

Establishment of Continuous Improvement (CI) Task Forces

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

October 3, 2018



CI LINKED TO ACCREDITATION (COMPLIANCE & IMPROVEMENT)

ACCJC COMMISSION ACTIONS:
PLACED ON PROBATION (JULY 2013)
MOVED TO WARNING (JULY 2014)
FINALLY ACCREDITATION REAFFIRMED
(JULY 2015)



FOCUS ON STUDENT SUCCESS OUTCOMES

2 CI PROCESSES DIRECTLY ADDRESSED IN
QUALITY FOCUS ESSAYS (QFEs) IN
INSTITUTIONAL SELF EVALUATION REPORT (ISER):
STUDENT TRANSFER TO 4-YEAR INSTITUTIONS (QFE)
STUDENT CAREER PLACEMENT (QFE)

3 CI PROCESSES ASSOCIATED WITH OTHER IDENTIFIED
INSTITUTIONAL CHALLENGES:

OGN0729 0 g0 4gSEL g0 G()W*nOGN0729 0 g0 4gSEL g0 0



DESIGN TEAMS ARE AT WORK
(<http://www.hartnell.edu/design-teams-and-architects>)

THE WORK OF THIS TASK FORCE IS BROADER

Problem Statement

The HCCD community passed a bond measure (T) in the Bond Measure Election on November 8, 2016 that allows for improving access to local higher education opportunities, improving student access to computers and modern technology, and upgrading campus facilities that provide job training for a skilled workforce. The College must continue to learn about and serve the needs of our diverse student body that parallel national trends in progressive practices, such as the movement to install gender neutral restrooms student b19ET6mo



THIS REPRESENTS A QFE PRELIMINARY WORK HAS BEGUN

Problem Statement

Over the 5-year period 2011-12 through 2016-17, student transfers from Hartnell to California State University campuses increased from 365 to 572, and to University of California campuses grew from 44 to 80. The transfer rate (the ratio of students who complete a minimum of 12 units and have attempted a transfer level course in math or English, to the students who transfer after between one and six years) increased from 25.1 percent for the 2005-06 cohort year to 30.4 percent for the 2009-10 cohort year. While these increases in transfer are considerable, the potential exists for many more students to transfer—inclusive of transfer to private institutions—if the College were to focus greater strategic institutional effort in this area. Along with student career placement, student transfer is critically important

