A Blueprint for Student Success at Hartnell College

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June 30, 2011
# CONTENTS

BSI: STUDENT SUCCESS BLUEPRINT FLOWCHART .......................................................... 3

Abstract ........................................................................................................................ 4

Introduction ............................................................................................................... 5

Preregistration-Matriculation

- Admission/Application/Assessment ........................................................................ 5
- Orientation/Counseling ......................................................................................... 9
- Registration Services .......................................................................................... 11

Instructional Pathways

- Math Academy .................................................................................................... 12
- Learning Communities ....................................................................................... 12
  - FACTS ............................................................................................................. 12
  - ACE ................................................................................................................ 12
- Course Sequences in ESL/English/Mathematics ...................................................... 13
- Study Skills/Strategies ....................................................................................... 16
- Activities Across Disciplines ............................................................................. 17

Student Instructional Support

- Student Success Center ..................................................................................... 18

Student Services

- Financial Aid/Scholarships .................................................................................. 21
- Counseling/Educational Planning ....................................................................... 22
- Student Support Services
  - DSPS ........................................................................................................... 23
  - EOPS/CARE ................................................................................................. 23
  - TRIO ............................................................................................................. 23
  - Early Alert ..................................................................................................... 24

Conclusion ............................................................................................................ 24

Works Cited ............................................................................................................ 26

Appendices

- English as a Second Language Course Sequence ............................................. 28
- English Course Sequence .................................................................................. 29
- Mathematics Course Sequence ....................................................................... 30
- Proposed Changes to Math Lab ........................................................................ 31
- Quotations for Math Lab Redesign .................................................................. 32
- Summary of Recommendations ..................................................................... 34
Abstract

Task

Draft a comprehensive blueprint/organizational chart/structure describing flow of students from assessment and placement to various pathways and course sequences and include integration of student support services.

Process

A subcommittee of the Basic Skills Initiative (BSI) Committee was formed and became known as the BSI Student Success Blueprint Taskforce. The Student Success Blueprint Task Force members are Dr. Carole Bogue-Feinour, Interim Dean of Academic Affairs; Kathy Mendelsohn, Business Technology instructor and BSI Lead; Larry Adams, Political Science instructor; LaVerne Cook, Counselor; Janet Pessagno, English instructor.

The Task Force’s initial meeting focused on the four broad categories and the 26 effective practices discussed in a comprehensive research report, Basic Skills as a Foundation for Student Success in California Community Colleges (well-known as the Poppy Copy for its recognizable orange binding). The Poppy Copy states, “According to the literature, a number of specific programmatic components are characteristic of highly effective developmental education programs” (23). The research describes 26 effective practices and the proven strategies that have been outlined in successful college programs to support the practices. Using the document as a guide, the Task Force examined Hartnell’s current status in the elements of organizational practices, program components, staff development, and instructional practices.

The BSI Blueprint was compiled using information drawn from literature reviews, faculty and staff interviews, comparisons of local and statewide data, and information collected through conference attendance. The Blueprint uses as a framework the attached flowchart describing appropriate movement of students from assessment and placement through various pathways and course sequences. In addition, the integration of student support services and follow up is addressed. In the narrative, the current status of relevant elements is discussed, followed by their analysis and recommendations. Recommendations focus on better alignment and/or improvement of Hartnell College’s admission processes, instructional pathways, and student support services and follow up. Most recommendations are drawn from the Basic Skills as a Foundation for Student Success in California Community Colleges (Poppy Copy) at http://www.cccbsi.org/staff-development.
Introduction

According to the Executive Summary in the Basic Skills Accountability report, “Assisting the under-prepared student to attain the basic skills needed to succeed in college has been a core function of the California Community Colleges throughout its history.” While this function appears to be straightforward, developing, implementing, and sustaining the framework required for implementation represent a multi-layered effort and requires coordination within the infrastructure. Implementation has become increasingly more difficult to achieve with budget cuts, yet increasingly more important to drive student success.

As directed by the 2010-2011 ESL/Basic Skills Action Plan, BSI Blueprint authors developed a flowchart diagramming essential components, including preregistration-matriculation, instructional pathways, student instructional support, student services, and ongoing BSI and matriculation administration. In the narrative, the current status, analysis, and recommendations based on solid research in these areas are presented.

This Blueprint reinforces that a clear pathway to facilitate student success in basic skills and ESL courses is not effective if assessment that leads to accurate placement is not required. In addition, long- and short-term measures need to be implemented to increase the percentage of students successfully completing basic skills course work and matriculating from these courses to transfer courses and then to certificate and degree completion. Student services, clear instructional pathways, and instructional support provided by the college have a direct impact on student performance, persistence, and program and degree completion.

Preregistration Matriculation

Admission/Application/Assessment

Current Status. Currently the process for matriculating students into Hartnell College is inconsistent. Students may take the placement assessment and may complete orientation and may see a counselor; however, large numbers of students are opting out of these components. Students not planning on enrolling in an English and/or mathematics course can opt out of placement assessment and enroll in as many as 18 units of course work that requires college-level reading, writing, and/or math performance.

Hartnell College recognizes in the current college catalog and Board policies the critical importance of matriculation to student success:

Matriculation is a process designed to support and encourage student success; it also ensures fair and consistent assessment, course placement, and equal access to campus resources. Matriculation brings the college and the student into an agreement for the purpose of realizing the student’s educational objectives. The primary purpose of matriculation is to enhance student success. The matriculation agreement acknowledges responsibility of both the college and the student to attain this objective. All students will participate in the process unless there are specific exemptions. For the college, the matriculation agreement includes providing an admissions process, orientation to college, student services, pre-enrollment assessment, counseling and advisement on course selection, a curriculum or program of courses, follow-up on student progress with referral to support services when needed, and a program of institutional research and evaluation (Hartnell College Catalog 18).
Hartnell College Board Policies:

**Board Policy Number 3231, Matriculation Services**
It is the policy of Hartnell College to provide Matriculation Services for the purpose of furthering the equality of educational opportunity and academic success for all students. Matriculation is the process that brings the College and the student who enrolls for credit into an agreement for the purpose of realizing the student’s educational goal through the College’s established programs, policies and requirements. The Superintendent/President or designee has established procedures and services to ensure compliance. These procedures are located in the office of the Vice President of Student Services.

**Reference:** Education Code 78210-78218; Title 5, Sections 55500 et seq.; Revised and Adopted: 11-3-92, 4-4-95, 4-6-98

**Board Policy Number 3215, Academic Assessment for Hartnell College Students**
It is the policy of Hartnell College to provide basic skills assessment for students. The assessment program gives students information that enables them to select classes based on their reading, writing and mathematical skills. By implementing the assessment program, the College continues to improve the educational program to meet the needs of individual students.

**Reference:** Title 5, Section 51018, Education Code Section 78213; Adopted: 10-1-85; Revised and Adopted: 1-5-88, 4-4-95, 7-1-96

In addition, it is indicated in Step 3a in the “STEPS TO ENROLL AT HARTNELL COLLEGE” section in Hartnell’s *Schedule of Classes* that “if enrolling in an English/ESL OR Math course, make an appointment AND complete the STAAR* Assessment.” Students are instructed to call for an appointment at least two weeks before registering.

Since much concern has been expressed regarding adherence to Hartnell’s policies on assessment, the relatively small number of students assessed, and placement of students who are assessed using Accuplacer, several meetings were scheduled in Spring 2011 to discuss assessment and placement.

At the first Accuplacer Summit meeting on February 23, 2011, individuals from various campus constituencies (Student Success Center Collaborative Title 5 grant members, BSI Committee members, and faculty and staff from counseling, ESL, English, math, the Tutorial Center, and the Assessment Center) met to discuss the validity and use of the Accuplacer tool for assessment and placement purposes. As the current status of Accuplacer was discussed, the following were identified as perceived problems:

- No validation of cut scores in English and math
- Inconsistent placement of students in English courses without a writing sample
- Student self-placement into ENG 253 and ESL courses
- Inappropriate redirection of high-scoring ESL students to English placement test
- Language (in math word problems) and computer skills barriers inherent in test design
- Non-compliance with requirement for use of multiple measures
- Inaccuracy of placement into ESL courses (no placement into lower three levels)
- No clearly defined Accuplacer-challenge process
- No adequate study guides for students
- Inadequate assessment staff and counseling faculty for off-campus testing and counseling

As seen in the table below, a comparison of the college’s assessment and placement data with statewide data, drawn from the two Basic Skills accountability reports, *Basic Skills Accountability: Supplement to the ARCC Report* and *College Level Report* reveals that for Hartnell College the percentage of first-time
credit students receiving placement assessment is slightly lower than the statewide percentage in 2006 and 2007, but almost 4 percent lower than the statewide percentage in 2008.

<table>
<thead>
<tr>
<th>Table C8</th>
<th>Percentage of First-Time Students Receiving Matriculation Services (Credit)</th>
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<tbody>
<tr>
<td></td>
<td>Fall 2006</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Orientation</td>
<td>58.30%</td>
</tr>
<tr>
<td>Placement Assessment</td>
<td>69.20%</td>
</tr>
<tr>
<td>Counseling</td>
<td>40.40%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>25.70%</td>
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**Analysis.** Although Board policies state that the college will provide students with pre-enrollment assessment, this process is not currently mandated for students. Because extensive research provides substantial evidence that accurate assessment and placement (initial preregistration steps) are necessary for student success, the Task Force is convinced that the matriculation components as outlined by Board policy must be consistently offered and enforced. Doing so will provide students with the information they need to progress to college-level courses and be prepared for transfer.

There is widespread agreement in the literature regarding the benefits of mandatory orientation, assessment, and placement for developmental students (Poppy Copy 18). Effective practices and strategies outlined in the Poppy Copy specifically refer to the necessity of providing matriculation services for new students (115):

B.1 Orientation, assessment, and placement are mandatory for all new students. Strategies include:

B.1.1 Mandatory orientation exists for all new students.
B.1.2 Mandatory assessment exists for all new students.
B.1.3 Mandatory placement assessment exists for students assessed at developmental levels.
B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education.

In addition, Roueche and Roueche have explicitly called for colleges to examine the comprehensiveness of support services available to developmental students stating that “colleges must increase the support and structure they offer at-risk students who need support and structure more than any other students in higher education” (Poppy Copy 19). Services these authors note as being essential include mandatory orientation, assessment, and placement; expanded pre-enrollment activities; establishment of peer and faculty mentors; and more comprehensive financial aid programs (Poppy Copy 19). The authors further suggest the use of orientation sessions to encourage entering students to address their recommended English and mathematics at an early stage. Research has demonstrated that those who participate in new student orientations are more likely to be retained in community college than those who do not receive orientation (Poppy Copy 23). This is supported by the following effective practice stated in the Poppy Copy (109):

A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence. Strategies include:
A.4.1 Students are required to receive early assessment and advisement for sound educational planning.

A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.

Roueche and Roueche also report that colleges that require assessment and placement showed improved student retention and success levels when mandatory policies were enforced. Furthermore, in a study of nearly 6,000 two- and four-year institutions, students who were subject to mandatory assessment were significantly more likely to pass developmental English or mathematics courses than those in programs where assessment was voluntary (Poppy Copy 24).

However, research has demonstrated that some students never enroll in their developmental English and math courses, and some students have low motivation when they are required to enroll in remedial coursework. In California, a 2003 study by the California Community College Academic Senate reports that more than one-third of students who were assessed as needing further work in basic skills English and mathematics did not enroll in basic skills courses. Yet, an even harsher statistic is that fewer than 10 percent of those needing remediation survive college without remediation courses (Poppy Copy 25).

More recently, the statewide Academic Senate for the California Community Colleges strongly supported establishing basic skill prerequisites for content area courses that require college performance in reading, writing, and/or mathematics. In fact, Title 5, Section 55003 now permits content review to establish such prerequisites, which would require students to be assessed and would encourage those students who need to increase performance levels in reading, writing, and/or mathematics to enroll in the course work needed early in their college careers.

**Recommendations.** Since a large percentage of our incoming students need one or more courses in ESL and/or basic skills and need much guidance and assistance when they enter college, it is essential that the college recognize the importance of the matriculation process to ensure student success. A low-cost strategy for a successful matriculation process involves highly structured preregistration procedures that include mandatory assessment and placement. More specifically, in 2011-12, Hartnell College should do the following:

1. implement mechanisms to enforce assessment by reinstating a block on nonexempt students’ registration services for students taking six or more units or anyone taking a math or English course; use the placement test instrument as one measure of assessment, and support and identify the use of other multiple measures by counselors to advise students in course selection and services to include the following: past educational experience, college plans, student motivation, and student self-assessment or self-evaluation.

2. ensure that students who assess at developmental levels in reading, writing, and/or mathematics enroll in developmental course work as early as possible in their college careers.

3. collaboratively develop and implement a plan to support the use of content review as the basis for establishing communication and computation prerequisites for courses outside of the disciplines of English and mathematics, as appropriate. Establish a timeline facilitating gradual implementation of these prerequisites.

4. take steps to ensure that enrollment services, including assessment, are provided to students at all three sites.
Orientation/Counseling

**Current Status.** Students may opt out of orientation and counseling by simply not participating. In addition, there is no process in place that is enforcing the preregistration matriculation components. According to those interviewed and course data, the enforcement changed in 2008. It was also during this time period that the number of students completing COU 21, Student Success: Orientation to College, was dramatically reduced from 1,592 in 2008 to 415 in 2010, a 73 percent decline.

Just as with Matriculation Services and Assessment, Hartnell College recognizes the need and importance of an all-inclusive counseling program to student success:

**Board Policy Number 3170 Counseling Program**

The Governing Board of Hartnell College supports a program of comprehensive counseling services as a necessary and required part of the educational program at Hartnell College. In helping students to achieve their academic potentials, counseling services shall include, as a minimum, academic counseling, career counseling, evaluation of assessment testing result, personal counseling, referrals to on-campus and community services, the instruction of counseling related courses, and recruitment activities. Student counseling services shall be available to all current and potential Hartnell College students. These services shall be mandatory for first-time students enrolling for more than six units and students on academic progress probation.

**Reference:** California Education Code 72620; Title 5, Sections 51018 (Formerly Governing Board Policy 2210; adopted 3-13-69; see also former Governing Board Policy 2211: "Referrals," adopted 3-13-69)

**Adopted, Revised and Renumbered 10-1-85; Revised and Adopted: 4-4-95, 7-1-96, 6-2-09**

The data in Table C8, drawn from *Basic Skills Accountability: Supplement to the ARCC Report and College Level Report* show that for Hartnell College the percentage of first-time Hartnell credit students receiving orientation is 9 percent higher than the statewide percentage in 2006; however, in Fall 2007, the percent of Hartnell students for that category is 3.50 percent lower, representing a 12.5 percent drop in the percent of first-time students who received orientation. In 2008, Hartnell was still below the statewide percentage. Although the percentage of first-time Hartnell credit students receiving counseling services is significantly above the statewide percentages, the college provided counseling to almost 16 percent fewer first-time credit students in 2008 than in 2006.

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Further, as noted in *Get with the Program: Accelerating Community College Students’ Entry into and Completion of Programs of Study*, orientation seminars can be utilized to help students get into and through programs of study. One idea cited for increasing the rate and pace at which students enter a
program of study is infusing into new student orientation and advising the clear message that students need to select and enter a program of study as quickly as possible (Jenkins 20).

**Analysis.** Although Board policy states that counseling services “shall be mandatory for first-time students enrolling for more than six units and students on academic progress probation,” in Fall 2008 these services were provided for only 56 percent of first-time students. In addition, students are permitted to register for English, ESL, and math courses without completing any orientation process; in Fall 2008, only 49 percent of first-time students received orientation.

Another effective practice comprehensively discussed in the *Poppy Copy* is early student counseling (117):

**B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.**

Strategies include:

**B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental educational courses;**

**B.3.2 Counseling and instruction are integrated into the developmental educational program;**

**B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students;**

**B.3.4 Counseling of developmental education students occurs early in the semester.**

According to the literature researched in the *Poppy Copy*, “in programs for underprepared, disadvantaged students, it is essential that counseling be an integral part of the academic program and that counselors provide both formal and informal assistance to students and staff.” Comprehensive counseling services that students need include “advising and mentoring as well as academic skill development and help to ‘undo the lingering effects of negative attitudes, emotions, and fears they experienced in their earlier schooling.’” (28). Counseling plays a significant role in self-esteem issues and referring students to appropriate courses to promote their persistence and success.

As described in the *Poppy Copy*, offering counseling services in connection with the college’s developmental education programs has been correlated to improve first-term GPA and success in developmental courses (28). In general, students in programs with a counseling component are more likely to have higher pass rates than students from programs in which a specific counseling connection is lacking. According to the *Poppy Copy*, McCabe and Day also highlight this relationship and suggest that broad support services should include assessment, placement, orientation, counseling, peer support, an early alert program, study skills training, and follow up support (28). Hartnell College implements this strategy by incorporating a counseling class (COU-30, Career Ability and Assessment) in two of their grant-funded learning communities, ACE and FACTS. Internal research is ongoing regarding the success of these cohorts.

Counselors who were interviewed discussed their distinct relationship with students apart from their instructional roles. As one counselor stated, “Counselors have a holistic view of students.” They build relationships that can last throughout the tenure of the student. A key factor common in successful students according to George Kuh, former Director of the Center for Postsecondary Research, is that “students who find something or someone worthwhile to connect with in the postsecondary environment are more likely to engage in educationally purposeful activities during college, persist, and achieve their educational objective” (SENSE 3). The connection that students make with a mentor, who often is a counselor, is an understated significance in success of students.
Recommendations. All first-time students should be required to participate in an orientation. To maximize orientation opportunities, courses that accommodate group counseling sessions will permit more students to be reached in a timely manner. Since full-time counselors are often needed to provide individual counseling, assign adjunct counselors to the orientation course sections/counseling sessions. More specifically, in 2011-12, Hartnell College should

1. require all non-exempt students to participate in an orientation to the college that includes information about college programs, services, and facilities; higher education academic expectations; and general assessment/placement information. Provide orientation through group counseling sessions to meet the required first-time counseling contact (as outlined in Hartnell College Board Policy 3170).

2. provide the opportunity for all students to develop an educational plan that identifies an educational objective and the courses, services, and programs to be used to achieve the objective.

3. in addition to orientation group counseling sessions, conduct group counseling and counseling workshops to identify student needs and a major area of study.

4. during the 2011-12 year, conduct further research and develop a plan for a first-year experience for new students.

Registration Services

Current Status. All (continuing, new, returning or concurrent enrollment) students are given appointment dates to register. Complying with registration mandates, priority is given to special populations in EOPS, DSPS and veterans followed by continuing students, whose registration appointment is based on units completed through the previous semester. Students are notified of their registration dates by mail, by email, or by phone approximately two to three weeks prior to registration starting. Students can register through Personal Access Web Service (PAWS), an online service, at the college web site at www.hartnell.edu. Free computer access is available in the lobby area in the CALL Building. Students can also register via the telephone using Admissions Services Available by Phone (ASAP*), a telephone service available to all Hartnell students, which enables them to register or drop courses following automated voice prompts.

Analysis. Currently, Hartnell College registration services are moving away from in-person services and toward online and telephone services. For most students, these modalities are effective as evidenced in fewer students asking for assistance and more students using online registration services this past year. For those students that need additional assistance currently trained, paid “student ambassadors” work in the lobby area outside Admissions and Records assisting students with student account log-ins, passwords, and online registration. According to Admissions and Records staff this has been effective; however, there are times the “student ambassadors” are not available primarily because of the budget allocation for this service. Registration services online and printed materials are well written and informative.

Recommendations. Recognizing that all student populations may not be familiar or at ease with online or telephone modalities, it is important that Hartnell provide support and training for those students as follows:

1. continue to offer registration online, by telephone, and through registration services (including well-trained student ambassadors and signage to direct students to the Admissions counters for assistance) in the CALL reception area.
2. develop a registration clearance (lifting block on registration) for nonexempt students after they have participated and completed preregistration matriculation (assessment/orientation/counseling).

**Instructional Pathways**

It is important that students complete necessary developmental course work as early as possible in the educational sequence (*Poppy Copy 17*). Consequently, it is of critical importance that instructional pathways be clearly defined and that criteria for advising students to enter specific pathways are well articulated and understood.

Different pathways are available to Hartnell students who are assessed below transfer level in ESL, writing/reading, and mathematics. Major pathways include the Math Academy; learning communities, such as Academy for College Excellence (ACE) and Fundamentals Across Career and Transfer Skills (FACTS); and course sequences in ESL, writing/reading, and mathematics.

**Math Academy Current Status.** The Math Academy is a two-week summer/winter program designed to provide students a friendly, no-stress environment wherein students learn to study efficiently, prepare effectively for math tests, and acquire skills and confidence that will help them succeed in college-level math courses. In the Math Academy, as originally designed, students review whole number operations, fractions, decimals, percents, basic geometry, and some beginning algebra such as signed numbers and simple equations. In Summer 2011, students will receive support in Pre-Algebra, Elementary Algebra, Intermediate Algebra, and Pre-Calculus.

Incoming students whose placement scores from Accuplacer place them four levels below transfer level—or below pre-algebra—are eligible for placement in the Math Academy.

**Learning Communities Current Status.** Learning communities exemplify a recent educational movement toward innovative and researched-based pedagogical methods designed to increase the retention and success of basic skills and other students in the community colleges. According to the *Poppy Copy*, “research has fairly consistently demonstrated the historical ‘one instructor, one classroom, limited suite of support services’ model to developmental education is not particularly effective” (39).

Currently, Hartnell offers courses through two learning communities: FACTS and ACE.

**FACTS:** Designed by the Basic Skills Committee for incoming freshmen, this one-semester program focuses on preparing students to become successful in college course work and/or the world of work. Students in a cohort carry an academic load of 12 units.

Incoming freshmen whose placement scores on the Accuplacer place them in ENG 253 and MAT 201 are eligible for placement in FACTS.

**ACE:** The Academy for College Excellence (ACE), formerly known as the Digital Bridge Academy (DBA) initiated at Cabrillo College and designed for incoming freshmen, is a one-semester program that focuses on helping students achieve more in a shorter period of time in both college and in their lives. Students (in a cohort) who enroll in ACE carry an academic load of 16.5 units. A two-week Foundation course helps students learn about themselves and how to work with other students.

Incoming students whose placement scores on the Accuplacer assessment are at the ENG 101 level or below but who have a minimum reading comprehension score of 40 are eligible for placement into ACE.
**Analysis.** Assessment data that the college submits to the Chancellor’s Office annually reveal that the majority of Hartnell students test below transfer level in English and/or math, so a strong counseling component and first-semester schedules, especially with the needs of a developmental student in mind, are critical to student success. According to the effective practices in the *Poppy Copy*, “Institutional policies [should] facilitate student completion of necessary developmental coursework as early as possible in the educational sequence,” and “students are best served by completing preparatory developmental coursework prior to enrolling in other non-developmental courses” (17). In fact, the Lumina Foundation conducted a study (2006) of incoming freshmen seeking credentials at 58 national community colleges, and “86 percent of students who were placed in and completed developmental courses in their first term persisted to the second term, [whereas] only 57 percent of those who were placed but elected not to enroll in developmental courses persisted to the second term” (28). However, “concurrent enrollment in carefully selected academic or vocational courses outside of basic skills [may] help in sustaining student motivation and providing early successes to enhance persistence” (17).

Other colleges have successfully implemented the use of learning communities. According to *A Survey of Effective Practices in Basic Skills*, presented by The Academic Senate for California Community Colleges, there are over 15 learning communities offered at Cerritos College each semester in two tracks: basic skills and transfer (17). Developmental courses are paired with counseling and guidance courses in the basic skills track. In addition, there is a retention counselor for all learning community students.

With regard to the learning communities at Hartnell, data have not yet been collected and analyzed. Data are now being collected for the first FACTS cohort implemented in Fall 2010. For ACE, course success and retention rates have been collected, but a complete analysis has not been conducted.

**Recommendations.** To determine the effectiveness for existing learning communities, Hartnell College should

1. clarify the criteria for enrollment in current learning communities and develop an ACE cohort to include beginning algebra for students completing FACTS and moving to ACE.
2. collect and analyze data for existing learning communities. Analysis should include placement of students in these particular communities, both of which require full-time student loads.
3. consider linked courses (two courses) that would require a cohort of students to take the same two courses for a total of six to seven units. Examine ways to link an ESL, writing/reading, or math course with a course in an occupational or academic area or with a study skills/success course.
4. consider linking lower-level math and English/ESL courses.

**Course Sequences in ESL/English/Mathematics**

**Current Status.** In addition to learning communities (FACTS and ACE), Hartnell College provides students with a clear sequence of courses below transfer and transfer level courses in ESL, English, and mathematics. (Please see the charts in the appendices of this document.)

Criteria used to direct students to course sequences rather than FACTS or ACE need to be clarified. According to assessment data collected for the *Basic Skills Assessment Survey 2011* that include Hartnell data from March 1, 2009, through August 31, 2009, 94 percent of students assessed in mathematics were provided placement advice to enroll in courses below transfer level. In English, 79 percent of students assessed in reading and writing were directed to courses below transfer level. Results of ESL assessment directed students to an ESL course below transfer level. Those students who began with the ESL
assessment and scored in a higher range were diverted by Accuplacer to the regular English/reading assessment, results of which will place the students in either a below transfer level or transfer level course. It is apparent that the majority of students who are assessed demonstrate the need for one or more courses in ESL, or courses in reading, writing, and/or mathematics below transfer level. These percentages may include assessments administered to high school students who may/may not have enrolled in Hartnell courses.

It is well documented in the *Poppy Copy* that in all of these areas, sound principles of learning theory must be applied in the design/delivery of courses in the developmental program which needs to include development of critical thinking skills and analytical thinking and reasoning abilities. Contextualized approaches that integrate basic English and math instruction with occupational skills, academic subject matter, or study skills/student success courses show great promise. Also emerging in the literature is the strategy of organizing instruction in order to accelerate students’ progression through a typical sequence of developmental courses. Further, study skills/student success courses at both the developmental and advanced levels have been found to increase student success and can be linked to other courses in reading, writing, or math.

To promote reading and writing development, instruction in these areas should follow the “embedded curriculum” model. Through such a strategy, students are immersed in simultaneous reading and writing development although implementation can be accomplished in different ways as described in the *Poppy Copy* (41). Further, research underscores the importance of creating supportive writing and reading environments through labs or centers and utilizing a number of classroom strategies specific to reading and writing instruction (*Poppy Copy* 43).

A number of effective practices in mathematics also appear in the literature including the use of technology and manipulatives. In the *Poppy Copy*, some of these strategies are described. We read, “As the call for critical literacy fueled interest in reading and writing across academic disciplines, so has a movement for “quantitative literacy” influenced the ways in which the developmental mathematics curriculum is structured and delivered” (44-46). Focus on specific standards is recommended by the American Mathematical Association of Two Year Colleges including problem solving, reasoning, connecting with other disciplines, using technology and other areas. In the *Poppy Copy*, several effective strategies are summarized: addressing environmental factors, small group instruction, problem-based learning, contextual learning, and use of manipulatives, and use of technology (45-46).

In ESL instruction, numerous studies have been conducted that provide information about features of instructional programs that are effective for students. In the *Poppy Copy*, a number of strategies are described including student interaction in the classroom, linkage to real world items and experiences, and collaboration between ESL instructors and non-ESL faculty (46-49).

Not only will implementation of effective practices ensure higher rates of student success in specific courses, but implementation will also increase retention, persistence, progression to college level course work, degree completion, and transfer.

**Analysis.** In meeting with ESL, English, and mathematics faculty, we learn that while a number of effective practices are already incorporated in classroom instruction, a number of strategies might be examined more closely. In all areas, there is a need for a “permanent” lab environment with appropriate equipment, software, other materials and an adequate staffing level. As indicated in the *Poppy Copy*, the literature supports comprehensive academic support mechanisms, including the use of trained tutors, and it is noted that learning assistance centers should be accessed by all students, faculty, staff, and administrators, emphasizing interrelationships (62-65). Through such support centers, resources such as computer access and other academic resources, workshops, study groups, instructional software and other
support for courses or course offerings can be provided to students. In the *Poppy Copy*, it is noted that integrated, comprehensive support for developmental students is provided through Learning Assistance or Success Centers that might provide academic evaluation and testing, instruction in study skills and learning strategies, peer tutoring, supplemental instruction, computer-assisted instruction and other educational technology (19).

More specifically, at Hartnell, there is an expressed need in ESL for more trained tutors and an integrated lab that provides assistance with completion of ESL Directed Learning Activities (DLAs). In English, the focus needs to be placed on both reading and writing instruction, which is integral to the course outline content and objectives for both ENG 253 and ENG 101. Students completing these courses, and other English courses, need access to DLAs in an appropriate learning environment described earlier. DLAs in reading skill development may need to be prepared and made available. In mathematics, there is a need to examine the addition of a contact/discussion (study skills) hour to certain math courses, and numerous ways should be examined for increasing the support provided to students, including additional tutorial support, textbook loans or rentals, and a “math lab approach” in a number of courses.

In reviewing the data summarized in the *Basic Skills Accountability: Supplement to the ARCC Report, March 2011*, we learn the following about the cohort of first-time Hartnell students tracked from 2001-02 to 2008-09 as compared to statewide findings. In terms of long-term performance measures, statewide measures include the following:

1. Of those who assessed at below transfer level in mathematics, the largest proportion assessed at three levels below transfer level, and 14% of this proportion succeeded in completing transfer-level mathematics.

2. Of those who assessed at below transfer level in English, the largest proportion assessed at two levels below transfer level, and about 30% of this proportion succeeded in completing transfer-level English.

Hartnell measures include the following:

1. Of those who assessed at below transfer level in mathematics, the largest proportion assessed at three levels below transfer level, and 10% of this proportion succeeded in completing transfer-level mathematics.

2. Of those who assessed at below transfer level in English, the largest proportion assessed at two levels below transfer level, and about 40% of this proportion succeeded in completing transfer-level English.

In reviewing the data in *Focus on Results: Accountability Reporting for the California Community Colleges (ARCC) Report*, we see that for some of the ARCC indicators, Hartnell percentages slightly exceed the statewide average:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Statewide</th>
<th>Hartnell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Course Completion Rate (09-10)</td>
<td>61.4%</td>
<td>64.8%</td>
</tr>
<tr>
<td>ESL course Improvement (07-08 to 09-10)</td>
<td>54.6%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Basic Skills Improvement (07-08 to 09-10)</td>
<td>58.6%</td>
<td>59.7%</td>
</tr>
</tbody>
</table>

Even with rates comparable to or slightly above the statewide average, much work needs to be done to increase the course success and progress of students who begin below transfer level in ESL, writing, reading, and mathematics.
**Recommendations.** The college should consider implementation of effective practices described in the literature including contextual learning, linked courses for students unable to commit to full-time class schedules, acceleration, and study skills courses or course work in student success strategies at both developmental and advanced levels. In the process, contextualized approaches that integrate basic English and math instruction with occupational skills or academic subject matter need to be examined. In addition to learning communities comprised of several courses, linked courses (two courses) involving one course in ESL/reading/writing/math and another course in an occupational or academic area or a study skills/student success course should be scheduled. Ways to accelerate progress of students through ESL/writing/reading/mathematics course work as students reach performance levels required for success in transfer level courses should be reviewed. Initially, the college should

1. clarify when students should be advised to enroll in course sequences that are not part of FACTS or ACE.
2. design and staff an appropriate learning-center environment for ESL, writing, reading, and mathematics. In this environment, provide sufficient tutorial assistance and staff assistance for completion of DLAs.
3. examine the need to provide additional reading instruction through ENG 253, ENG 101, and various strategies, such as reading DLAs, which would be available to ENG 253 and ENG 101 students. Professional development in teaching reading strategies for English faculty may need to be provided.

**Study Skills/Strategies**

**Current Status.** Hartnell College has several Counseling courses under the umbrella of “Student Skills for Success,” one of which is COU 21, the 0.3 unit orientation course. The other two student success courses are COU 23, Student Skills for Success: Career Development, and COU 26, Student Skills for Success: Learning Strategies, and are three units each. A limited number of sections of COU 23 has recently been offered, and COU 26 has not been offered in several years.

**Analysis.** The existing Student Skills for Success course that addresses study skills is offered for three units (COU 26). While the content of the course appears to address the study skills needed by students, the number of units is a deterrent to pairing it as part of a learning community with a developmental course. In addition, this three-unit course is not conducive to presenting study skills to both developmental and transfer students.

**Recommendations.** According to the *Poppy Copy*, the definition of basic skills is “those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work” (13). The college needs to examine the possibility of offering both developmental and advanced courses (one-unit courses) in study skills/success strategies. Specifically, the college should

1. design and implement a one-unit developmental study skills course to be paired with other developmental courses.
2. design and implement a one-unit “advanced” study skills course to be paired with general education or college-level courses.
Activities Across Disciplines

Current Status. Recently, a workshop on Writing Across the Curriculum was presented by an English instructor at Hartnell College, during which a variety of strategies for incorporating writing into courses other than English was discussed. The workshop was attended by over 20 faculty, who indicated they would like to continue developing ways to incorporate writing into their courses.

Analysis. In addition to learning communities and linked courses that may involve a wide range of disciplines including developmental courses in reading, writing, and mathematics, there are a number of activities that can be implemented across the curriculum designed to strengthen the instructional offerings for students who are underprepared to succeed in college course work.

Writing Across the Curriculum. A number of years ago, colleges throughout the county implemented various writing across the curriculum (WAC) strategies including writing to learn (WTL) activities and writing in different disciplines (WID), each of which has its own language, conventions, format, and structure. Examples of WTL include writing and reading journals, summaries, response papers, learning logs, problem analyses, and more. Examples of WID assignments include reports, literature reviews, project proposals, and lab reports. WID assignments can be combined with WTL activities to help students analyze key concepts and the language of their disciplines.

Reading Across the Curriculum. Many colleges have also implemented Reading Across the Curriculum (RAC) efforts in order to improve the reading abilities and habits of college students. In numerous courses, college students read texts that require them to continuously comprehend, interpret, and evaluate information. College instructors/professors are challenged in teaching students who enter college underprepared to read and comprehend the required texts. Institutions that have established college-wide reading across the curriculum projects may incorporate various strategies including workshops for faculty to help them redesign curriculum and incorporate reading strategies in their own classrooms, to create more reading comprehension-centered courses, and to provide faculty on-going professional development focused on RAC activities.

Where reading and writing across the curriculum efforts have been implemented, colleges report improvement in student reading/study skills and writing performance and student realization of the importance of reading comprehension and writing skills to overall performance in college and beyond. These efforts and others that focus faculty efforts on providing effective instruction for students who begin college at the developmental levels in the essential skills can have significant impact on student success.

Recommendations. To improve student success in developmental and college-level courses, Hartnell College should

1. provide Writing Across the Curriculum and/or Reading Across the Curriculum activities in order to implement strategies to better meet the needs of students who need to increase reading/study skills and writing performance levels.
Student Instructional Support

Student Success Center (SSC)

The Academic Learning Center is currently located in the College Annex. The current facilities include a drop-in tutoring area with seating for about seventy people, a computer area with twenty computers, and the coordinator’s office.

The following courses are offered: INS 250 Tutor Training (0.3 to 1.0 units), which introduces the tutors to the theories and methods of effective tutoring. INS 301 Supervised Tutoring (no units) is also offered, which provides tutoring through the Academic Learning Center’s tutorial program.

The Academic Learning Center offers various services: drop-in tutoring, group tutoring, and appointment tutoring. Tutors support a student’s regular instructional program through individual and small group tutoring. Supplemental Instruction, a peer-led academic support program, helps students enrolled in certain historically challenging courses (e.g., biology, math, and ESL). Writing workshops are offered throughout the semester, focusing on writing issues, such as paragraph development, grammar, essay formatting, citing sources, and punctuation. Conversation groups are open to students who wish to practice their English.

Analysis. The Academic Learning Center (ALC) as a coordinated support center does not currently exist. Instead, it houses a limited set of stand-alone labs, courses, and activities including peer tutoring and study groups, supplemental instruction, Directed Learning Activities, and writing workshops.

Hartnell College does offer student instructional support services, but students and faculty are unaware of these activities. A recent survey of both faculty and students conducted by a Faculty Inquiry Group investigating the use of Hartnell’s instructional support services reveals the following:

<table>
<thead>
<tr>
<th>Student Support Activities</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutoring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of service and have not used</td>
<td>13.2%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Not aware of service</td>
<td>42.1%</td>
<td>5.7%</td>
</tr>
<tr>
<td><strong>DLAs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of service and have not used</td>
<td>18.4%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Not aware of service</td>
<td>55.3%</td>
<td>24.5%</td>
</tr>
<tr>
<td><strong>Workshops</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of service and have not used</td>
<td>15.8%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Not aware of service</td>
<td>57.9%</td>
<td>45.3%</td>
</tr>
<tr>
<td><strong>Supplemental Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of service and have not used</td>
<td>10.8%</td>
<td>30.2%</td>
</tr>
<tr>
<td>Not aware of service</td>
<td>54.1%</td>
<td>35.8%</td>
</tr>
</tbody>
</table>

Even those services that are available to students are not well known and utilized by students, so services that are provided need to be communicated broadly, and the current level and breadth of services available need to be increased. Given that students have been properly oriented, assessed, and counseled into well-developed, effective course work, including learning communities; linked courses; sequences in reading, writing, and mathematics; and study skills courses, students must have an appropriate level of support in order to succeed in this course work and in subsequent courses. In the Poppy Copy, Roueche and Roueche explicitly called for colleges to examine the comprehensiveness of support services.
available to developmental students, stating that “colleges must increase the support and structure they offer at-risk students who need support and structure more than any other students in higher education” (19). In comparison to instructional support services provided on other college campuses and as clearly noted in the literature, steps should be taken at Hartnell to establish a comprehensive program of instructional support. Specifically described in the *Poppy Copy* is the value of providing comprehensive support for developmental students using Learning Assistance Centers. Maxwell’s review of the literature concerning learning centers delineates the functions most commonly included in learning centers, some of which are as follows:

1. Academic evaluation and diagnostic testing
2. Instruction in study skills and learning strategies
3. Peer tutoring and/or professional tutoring
4. Supplemental Instruction or course-related, systematic, and highly structured group tutoring
5. Computer-assisted instruction and access to other educational technology
6. Credit and non-credit developmental courses
7. Faculty services, such as research opportunities, assistance in developing Supplemental Instruction programs, cooperative learning demonstrations, and classroom support materials
8. Publication of learning center programs through newsletters and class and faculty visits
9. College administrators who are informed about learning center programs and services
10. Staff training and development activities
11. Referral to other programs and services on campus
12. Close relations with offices that provide personal, financial, educational and career counseling, and training for peer counselors
13. Integration with advising departments and faculty advisors
14. Program evaluation

Various studies have confirmed that developmental students who have the services of a comprehensive learning assistance program available to them have been shown to make larger gains in academic performance than those who do not (19-20).

A success center could also offer professional development opportunities for faculty in Best Practices to provide classroom to success center continuity. Further noted in this literature review is the pivotal role of faculty in developmental programs. Roueche and Roueche contend that the success of the developmental student is predicated on “faculty attitude and competence” (*Poppy Copy* 20). They call for a mandate to recruit, develop, and hire the best faculty and to use those instructors who choose to teach remedial classes, as opposed to assigning faculty to those courses. McCabe and Day also recommend the use of “instructors committed to the students and the field” (*Poppy Copy* 20). The Academic Senate cites specific attributes that colleges should look for when hiring developmental educators, some of which are as follows (*Poppy Copy* 21):

1. Varies instructional delivery methods
2. Maintains organized and structured activities
3. Possesses knowledge of learning styles and how to apply this information
4. Provides critical thinking activities
5. Relates the curriculum to the real world and careers
6. Actively engages students
7. Maintains high academic standards
8. Engages in classroom research
9. Engages in professional development activities
10. Chooses to teach underprepared students and demonstrates a passion for working with these students
11. Enjoys and respects students
12. Creates a “classroom community”
13. Encourages students to use all available support services

A similar list of attributes offered by Casazza adds consideration of the affective needs of learners, the ability to assess strengths and weaknesses and communicate them to the learner, the ability to assess individual development, and the ability to gradually release responsibility of learning and self-assessment to the learner (Poppy Copy 21).

Location of the learning center is critical to the “overall effectiveness of the services. The location promotes either access through ‘visibility’ or marginalization through ‘invisibility’” (Poppy Copy 63). Haviland, Fye, and Colby claim that a physically isolated learning center prevents instructors from fully participating in the programs of a learning center, so “geographic centrality [is] the best location for an academic support center” (Poppy Copy 63). Hartnell’s Annex can be modified with minimal funds to accommodate the above-mentioned programs and services. In the appendices in this document, please see an illustration of a few modifications for the Math lab area in the Annex and the quotation providing an estimated cost. These suggested modifications exemplify the kind of affordable changes that, if made, would create an environment conducive to student learning in the Annex. In an improved environment, a coordinated and instructionally sound Academic Learning Center or Student Success Center could be implemented.

**Recommendations.** Hartnell College already has implemented some activities that address student support needs and has identified some faculty who have demonstrated ability to work successfully with developmental students. In order to identify additional steps that need to be taken and further increase the success rates of our developmental learners, we must answer these questions: Specifically what do students at Hartnell need in order to succeed? And what can a center do that the classroom cannot? To answer these questions, it is important to acknowledge that all learning is developmental, and in light of the information shared through the literature review and in communication with a large number of Hartnell faculty, the following areas can be identified as central to providing adequate instructional support for Hartnell students:

1. collaborate with faculty and staff to collect baseline data and organize it in a meaningful and accessible manner.
2. implement Learning Center activities and services that are department-driven:
   a. conduct Directed Learning Activities in ESL, writing, reading, and mathematics with an appropriate level of assistance for students in all sections of courses for which DLAs have been prepared.
   b. develop DLAs for English 101.
   c. prepare DLAs for reading improvement since effective reading is a requisite skill for academic success.
   d. develop DLAs in study skills and strategies, resume writing, and other areas that are integrated with classroom assignments and included in course requirements.
   e. revise curriculum to collect FTES for DLA course work.
   f. conduct Supplemental Instruction and provide training for SI tutors.
   g. provide tutorial assistance to students completing a wide range of subject areas.
   h. make computer assisted instruction available to students, possibly linked with tutorial assistance.
   i. provide learning center resources, such as course software, Internet access, and printing.
   j. organize and conduct study groups led by ALC tutors.
   k. provide ESL lab activities for ESL classes, utilizing various materials and software.
3. examine ways to modify the Hartnell Annex in order to accommodate the above-mentioned activities and services. (Please see Math Lab design and cost estimates in the Appendix of this document.)

**Student Services**

Once a student has enrolled and is attending classes, both instructors and counselors initiate follow-up with referrals to support services (as needed to enhance students completing their educational goal). Follow-up support services currently offered at Hartnell College include assistance with student financial aid and scholarships; development of a comprehensive educational plan with a counselor (highly recommended within the first semester); and special programs, such as Department of Supportive Programs and Services (DSPS), Extended Opportunity Program Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWORKs Program, and TRIO/Student Support Services Program.

The amount of both initial and follow-up student support (including financial aid, EOPS, TRIO, DSPS) has a direct impact on student success and retention.

**Financial Aid and Scholarships**

**Current Status.** Financial Aid policies and procedures are outlined on the Hartnell College Website and are available from the Home Page under the Students tab. Detailed information is provided through links about financial aid programs, federal work study, applying for financial aid, BOGW fees/waivers, direct student loans, financial aid forms, deadlines, other resources, SAP, and scholarships.

Scholarships are available for continuing and transfer students who show academic interest, financial need, scholastic achievement, the desire to succeed, and community or campus involvement. A single application places the student in consideration for multiple scholarships. Information online regarding scholarships and deadlines are available to students and the community at http://www.hartnell.edu/financial_aid/scholarships.

**Analysis:** The purpose of Financial Aid is to assist eligible students in meeting educational costs while attending school. Many Hartnell College students are not able to pay the full costs of a college education, which makes this a primary barrier to student success. Students often have other responsibilities and work excessive hours while attending school.

Recent changes in the Financial Aid office have streamlined services for students who apply for and receive the funds that are needed earlier in the school year. Increasing Financial Aid staff and closing the Financial Aid office on Fridays have resulted in improved productivity and a more timely response to applications.

Hartnell data show that while the federal award amounts and number of students awarded have increased, state awards have fluctuated between increases and decreases, and scholarship awards have decreased both in amounts awarded and number of recipients. In addition, updated online and printed materials as well as continued workshops give information so that students can better understand the process and timelines.

As clearly indicated in the *Poppy Copy*, providing financial aid to students is an integral part of helping students succeed (29):
**B.4** Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

No Recommendations: It appears that the new procedures are working well in Financial Aid, and with the current efforts, the college is meeting the standards in the *Poppy Copy’s* Effective Practice B.4. The staff is to be commended on their continual effort to inform and assist students in applying for and receiving state and federal financial aid and scholarships.

*Counseling/Educational Planning*

**Current Status.** In peak registration periods, student scheduling takes place during Express Counseling and/or during the Orientation course; however, counselors may provide follow-up appointments during which students receive individualized services. Students are encouraged to schedule an appointment with a counselor for educational planning, career development, major selection, individual counseling, personal development, connecting to other services, and referral programs on and off campus.

**Analysis.** Detailed earlier in the document is the importance of initial preregistration counseling. Indeed, counseling continues to be important to student success as one of the follow-up activities in educational planning; counselors are key to referring students to both student and instructional support services and also to outside agencies that at-risk students often need for behavioral and sustenance needs. Developing an individualized, comprehensive educational plan is significant to students attaining their educational goals in a timely manner. Counselors are knowledgeable about educational choices and the nuances of academic degrees and admission policies of transfer institutions. Students who follow up with their counselor throughout their tenure at Hartnell College have demonstrated higher certificate, associate degree, and transfer attainment. Research confirms that students who have access to counseling/advising typically have higher pass rates than those students who do not (*Poppy Copy 28*).

**A.5** A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services (*Poppy Copy 19*).

**B.3.1** A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses (*Poppy Copy 117*).

**B.3.4** Counseling of developmental education students occurs early in the semester/quarter (*Poppy Copy 117*).

**Recommendations.** Because of the importance of maintaining contact with students throughout their tenure at Hartnell, the college should

1. create and implement a structure that facilitates development and reevaluation of educational plans.
2. assist developmental students in reevaluating their educational plans.
Student Support Services

Department of Supportive Programs And Services (DSPS). DSPS offers comprehensive support services and accommodations to meet students’ disability-related academic needs. Students with documented disabilities are eligible to receive services, such as Disability Management; Learning Disability Assessment; Academic, Career, and Personal Counseling; Academic Accommodations; Deaf Services/Interpreting; Alternate Media and Assistive Technology; and Adaptive PE.

Extended Opportunity Program and Services (EOPS). The Extended Opportunity Program and Services (EOPS) assists educationally disadvantaged, low income, and under-represented students. Students receive assistance with their subsequent semester registration, financial aid, book purchases, curriculum planning, and academic and personal counseling. This program has an application process for full-time students eligible for financial aid. Many more students apply for this program than spaces available due to limited state funding. This program continues to show effective services for the students.

Cooperative Agencies Resources for Education (CARE). As a supplemental component of EOPS, CARE provides educational support services designed for the academically under-prepared, low income, and single parent population. Grants and allowances for educationally-related expenses (e.g., meals on campus, parking permits, bus passes, and textbooks) may be awarded as a means of improving retention, persistence, graduation, and transfer rates.

CalWORKS. Hartnell College’s CalWORKs Program serves CalWORKs Cash Aid (formerly AFDC) recipients who enroll at Hartnell College. The program offers five student-centered services: Counseling/Case Management, which includes design of an educational, study, and employment plan; career and job programs and services; education, which provides general employment skills and occupational training; financial aid, which includes grants and employment, and other additional personal funding; and coordination with EOPS/CARE Programs, providing additional services for single parents.

TRIO/Student Support Services Program. The TRIO Student Support Services Program is a federally grant-funded student retention program for first generation and/or low-income students. This program has an application process for full-time eligible students with a 2.0 or higher GPA. Students receive services in orientation, counseling, academic and personal advising, financial aid and scholarship assistance, tutoring, peer mentoring, cultural enrichment activities, transfer assistance, and university fieldtrips.

Analysis. Hartnell College currently has a wide range of special programs to assist students, and there is evidence these programs have been successful in assisting students in reaching their educational goals; however, students not eligible or who cannot be accommodated because of the programs’ impaction are being served by a small group of general counselors in both academic and personal counseling. In addition, there is no specific program targeted for developmental (basic skills) students. According to the Poppy Copy, “Counseling in and of itself is not sufficient to significantly impact student success.” It is imperative that counselors be “specifically trained to work with developmental students” (28). In addition, identifying how and when students apply to some special programs, such as TRIO and EOPS, appears confusing.

B.4.1 Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid (Poppy Copy 118).
Recommendations. It is important that the college have mechanisms to inform students of available support programs and the process to access them. Therefore, the college should

1. offer training to counselors to better prepare them to work with developmental students; make available services of trained adjunct counselors to assist with counseling of developmental students.
2. develop, implement, and communicate the application process with deadlines for each semester for TRIO and EOPS services both in a printed and online format.
3. offer students transfer and career information on a regular basis.

Early Alert

Current Status. The Early Alert system for at-risk students is designed to help students succeed and to prevent students from being placed on academic warning and probation and from financial aid appeals. Hartnell College does possess an early alert module that is part of Datatel. However, the program has not been implemented. The early alert process would be initiated by faculty and followed up by a counselor.

Analysis. Hartnell College already possesses an Early Alert component, which has been paid for by Title 5 funds and that has not been implemented.

D.9 Faculty and advisors closely monitor student performance (Poppy Copy 61).

Recommendations. Because of the importance of monitoring student performance and proactive intervention, Hartnell College should

1. develop and implement an Early Alert system to monitor academic difficulties for all students and to provide follow-up services for at-risk students (academic probation, financial aid appeals, and disqualification).

CONCLUSION

To successfully execute and sustain the recommendations for effective BSI implementation and matriculation services at Hartnell College, specific over-arching mechanisms are necessary:

1. Hartnell College must re-engage in the support of a shared governance committee to direct matriculation policies and practices. The BSI Committee should continue to meet and participate with the regional group and should advise the Matriculation Committee regarding effective practices for the assessment, orientation, and placement of developmental students. The BSI Committee should also monitor recommendations implemented in instructional pathways, student instructional support, and student support services. Practices surrounding developmental education’s structure, organization, and management are integral to the success of such a program.

A.1 Developmental education is a clearly stated institutional priority (Poppy Copy 14).
B.1 Orientation, assessment, and placement are mandatory for all new students (Poppy Copy 23).
2. Hartnell College should continue to identify and evaluate its own strengths and weaknesses to better assist its student population and measure its own successes. While outside research and literature provide legitimacy for its institutional practices, Hartnell data should guide the development and implementation of an effective developmental education program. Use of data is supported in a letter disseminated to the entire institution from Dr. Phoebe Helm, dated April 12, 2011, in which she stated:

Indeed, the importance of information in academics cannot be overstated. It is how we measure our success. It is how we ensure that student needs are met. It is how we examine how to improve or what to improve. Good data (information) are critical to our ability to be successful in grant writing. And, finally, collecting and reporting accurate data determine how we are funded as an institution. Accurate information is critical to our ability to make decisions, and in these times when resources are scarce, it is even more important to make the best possible decisions and that requires data.

Recommendations.

1. Develop a plan that will include annual research reports (retention, success, and persistence, rates) and periodic reports (student perception and satisfaction) to evaluate the effectiveness of matriculation components, instructional pathways, student instructional support, and student support services. Through analysis of success and persistence rates of students enrolled in ESL, English (reading and writing), and mathematics courses below the transfer level, determine effectiveness of improvements that have been implemented.

B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice (Poppy Copy 26).

2. Hartnell College should provide comprehensive training and development opportunities for faculty and staff who work with developmental students. As indicated in this document, most of Hartnell’s students need developmental course work in ESL, English, and mathematics. Faculty across disciplines must play a primary role in the support and implementation of recommended activities.

C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning (Poppy Copy 33).

By strengthening its instructional and student services practices for developmental students, Hartnell College will improve student success when they enroll in college-level transfer courses and prepare them for transfer to four-year institutions.

A “Summary of Recommendations” is provided in the Appendices. In addition, the Task Force has suggested that those recommendations followed by an asterisk * be implemented during the 2011-2012 academic year.
Works Cited


## ENGLISH AS A SECOND LANGUAGE COURSE SEQUENCE
### Hartnell College

### HIGH BEGINNING LEVEL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Corequisite</th>
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<tbody>
<tr>
<td>ESL 225</td>
<td>5.0</td>
<td>ESL 225L</td>
</tr>
<tr>
<td>Grammar and Writing 1</td>
<td>1.0</td>
<td>Corequisite ESL 225L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESL 227A &amp; 227B *new</td>
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<tr>
<td></td>
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<td></td>
<td>Reading and Vocabulary 1</td>
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### LOW INTERMEDIATE LEVEL

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<tr>
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<td>ESL 235L</td>
</tr>
<tr>
<td>Grammar and Writing 2</td>
<td>1.0</td>
<td>Corequisite ESL 235L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESL 237A &amp; 237B * new</td>
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<tr>
<td></td>
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<td></td>
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### INTERMEDIATE LEVEL

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### HIGH INTERMEDIATE LEVEL

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### ACADEMIC PREPARATION LEVEL

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### COLLEGE LEVEL

(AA degree applicable)
- ENG 1A
- College Composition and Reading
  - 3.0 units

### NOTE:
Course numbers ending in:

- "5" - Develops grammar and writing skills
- "6/7" - Develops speaking and listening skills
- "8" - Develops reading and vocabulary skills
- "L" - Labs provide more practice in all skills
English Course Sequence

- ENG-253
- ENG-101
- ENG-1A
- ENG-50
- ENG-51
- ENG-57

- ENG-1B
- ENG-2
- ENG-10
- ENG-17
- ENG-22
- ENG-24
- ENG-25
- ENG-26
- ENG-31
- ENG-41
- ENG-44A
- ENG-44B
- ENG-45
- ENG-46A
- ENG-46B
- ENG-47A
- ENG-48
- ENG-32
- ENG-33

Legend:
- Developmental
- Degree applicable but not transferable
- Transferable
- Transferable with Eng-1A as a prerequisite
Mathematics Course Sequence

Math 200, 200L

Math 201, 201L1-201L3

Math 121, 121L1-121L4

Math 151, 151L1-151L3

Math 122

Math 12, (Transfer)

Math 123, 123L1-123L4

Math 24, (Transfer)

Math 25, (Transfer)

Math 2, (Transfer)

Math 13, (Transfer)

Math 16, (Transfer)

Math 10, (Transfer)

Math 3A

Math 3B

Math 3C

Math 4

Math 5

Technical majors
Elementary School Teachers
STEM majors
Business/Econ/Social Sciences majors
Liberal Arts majors
Proposed changes:

1. Install 8' high dividers.
2. Add to top of wall to make it 8' high.
3. Lower wall by 3'.

Make glass opaque.
## Quotation

**QUOTE TO:**  
Dennis Felice  
Fortyall College  
401 Central Avenue  
Salinas, CA 93901

**SHIP TO:**  
Joseph Reyes  
Fortyall College  
401 Central Avenue  
Salinas, CA 93901

**Terms:**  
Due net 30 days

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**ACCEPTED BY:____________________ TITLE:___________________ DATE:___________________**
## Quotation

**SPECIALISTS IN OFFICE FURNISHINGS AND DESIGN**

**325 S. Main Street**

**Salinas, CA 93901**

**Monterey (831) 646-9889**

**Fax (831) 787-1339**

**SALES - LEASING - DESIGN - SERVICE**

### Quotation Information

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**QUOTE TO:**
Damon Felice  
Hartnell College  
411 Central Avenue  
Salinas, CA 93901

**SHIP TO:**
Joseph Hayes  
Hartnell College  
411 Central Avenue  
Salinas, CA 93901

- P: 831.770.7644  
- F: 831.755.9530

**Terms:**  
Due net 30 days

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<th>Line</th>
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| 1    | 1        | BLY-74770 GREAT DIVIDE WALL SYSTEM FABRIC STAND-UP MEDIA Grey Fabric Panel, Sound Absorbing, Tackable, Flame Resistant Includes (2) Wall Panels & (2) UMD Panels  
Overall Length 97" X 3D X 96" | 1,411.88 | 1,411.88 |
| 2    | 5        | BLY-74772 GREAT DIVIDE WALL SYSTEM FABRIC ADD ON PANELS Media Grey Fabric Panel, Sound Absorbing, Tackable, Flame Resistant Includes (2) Wall Panels Overall Length 64" X 10" X 96" | 386.65 | 7,865.15 |
| 3    | 3        | BLY-58345 GREAT DIVIDE WALL SYSTEM SOUNDING DEVICE Adds Systems Together For Wall Lengths Greater Than 74 Feet | 125.56 | 376.68 |
| 4    | 10       | PENDELLA TAYLOR FABRIC, FOR DELIVERY AND/OR ASSEMBLY, FABRICATION/MODULAR FURNITURE INTO PRODUCT AS APPLICABLE TO THIS ORDER. | 354.03 | 354.03 |

**Sub Total:** 4,977.00

City of Salinas in Monterey County  
428.20

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**ACCEPTED BY:**

**DATE:**
### SUMMARY OF RECOMMENDATIONS

**Preregistration/Matriculation: Admission/Application/Assessment**

1. Implement mechanisms to enforce assessment by reinstituting a block on nonexempt students’ registration services for students taking six or more units or anyone taking a math or English course; use the placement test instrument as one measure of assessment and support and identify the use of other multiple measures by counselors to advise students in course selection and services to include the following: past educational experience, college plans, student motivation, and student self-assessment or self-evaluation. *(Implement in 2011-2012.)*

2. Ensure that students who assess at developmental levels in reading, writing, and/or mathematics enroll in developmental course work as early as possible in their college careers. *(Implement in 2011-2012.)*

3. Collaboratively develop and implement a plan to support the use of content review as the basis for establishing communication and computation prerequisites for courses outside of the disciplines of English and mathematics, as appropriate. Establish a timeline facilitating gradual implementation of these prerequisites.

4. Take steps to ensure that enrollment services including assessment are provided to students at all three sites.

**Preregistration/Matriculation: Orientation/Counseling**

1. Require all non-exempt students to participate in an orientation to the college that includes information about college programs, services, and facilities; higher education academic expectations; and general assessment/placement information. Provide orientation through group counseling sessions to meet the required first-time counseling contact (as outlined in Hartnell College Board Policy 3170). *(Implement in 2011-2012.)*

2. Provide the opportunity for all students to develop an educational plan that identifies an educational objective and the courses, services, and programs to be used to achieve the objective.

3. In addition to orientation group counseling sessions, conduct group counseling and counseling workshops to identify student needs and a major area of study. *(Implement in 2011-2012.)*

4. During the 2011-12 year, conduct further research and develop a plan for a first-year experience for new students. *(Implement in 2011-2012)*

**Preregistration/Matriculation: Registration Services**

1. Continue to offer registration online, by telephone, and through registration services (including well-trained student ambassadors and signage to direct students to the Admissions counters for assistance) in the CALL reception area.

2. Develop a registration clearance (lifting block on registration) for nonexempt students after they have participated and completed preregistration matriculation (assessment/orientation/counseling). *(Implement in 2011-2012.)*
Instructional Pathways: Learning Communities

1. Clarify the criteria for enrollment in current learning communities and develop an ACE cohort to include beginning algebra for students completing FACTS and moving to ACE.

2. Collect and analyze data for existing learning communities. Analysis should include placement of students in these particular communities, both of which require full-time student loads. *(Implement in 2011-2012.)*

3. Consider linked courses (two courses) that would require a cohort of students to take the same two courses for a total of six to seven units. Examine ways to link an ESL, writing/reading, or math course with a course in an occupational or academic area or with a study skills/success course.

4. Consider linking lower-level math and English/ESL courses.

Instructional Pathways: Course Sequences in ESL/English/Mathematics

1. Clarify when students should be advised to enroll in course sequences that are not part of FACTS or ACE.

2. Design and staff an appropriate learning-center environment for ESL, writing, reading, and mathematics. In this environment, provide sufficient tutorial assistance and staff assistance for completion of DLAs. *(Implement in 2011-2012.)*

3. Examine the need to provide additional reading instruction through ENG 253, ENG 101, and various strategies, such as reading DLAs, which would be available to ENG 253 and ENG 101 students. Professional development in teaching reading strategies for English faculty may need to be provided. *(Implement in 2011-2012.)*

Instructional Pathways: Study Skills/Strategies

1. Design and implement a one-unit developmental study skills course to be paired with other developmental courses.

2. Design and implement a one-unit “advanced” study skills course to be paired with general education or college-level courses.

Instructional Pathways: Activities Across Disciplines

1. Provide Writing Across the Curriculum and/or Reading Across the Curriculum activities in order to implement strategies to better meet the needs of students who need to increase reading/study skills and writing performance levels.
**Student Instructional Support: Student Success Center (SSC)**

1. Collaborate with faculty and staff to collect baseline data and organize it in a meaningful and accessible manner. *(Implement in 2011-2012.)*

2. Implement Learning Center activities and services that are department-driven*(Implement in 2011-2012.)*:
   a. Conduct Directed Learning Activities in ESL, writing, reading, and mathematics with an appropriate level of assistance for students in all sections of courses for which DLAs have been prepared.
   b. Develop DLAs for English 101.
   c. Prepare DLAs for reading improvement since effective reading is a requisite skill for academic success.
   d. Develop DLAs in study skills and strategies, resume writing, and other areas that are integrated with classroom assignments and included in course requirements.
   e. Revise curriculum to collect FTES for DLA course work.
   f. Conduct Supplemental Instruction and provide training for SI tutors.
   g. Provide tutorial assistance to students completing a wide range of subject areas.
   h. Make computer assisted instruction available to students, possibly linked with tutorial assistance.
   i. Provide learning center resources, such as course software, Internet access, and printing.
   j. Organize and conduct study groups led by ALC tutors.
   k. Provide ESL lab activities for ESL classes, utilizing various materials and software.

3. Examine ways to modify the Hartnell Annex in order to accommodate the above-mentioned activities and services.

**Student Services: Counseling/Educational Planning**

1. Create and implement a structure that facilitates development and reevaluation of educational plans.

2. Assist developmental students in reevaluating their educational plans.

**Student Services: Student Support Services**

1. Offer training to counselors to better prepare them to work with developmental students; make available services of trained adjunct counselors to assist with counseling of developmental students. *(Implement in 2011-2012.)*

2. Develop, implement, and communicate the application process with deadlines for each semester for TRIO and EOPS services both in a printed and online format.

3. Offer students transfer and career information on a regular basis.

**Student Services: Early Alert**

1. Develop and implement an Early Alert system to monitor academic difficulties for all students and to provide follow-up services for at-risk students (academic probation, financial aid appeals, and disqualification).
Conclusion

1. Develop a plan that will include annual research reports (retention, success, and persistence, rates) and periodic reports (student perception and satisfaction) to evaluate the effectiveness of matriculation components, instructional pathways, student instructional support, and student support services. Through analysis of success and persistence rates of students enrolled in ESL, English (reading and writing), and mathematics courses below the transfer level, determine effectiveness of improvements that have been implemented.

2. Hartnell College should provide comprehensive training and development opportunities for faculty and staff who work with developmental students. As indicated in this document, most of Hartnell’s students are developmental students in ESL, English, and mathematics. Faculty across disciplines must play a primary role in the support and implementation of recommended activities. *(Implement in 2011-2012.)*