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Message from the Superintendent/President & President of the Governing Board

Vision, Mission & Values Statements

Student Success Goals Adopted by the Governing Board for 2019-2024

Guiding Principles for the Strategic Planning Process & Institutional Goal-Setting

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

Strengths-Weaknesses-Opportunities-Threats (SWOT) Analysis

Metrics for Student Success Goals & Targets for Student Success Metrics

Strategic Plan Framework for Annual Operational Planning

[To be added later]

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.

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

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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.

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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 excellence?

*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.

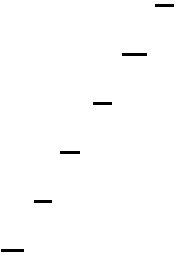
*Health, Safety, and Security:* We commit to providing for the health, safety, and security of all students, employees, and visitors.

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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.*

For those students who complete their studies at 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,

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





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*Shared Vision for Student Success*

The development of Strategic Plan 2019-2024 began in 2015-16, part-way 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. Then the main alignment with the Chancellor's Office, 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 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

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



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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 Statement
- California Community College Chancellor's Office Student Success Agenda
- 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 4-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.

- 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 4 year institutions
- l. Data informed decision making and strategic planning, including setting goals for student success and measuring goal attainment

- 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 associating with having many programs serving small number of students
- g. Inadequate integration of multiple funding streams into a comprehensive model of student success

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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

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4a. Employment Rate

4b. Earnings

4c. Career Technical Education (CTE) Students Employed in Field of Study

4a. Increase the employment rate to \_\_\_\_\_ by June 2024.

4b. Increase median earnings to \_\_\_\_\_ 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 \_\_\_\_\_ by June 2024.

