students perceive a lack of strong institutional commitment to curriculum of inclusion
- p. Considerable gap between current programs offered at the College and industry/community demand
- q. Slow to change customary ways of doing things

Opportunities

- a. State funding formula for community colleges that encompasses student success
- b. Tight alignment with Chancellor's Office's *Vision for Success*
- c. Guided Pathways framework offers potential for college redesign focusing on student success
- d. Increasing student access to and completion of transfer-level English and math courses (AB 705)
- e. Increasing student access to four-year institutions (SB 1440)
- f. Strong Workforce Program helps to strengthen Career and Technical Education (CTE) programs
- g. Increasing adult access to educational opportunity (AB 86)
- h. Large number of potential adult learners in service area
- i. Statewide professional development opportunities
- j. Participating in more educational ecosystem partnerships



Threats

- a. College education is a competing, not necessarily a top, priority in students' lives
- b. Number of high school graduates in service area plateauing for several years
- c. Leakage of students from elementary through high school levels in Monterey County
- d. Increasing fixed personnel costs and ongoing costs of increased square footage
- e. Large percentage of entering students are not college-ready
- f. Some high school counselors do not recommend Hartnell to students
- i. Sun-setting of the Deferred Action for Childhood Arrivals (DACA) program may impact future enrollment
- j. Job responsibilities, scheduling conflicts, and family responsibilities are the most commonly cited personal factors that influenced non-attending students' attendance





Metrics for Student Success Goals & Targets for Student Success Metrics

Metrics for the four student success goals were chosen to align with the system-wide Vision for Student Success. Targets for metrics, including equity targets for specified metrics across the four student success goals, were developed by projecting from recent historical data sourced primarily from the Chancellor's Office, utilizing consistently applied methods, and gaining input from internal and external stakeholders. Progress on established targets will be measured annually through fiscal year 2023-24.

→ Goal 1: Increase Student Completion

Metrics

- 1a. Certificates awarded
- 1b. Degrees awarded (not including Associate Degrees for Transfer)
- 1c. Graduation rate

Targets

- 1a. Increase the number of certificates awarded to 955 by June 2024. Narrow the achievement gap for each disproportionately impacted equity group by June 2024, toward the aim of fully closing all gaps by 2026-27.
- 1b. Increase the number of degrees awarded to 744 by June 2024. Narrow the achievement gap for each disproportionately impacted equity group by June 2024, toward the aim of fully closing all gaps by 2026-27.
- 1c. Increase the graduation rate to 42% by June 2024.

→ Goal 2: Increase Student Completion Efficiency

Metrics

- 2a. Time to degree
- 2b. Units earned per degree

Targets

- 2a. Decrease the median number of years to degree completion to **3.5** by June 2024.
- 2b. Decrease the average number of units earned per degree completed to **75.9** by June 2024. Narrow the achievement gap for each disproportionately impacted equity group by June 2024, toward the aim of fully closing all gaps by 2026-27.



→ Goal 3: Increase Student Transfer to Four-Year Institutions

Metrics

- 3a. Associate Degrees for Transfer (ADT) awarded
- 3b. Transfers to UC and CSU systems
- 3c. Transfers to other systems (four-year institutions out-of-state and private institutions in-state)

Targets

- 3a. Increase the number of ADTs awarded to **585** by June 2024.
- 3b. Increase the number of student transfers to the UC and CSU Systems to **784** by June 2024. Narrow the achievement gap for each disproportionately impacted equity group by June 2024, toward the aim of fully closing all gaps by 2026-27.
- 3c. Increase the number of student transfers to other systems to **260** by June 2024.

→ Goal 4: Improve Student Employment Subsequent to Training or Completion

Metrics

- 4a. Employment rate
- 4b. Earnings
- 4c. Career Technical Education (CTE) students employed in field of study

Targets

- 4a. Increase the employment rate to **64%** by June 2024.
- 4b. Increase median earnings to **\$47,993** by June 2024. Narrow the achievement gap for each disproportionately impacted equity group by June 2024, toward the aim of fully closing all gaps by 2026-27.
- 4c. Increase the percentage of CTE students who are employed in their field of study to **78.7%** by June 2024.



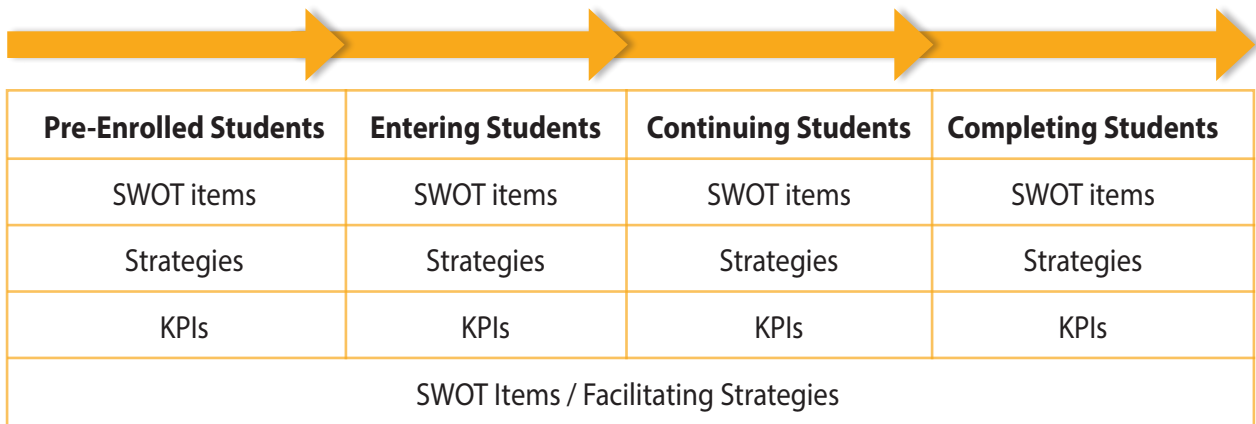


Strategic Plan Framework for Annual Operational Planning

H2.0 College Redesign

As Hartnell College prepares to celebrate its Centennial in 2020, Strategic Plan 2019-2024 focuses squarely on improving student success outcomes. In alignment with the Chancellor’s Office’s system-wide guided pathways initiative, the College 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. 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



Annual Operational Planning

Each stage in the student progression framework will be accompanied by focused strategies determined annually through a collaborative institutional process in advance of the applicable strategic plan implementation year, along with key performance indicators (KPIs or momentum points) cumulatively aimed at achieving the four student success goals of student completion, student completion efficiency, student transfer, and student employment subsequent to completion or training. The annual operational plan will also include facilitating strategies that are critically important in helping the College more broadly achieve its student success goals. Additionally, the operational plan will incorporate action items from other long-term institutional plans and processes to ensure that strategic planning is integrated across the key initiatives of the College.

