

# Embedding a College Redesign/ Student Progression Model in Strategic Planning

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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.



- 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



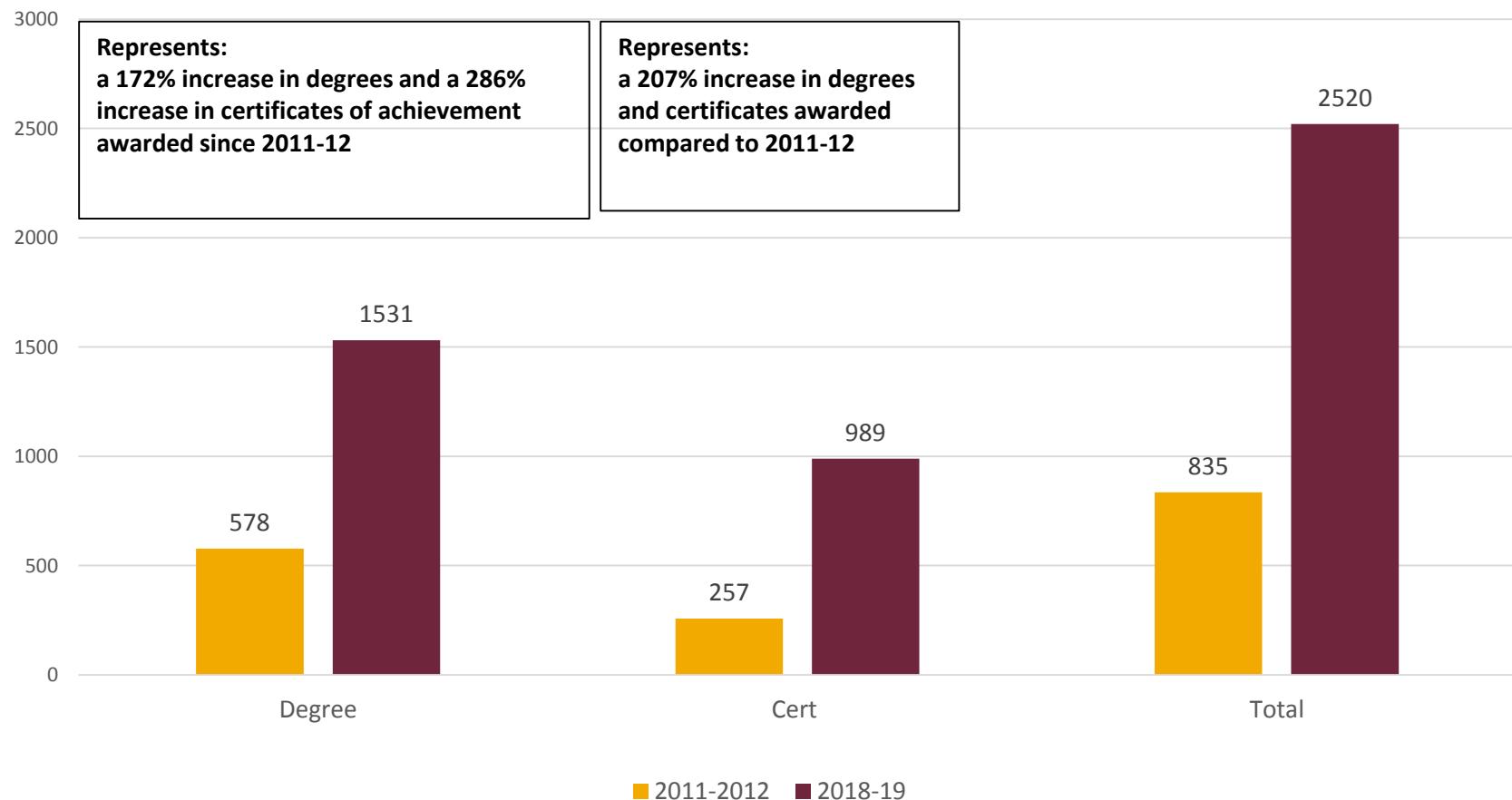
**Institutional accreditation as one key indicator of performance and progress**

**Past Accreditation Performance:  
Two cycles of probation**

**Accreditation Visit Spring 2019:  
Very successful**



## DEGREES AND CERTIFICATES AWARDED 2011-12 VS. 2018-19



# KEY WEAKNESSES & THREATS FOUND IN SWOT ANALYSIS



HARTNELL COLLEGE

- 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.*

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:

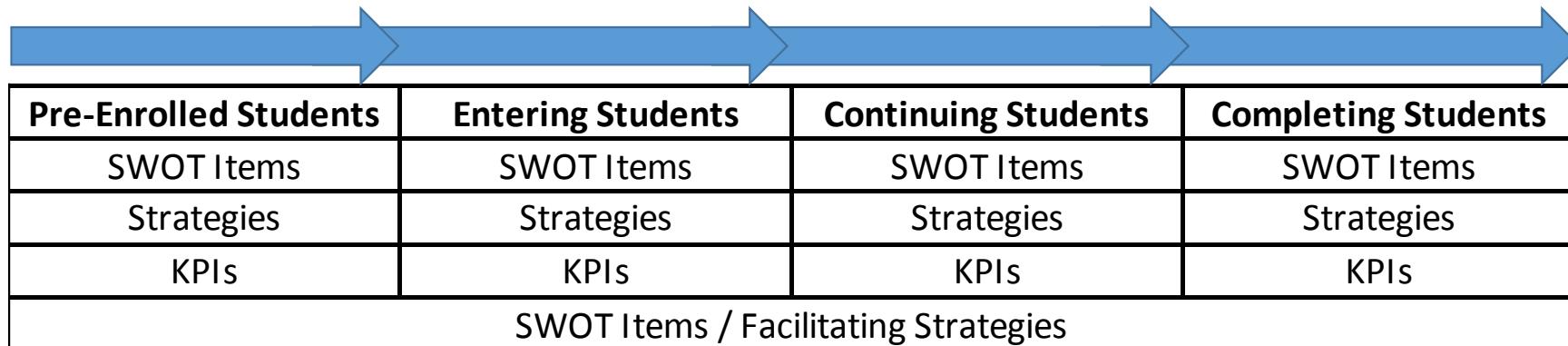
*What impact will the decision have on student access, learning, development, achievement, leadership and success?*



## 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



*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.

# INSTITUTIONAL PLANNING FROM FALL 2018 THROUGH SUMMER 2020



HARTNELL COLLEGE

**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.





**01 Contact us today!**

Want more information?  
We are here to connect with you!  
No-mosóngas, no de prejuicios, no somos respetuos.

(831) 582-4744  
[welcomes@hartnell.edu](mailto:welcomes@hartnell.edu)

**02 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.

**03 Plan your journey!**

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

**04 Start your Steps to Success!**

You've made it to this point, let us continue to help you.

**05 Welcome to the Hartnell Family!**

Congratulations on starting your Steps to Success with Hartnell College, we will be there every step of the way!

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## 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.



### BUSINESS, AGRICULTURE & INDUSTRIES

Advanced Automotive Technology  
Agriculture (Business, Plant Science, Production, & Technology)  
Automotive Technology  
Business Administration  
Business Office Technology  
Construction Management & Architecture  
Drafting & Design Technology  
Electrical Apprentice  
Manufacturing Technology  
Welding Technology

### STEM

Astronomy  
Biology  
Chemistry  
Economics  
Engineering  
Geology  
Mathematics  
Physics

### HEALTH SCIENCES

Kinesiology  
Registered Nursing  
Vocational Nursing  
Physical Education  
Public Health Science  
Respiratory Care Practitioner



### SOCIAL SCIENCES & HUMANITIES

Administration of Justice  
Alcohol & Drug Abuse Counseling  
Chicanx Studies  
Communication Studies  
Early Childhood Education  
Elementary Teacher Education  
English  
History  
Liberal Arts  
Political Science  
Psychology  
Sociology  
Spanish  
General Studies

### ARTS

Digital Arts  
Music  
Photography  
Studio Arts  
Theater Arts & Cinema

### COMPUTER & INFORMATION SCIENCES

Computer Science – Network Security  
Computer Science – Web & Mobile Development



## 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.



## HARTNELL COLLEGE

### ENTERING STUDENTS

Intentional Early Connections and Meaningful Engagement  
Panther Days



#### TOOLS FOR SUCCESS

Support programs & services  
Financial aid & financial literacy  
EluLearn Go  
Colleague  
Canvas



## NEW Panther Days



#### COLLEGE NAVIGATION

Familiarity with campus  
Advising and counseling  
Transfer and career preparation



#### RELATIONSHIPS

Caring faculty and staff  
Student clubs  
Cohort programs  
Academic peers



#### SKILL BUILDING

Academic programs  
Learning supports  
Non-cognitive skills development

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



## 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 Integration
- Self Efficacy
- Social Engagement



#### 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



- Academic Integration
- Self Efficacy
- Social Engagement



#### 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



- 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"



- 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](http://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!



#### CAREER READINESS

- Career Readiness Workshops
- Employment Opportunities
- Internships
- Guest Speakers
- Field Trips
- Employment in Field of Study
- Money Management
- Livable Wage



#### 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 speaker 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



*Philosophy:  
Give Employees  
an opportunity  
to interact  
informally &  
build a more  
engaged  
College  
culture.*



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

# INTERRELATIONSHIPS OF DESIGNS



HARTNELL COLLEGE





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