Embedding a College Redesign/Student Progression Model in Strategic Planning

Dr. Brian Lofman
Dean of Institutional Planning, Research, and Effectiveness

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In this era focused increasing on student success outcomes, it is ineffective to serve students in compartmentalized ways.

How can an institution use an innovative approach for strategic planning to foster change in organizational systems, structures, and processes with the intention of serving the whole student experience and thereby resulting in large proportions of students completing their degree?
Many institutions focus on access and completion without strategically guiding students through the entire process and, when institutions do so, they tend to delegate the work to unit heads rather than developing comprehensive solutions by collaborating across institutional units.
This presentation will tell the evolving story of how one community college – Hartnell College – has adopted a student progression model to ensure that the student experience at each stage of the academic journey is strategically targeted and guided for student success, and that all stages are joined as seamlessly as possible.

By redesigning systems, structures, and processes to become a more student ready college, Hartnell intends to greatly enhance institutional effectiveness and markedly increase student success.
Participants in this session will:

1. Appreciate the importance of systematic assessment of the experience at each stage in the student journey.

2. Gain a new perspective concerning how to explicitly build student success strategies into your institutional and operational planning approaches.

3. Reflect on the extent to which your institution may have already embedded strategic features throughout the student experience.
OUTLINE OF TOPICS

➢ Hartnell’s recent successes and direction to provide context

➢ Student progression model, focusing on stages in the student journey and the importance of considering the whole student experience within each stage

➢ Hartnell’s approach to applying the student progression model

➢ Activity to share how your institution has embedded strategic features into the student journey/the student progression through completion
Institutional accreditation as one key indicator of performance and progress

Past Accreditation Performance: Two cycles of probation

Accreditation Visit Spring 2019: Very successful
DEGREES AND CERTIFICATES AWARDED 2011-12 VS. 2018-19

Represents: a 172% increase in degrees and a 286% increase in certificates of achievement awarded since 2011-12.

Represents: a 207% increase in degrees and certificates awarded compared to 2011-12.

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2018-19</th>
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</thead>
<tbody>
<tr>
<td>Degree</td>
<td>578</td>
<td>1531</td>
</tr>
<tr>
<td>Cert</td>
<td>257</td>
<td>989</td>
</tr>
<tr>
<td>Total</td>
<td>835</td>
<td>2520</td>
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KEY WEAKNESSES & THREATS FOUND IN SWOT ANALYSIS

- 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
- 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.
BIG PICTURE OF STUDENT SUCCESS AT HARTNELL

HARTNELL IS DOING GREAT IN INCREASING THE ABSOLUTE NUMBERS OF STUDENTS SUCCEEDING ...

BUT NEEDS TO INCREASE THE SUCCESS OF SUBSTANTIALLY LARGER PROPORTIONS OF STUDENTS

WE OWE IT TO OUR STUDENTS AND OUR COMMUNITY
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
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).
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**

<table>
<thead>
<tr>
<th>Pre-Enrolled Students</th>
<th>Entering Students</th>
<th>Continuing Students</th>
<th>Completing Students</th>
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</thead>
<tbody>
<tr>
<td>SWOT Items</td>
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<td>Strategies</td>
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<tr>
<td>SWOT Items / Facilitating Strategies</td>
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</table>
Feel free to write on your handout as the presentation progresses.

Time will also be provided toward the conclusion of the presentation for you to jot down your thoughts and share them with your audience neighbor.
Annual, Collaborative Operational Planning
Each stage in the student progression framework will be accompanied by focused strategies determined annually through a collaborative institutional process.

These “strategies” will include designs that were initially conceptualized and developed by the inquiry and design teams that are the core of the college redesign process.

Collaboration across units and divisions is essential to this process, because institutional solutions can only happen when folks working in silos are connected in meaningful ways, and when co-ownership of solutions results.
Centers on the Work of Inquiry and Design Teams, and Subsequently Implementation Teams

**Fall 2018 to Spring 2019**
Select key design topics and conduct inquiry

**Fall 2019**
Select top design idea for each team, develop idea and begin vetting it across the College. The top design idea should be the idea that will have the greatest overall impact on the student experience leading toward student success.

- Open House in mid-November to get input on draft designs

**Spring 2020**
Finalize designs to be taken through the approval process
- Showcase in late January to present on the designs nearing finalization

Transition from design teams to implementation teams
Designs become “strategies” following approval

**Summer 2020/Fall 2020**
Implement first set of designs
KEY OVERALL CHALLENGES

How to provide key information and services when students need them? Information and services should address the whole student.

How to scale up to ensure that every student may benefit from relevant information and services in each stage of their journey?

How to ensure that the entire student journey is as friction-less or seamless as possible? How to make the student experience enjoyable?
Description

This design is a roadmap for enrollment into the college. It is designed for the following populations: Adult, ESL, GED, Adult School, non-traditional, re-entry, non-Panther Prep Participants, non-high school, formerly incarcerated prospective students.

This design serves to promote the college while providing information and services for enrollment. The team took a holistic approach to assist pre-enrolled students and simplify the College’s overwhelming Steps to Success. This design would be implemented in multiple languages, and District wide.
Hartnell College

Welcome Center

Thinking about...

Job Training
Taking Classes for Fun
Jump Start on College Transfer to a University
Learn English
Making pertagiting

01

Pre-Enrolled Students Design

02

03

04

05

Come visit us at our Welcome Center!
Join us for a face to face meeting or workshop to begin your journey as a Hartnell College student.

Welcome Center
Hartnell College
411 Central Ave.
Salinas, CA 93901

Plan your journey!
Explore what Hartnell has to offer you.
Meet with a Hartnell representative while at the Welcome Center.

Start your Steps to Success!
You've made it to this point, let us continue to help you.
At the Welcome Center, you will complete the steps needed to begin a successful journey at Hartnell College.

Welcome to the Hartnell Family!
Congratulations on starting your Steps to Success with Hartnell College. We will be there every step of the way!
Description

Meta-Majors are groups of academic majors with overlapping courses. The creation of Meta-Majors is intended to provide clear direction to students based on their interests and to develop clear career or transfer pathways. Efforts are placed in supporting student's goals including but not limited to graduation, careers, transfer, and advanced degrees.
Description

Panther Days creates an intentional system to connect ALL students to caring staff and faculty, peers, resources, and information, prior to the start of the semester. The system must create bridges for early engagement for all students, regardless of demographics and enrollment status.

The system will be a large scale collaborative effort to leverage existing activities and develop new approaches for underserved and disproportionately impacted students. The system will embody core elements that have been identified as best practices, and branch out accordingly to ensure that every student will have awareness of and access to the people and resources they need in order to achieve their educational goal.
PANTHER DAYS DESIGN

ENTERING STUDENTS
Intentional Early Connections and Meaningful Engagement
Panther Days

TOOLS FOR SUCCESS
Support programs & services
Financial aid & financial literacy
Ellucian Go
Colleague canvas

RELATIONSHIPS
Caring faculty and staff
Student clubs
Cohort programs
Academic peers

COLLEGE NAVIGATION
Familiarity with campus
Advising and counseling
Transfer and career preparation

NEW Panther Days

Pre-semester, comprehensive one-stop events for all students
Expanded and improved alignment of existing programs
Diverse offerings for different student needs
Wide support of college, faculty, and staff

SKILL BUILDING
Academic programs
Learning supports
Non-cognitive skills development

Description

The Second Year Experience focuses on how to prevent obstacles to persistence so that students can make concerted progress toward their educational goal.

A student survey regarding registration barriers will be administered, from which students will be chosen to participate in a focus group to determine their perceptions and needs in the following areas:

1) Academic Integration
2) Self Efficacy, and
3) Social Engagement

The second year experience will be designed around these areas based on student identified needs.
Continuing Student Model
High-Level Exploration

Goal
Provide and increase awareness of intentional resources to support continuing students' exploration in Academic Integration, Self Efficacy and Social Engagement at Hartnell College.

Academic Affairs steps to achieving these goals:
- Assist in Career development (Career Fairs & Internships)
- Faculty & Student Brown Bag on SLO (Student Learning Outcomes)
- Administrators/Staff commit Panther Pride

Student Affairs steps to achieving these goals:
- Update Self Service options (Online tutorials)
- Ensure students on track for academic goal achievement (Unit check)
- Facilitate Continuing Student Exploration events

Faculty & Staff:
- Academic Integration
- Self Efficacy
- Social Engagement

Steps to achieving these goals:
- Complete a continuing student ally training
- Participate in a Continuing Student Exploration event/s
- Encourage personal and academic growth
- Advocate Hartnell Spirit (Hartnell attire)
- Promote Higher Education with your College “SWAG”

Student:
- Academic Integration
- Self Efficacy
- Social Engagement

Student’s steps to achieving these goals:
- Develop a sense of community (clubs & student groups)
- Attend a Continuing Student Exploration event/s
- Develop Faculty/Mentor/Peer Network
- Participate in a completion/graduation preparation event
- Self advocate for continuation deadlines (Petition to graduate, Financial Aid, Registration, and TAG)
Description

Students are considered “Completing” once they have reached 75% of their academic/educational goal.

Completing Student Focus

Implement a system that will identify near completion students and notify them in order to ensure they are on track and prepared for graduation, transfer, and/or employment.

Develop a system of coordinated resources to operationalize support strategies including completion and transfer workshops, emotional supports, drop-in counseling, financial literacy, etc.

As part of the CCC Apply application, students are able to choose from eleven (11) different goals. We have distinguished three (3) categories of goals based on the eleven choices:
1) Career/Employment
2) Basic Skills/Development, and
3) Degree/Transfer
COMPLETING STUDENTS
Everything You Need To Know
www.hartnell.edu/completing

You are considered a Completing Student once you have reached 75% of your academic/educational goal. You will be notified by email based on the goal you selected.

We have distinguished three categories:

Career/Employment
- Earn a Career Technical Certificate without Transfer
- Discover/Formulate Career Interests, Plans, Goals
- Prepare for a New Career (acquire job skills)
- Advance in current job/career (update job skills)
- Maintain Certificate or License

Basic Skills/Development
- Educational Development
- Improve Basic Skills
- Complete Credits for High School Diploma or GED

Degree/Transfer
- Obtain an Associate Degree and transfer to a 4-year institution
- Transfer to a 4-year institution without an associate degree
- Obtain a 2-year Associate Degree without Transfer

No matter what your goal is START HERE!

COMPLETING COUNSELING SERVICES

ARE YOU ON TRACK FOR COMPLETION?
Graduation Deadlines
Petition for Graduation
Apply for Transfer
Change your Major
Student Planner
Make an Appointment

TRANSFER READINESS
General Education for Transfer
Major Preparation
Transfer Application Workshops
Transfer Agreement
4-year University Visits
Transfer Day
Scholarships
Financial Planning
Comparable Student Resources
Contact University Admissions
Description

Our team proposes several innovations that would generate more informal interactions and build a more highly engaged employee culture for faculty, staff, and administrators. A particular concern is to ensure that constituent groups have opportunities to interact with each other.

These three innovations include:
1) Start of the Semester Celebrations
2) Monthly Event Calendars, and
3) A Regular Happy Employee Hour
A System of Facilitated Forums to Foster Employee Engagement

Under the direction of the President's Office

Start of Semester Celebrations
- Topics TBA by gathering input from participants
- 90 minute lunch, not mandatory
- All employees invited
- With specially prepared hot meal, menu choices, possible linens by Chef Ken
- Encourage part-time faculty participation beyond flex they have
- Staff & administrators sometimes invited to speak before or after

Monthly Event Calendar
- Maintain Calendar of events at College that employees can attend
- Adequate information for those wanting to attend
- Provided in different modalities: transmitted in all ways possible--online, email attachment, print-outs, etc.

Regular Happy Employee Hours
- At Starbucks at regular intervals
- Offices, employee groups, departments volunteer to host once or twice a year (targeted recruitment after start of semester celebrations)
- Hosts choose themes, cookies, incentives, special guests, or topics
- Faculty flex credit

Cross-Constituency Interactions: L39, CSEA, Confidential, Full-Time Faculty, Part-Time Faculty, & Administrators

Philosophy: Give Employees an opportunity to interact informally & build a more engaged College culture.
Hartnell College Redesign
Guided Pathways
2019-2020

Pathways to College
Maps to guide potential Hartnell students

Structured Onboarding Process
Panther Days bridge program

Happy & High-Functioning College Culture
System for employee engagement

Proactive Academic & Career Advising
Automated exit system for students near completion

Meta-Majors
Programs of study organized within learning and career pathways

Keeping Students on the Path to Success
2nd Year Experience Program

INTERRELATIONSHIPS OF DESIGNS
Reflect on and share how your institution has embedded strategic elements into the student journey/the student progression through completion (12 mins.)

Complete handout/four areas (6 mins.)

Share with the Person Seated Next to You/Three Minutes per Person (6 mins. total)
KEY OBSERVATIONS
FROM PAIR-SHARE
QUESTIONS
&
COMMENTS