

Hartnell College - Integrated Plan

Description

COLLEGE: Hartnell College

READ DEADLINES AND IMPORTANT INFORMATION: Yes

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EXECUTIVE SUMMARY: <http://www.hartnell.edu/integrated-plan>

Project Contacts

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the College's Student Academic Support Services, additional services are available to students in need. For example, the Comp-e

INTEGRATION AND COORDINATION

In Summer 2015, Hartnell College developed the SSSP, Equity, and BSI Steering Committee to look at the relationships among the three plans. Membership includes the coordinators of the three plans, along with the Vice President of Student Affairs, the Dean of Institutional Effectiveness, and the HSI Program Director to ensure that the activities within each plan complement each other, leverage funds, and align with the College's Strategic Plan. In Fall 2015, Hartnell College adapted a crosswalk from 3CSN that showed the connections between SSSP, Equity, BSI, and HSI funding. Collaboration among groups working on the three plans improved the use of resources and performance outcomes. Having an intentional Integrated Plan allows for further and deeper connections among initiatives, transparency, and alignment of activities and outcomes to eliminate disproportionate impact gaps and duplication. This became the model for how Hartnell College approaches applying for and using funds by aligning strategic priorities, accreditation standards, and institutional goals. The College is moving toward implementing a procedure for determining disproportionate impact that is more methodologically sound. The procedure might include the following elements: 1. Disaggregating data for sub-groups on multiple dimensions into "real" students rather than unidimensional attributes. For example, instead of simply disaggregating ethnic data into ethnic sub-groups, we might disaggregate on both ethnicity and gender and run cross-tabulations, such that we would review success data for African American females, African American males, Hispanic females, Hispanic males, and so on. Success rates of African American males could be compared with success rates of African American females, and with success rates of Hispanic males. 2. Exercising greater caution in analyzing sub-groups that have small cell numbers. Even if the number represents the universe of students within a particular sub-group, relatively large variances in student success outcomes could result from period to period. 3. Reviewing trends over several consecutive periods, such as three to five years, to determine whether disproportionate impact exists in longitudinal patterns. This might help guard against the utilization of small sub-groups resulting from 1 or 2 and may otherwise reduce the uncertainty that may be caused by statistical noise or random chance. Using multiple years of data helps to reduce uncertainty in data and achieve precision. This is particularly true for subgroups with small sample size, such as Pacific Islander and American Indian. For instance, the female Pacific Islander population was disproportionately impacted in 2006-07 (with a percentage point gap of -19) but was proportionately impacted in 2007-08 (with a percentage point gap of 11.9) and in 2008-09 (a percentage point gap of 8.5%). Without looking at the sample size, we would assume that in 2006-07, female Pacific Islanders were disproportionately impacted because their percentage point gap is below -3% (as recommended by the Chancellor's Office). However, if we adjust the margin of error based on the sample size, this subgroup has percentage point gaps that are within the limits of the margin of error: $-69\% < -19\% < 69\%$; thus, it is actually proportionately impacted.

NONCREDIT: Hartnell College has a limited number of noncredit offerings and is currently planning expansion of the program to provide more access points for students in the Hartnell College service area and to bridge the gap for adult learners into higher education. In Fall 2017, as a result of a Senate resolution encouraging the development of a noncredit philosophy and processes, a noncredit task force convened to examine and to develop the most effective means to meet the noncredit curricular needs of Hartnell students. These meetings involve examination of anticipated noncredit needs, the parameters governing noncredit course offerings, and the institutional capacity necessary to sustain a successful noncredit program. An inventory of the college's current infrastructure was reviewed to examine intake processes (publications, marketing, application process, orientation, assessment, registration and fees); course-related items (curriculum development, scheduling, academic support, attendance); after-course ends processes (awarding/recording grades, evaluation/research, MIS reporting, follow-up/ed planning); and other systems (FTES target/enrollment management, the student information system, organizational/communication structures, faculty qualifications, faculty salary/load, staffing for IT, A&R, noncredit accounting functions in Administrative Services, and other support areas). Currently, the college offers two noncredit ESL courses and recently received approval from the Chancellor's Office for four noncredit ESL courses. In addition, there are several noncredit courses in the Curriculum Committee approval process and others in developmental phases. The task force continues to meet and collaborate with campus stakeholders to develop and implement a sustainable noncredit program that supports both educational pathway and career goals for Hartnell's service area.

PROFESSIONAL DEVELOPMENT



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