Credit

Student Success and Support Program Plan

2015-16

District: Hartnell College
College: Hartnell College

Report Due:
Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION
The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. Colleges are to use the template as provided. When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with

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1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.
expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college’s allocation expended by the district. The program and budget plans will also be compared with the colleges’ credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

I. Program Plan Signature Page
II. Planning & Core Services
   A. Planning
   B. Orientation
   C. Assessment for Placement
   D. Counseling, Advising, and Other Education Planning Services
   E. Follow-up for At-Risk Students
   F. Other SSSP/Match Expenditures
III. Policies
   A. Exemption Policy
   B. Appeal Policies
   C. Prerequisite and Corequisite Procedures
IV. Professional Development
V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- Seymour-Campbell Student Success Act of 2012
- California Code of Regulations
- Chancellor’s Office Student Equity web page
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills website
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Hartnell College

District Name: Hartnell College

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations and California Education Code sections 78210-78219.

Signature of College SSSP Coordinator: ________________________________  Date: ______________

Name: Dr. Mark Sanchez

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ________________________________  Date: ______________

Name: Dr. Romero Jalomo

Signature of the Chief Instructional Officer: ________________________________  Date: ______________

Name: Dr. Lori Kildal

Signature of College Academic Senate President: ________________________________  Date: ______________

Name: Carol Kimbrough

Signature of College President: ________________________________  Date: ______________

Name: Dr. Willard Lewallen

Contact information for person preparing the plan:

Name: Dr. Mark Sanchez  Title: Dean of Student Affairs, Student Success

Email: msanchez@hartnell.edu  Phone: (831)759-6006
SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

During the month of May 2015, the Hartnell College SSSP Committee for 2015-2016 was reconvened to begin the work on the 15-16 SSSP plan. Furthermore, members from different areas on campus were invited to participate, from management, classified staff, student representatives and faculty. The Committee met several times during the Summer session (06/15/15-08/14/15) to strategize on areas the committee needed to focus on for the new program plan. Since faculty members are typically on non-duty over the summer they were compensated with a stipend for their time, effort and writing of the plan.

After analyzing college data, resources, technology, policies, and partnerships the committee began discussing overall parameters of the plan and priority goals were established. One of the priority goals to be included in this year’s SSSP plan is to develop a Student Academic Support Program (SASS), which will include the institutionalization of our early alert program, follow up services and the establishment of an academic probation and student success workshop.

Reviewing feedback from the team of readers convened by the California Community Colleges Chancellor’s office for last year’s SSSP plan (March 2015), the feedback highlighted the fact the Hartnell College Pathways (outreach), high school and community partnerships and “Steps to Success” process was “innovative” and “forward-thinking”. The 15-16 SSSP committee at Hartnell College realized for the current SSSP plan would need to focus on enhancing our “follow-up” services for students. Throughout the process of continuing the work to update the 15-16 SSSP plan, the SSSP Committee Chair provided weekly updates to the campus SSSP/SEP Steering Committee. This provided a valuable venue to solicit input from the SSSP/SEP Steering Committee and ensure the plans are aligning with other institutional initiatives of the college including the college’s strategic priorities. The SSSP committee began the work of drafting the initial plan this summer 2015 with the schedule to begin presentations to campus constituent groups beginning in August 2015 (See campus constituent group presentation schedule below).
Timeline for Student Success and Support Program Plan (SSSP) 2015-2016

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<th>Constituency Group Presentation and Month</th>
<th>Counseling Department Meeting</th>
<th>Student Affairs Council</th>
<th>Academic Affairs Council</th>
<th>Academic Senate</th>
<th>College Planning Council</th>
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<td>In order to ensure alignment between the Hartnell College Student Success and Support Program (SSSP) plan and campus Student Equity Plan (SEP), a subcommittee was formed in the Fall 2014 semester, consisting of the Chair for the (SSSP) committee, Chair of the (SEP) committee, Vice-President of Student Affairs, Dean of Institutional Effectiveness, and Director of Hispanic Initiatives on campus. The goal of this subcommittee is to discuss and review</td>
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alignment with the programs and services outlined in the (SSSP), (SEP), (Basic Skills Initiative), (College Strategic Priorities), and (Hispanic Serving Initiatives) to ensure consistency in college goals and objectives. The subcommittee also focused on developing research data reports consistent with the data elements that are required in both the (SSSP) plan and (SEP) plans. As a result of our discussions and review of both plans being developed by the committee’s it was also stated the College needed to ensure our programs and services are aligned with the College’s Strategic Priorities. The subcommittee also needed to ensure the programs and services were aligned with ensuring comparability of programs and services as outlined in our accreditation self-study (April 2014). For the intents and purposes of this subcommittee the Chair of the (SEP) plan committee also happened to be a standing member of the Basic Skills committee on campus and could therefore ensure alignment with programs and services being developed through that committee. Having the Dean of Institutional Effectiveness and Planning as a member of the subcommittee also ensures we were following the District’s integrated planning processes, particularly programs, services, and requests for resources being outlined in Departmental program review and annual action plans.

The SSSP Program plan committee felt it was important to highlight how the core services in the SSSP Plan (Orientation, Assessment, Counseling/Advising, Other Educational Planning Services, and Follow-Up) align with the Hartnell College Strategic Priorities. The College’s Strategic Priorities are:

1. Student Access
2. Student Success
3. Employee Diversity and Development
4. Effective Utilization of Resources
5. Innovation and Relevance for Programs and Services
6. Partnerships with Industry, Business, Agencies & Education

Administrators, faculty, and staff with the inclusion of students discussed the work that is being done on campus to address the SSSP program requirements while at the same time ensuring our work is aligned with the strategic priorities of the District. The initiatives developed on campus over the last year have focused on attempting to work with our community partners including high schools, community based organizations, one-stop career centers, business & industry, adult schools, alternative education sites, and others to ensure we are preparing students for college success far in advance of their ultimate enrollment at the college. Many of our services have focused on student access and success, for example the development of the new online orientation in English, Spanish, and Accessible (ADA compliant) versions.

2. Describe the college’s student profile.

Hartnell College serves a diverse group of people; we serve a spectrum of students that range from concurrently enrolled high school students, full-time employed students, full-time non-employed students, part-time students, to students interested in enrolling in the college to enhance their workforce skills, and personal enrichment. A profile of the target audience Hartnell College serves consists of an average of 11,076 student headcount enrollments (Spring 2015). Of the total headcount enrollment 3,356 are
full-time equivalent students (FTES). Hartnell College also serves 249 distance education FTES (Spring 2015). The ethnicity breakdown of the Hartnell College student population is as follows: sixty-two (62%) percent Hispanic; eighteen (18%) percent White; three (3%) percent Asian/Pacific Islander; two (2%) percent African-American; and zero point five (0.5%) percent American Indian (Spring 2015 enrollment data). The gender breakdown for Hartnell College is fifty-four (54%) percent Male and forty-six (46%) Female (Spring 2015). Hartnell College serves approximately 2,900 new incoming first-time students each year, this group consists of first time freshmen (recent high school graduates) and first time postsecondary enrolling students.

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

**Hartnell College Pathways- Outreach and Recruitment**

In academic year 2014-2015, Hartnell College developed and implemented a College Pathways program. Through the planning and use of Student Success and Support Program (SSSP) funding, the college implemented a program that would fully matriculate students from the point of inquiry to registration and ultimately to enrollment into college student support programs. All incoming students (minus those students that meet the exemption criteria outlined in the college policy section of this plan) are expected to participate in a comprehensive set of services the college has titled “Steps to Success” designed to prepare students for college enrollment (see steps below).

Hartnell College maintains comprehensive partnerships with all feeder high schools in Monterey County, adult schools, alternative schools, community based organizations, one-stop career centers, foster youth serving organizations, migrant serving organizations, Monterey County Office of Education, Department of Social Services, Rancho Cielo and many more. Our goal in academic year 2015-2016 is to expand our pathway work with organizations the college has historically not had relationships with in the past. The goal will be to develop and implement a broad array of transitional preparation services for individuals interested in enrolling at Hartnell College. Below is a list of current partners the college works with to implement college preparation services for our community:
Hartnell College -
7 Steps to Success Enrollment

APPLY FOR ADMISSIONS AND FINANCIAL AID
A. Complete and submit an online Application For Admission at www.CCCApply.org
B. Complete and submit the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov

ORIENTATION
Orientation is mandatory if you are enrolling in 6.0 or more units, unless you qualify for an Orientation Exemption. Please see a Hartnell College Counselor for an Orientation Exemption.
Complete the New Student Orientation online: http://www.hartnell.edu/registration-steps

ASSESSMENT
The Accuplacer STAAR® Assessment is mandatory if you are enrolling in 6.0 or more units or any English (including ESL) or Math course, unless exempt. Test Prep Workshops Now Available! Call the Assessment Office at (831) 759-6054 to schedule your appointment at least 2 weeks in advance!

COUNSELING
All students MUST schedule an appointment to meet with a counselor to discuss their academic goals and to develop a comprehensive Education Plan (a plan that outlines courses the student must take to complete their educational goal) by the 15th degree applicable unit mark. Call the Counseling Desk at (831) 755-6820 to schedule an appointment.

REGISTER
Register online using P.A.W.S. for Students. Concurrent enrollment less than 9th grade must register in person. Please consult the schedule of classes for dates and times.

PAY FEES
Pay all registration fees by the payment fee deadline to avoid being dropped from your classes. See the Payment Deadline Schedule online or select “Make a Payment” through P.A.W.S. for Students.

CAT CARD
Visit the Office of Student Life in Building G to obtain or update your CatCard. You must bring proof of payment for the Student Services/Activity Fee.

High Schools:
Salinas Union High School District
Alisal High School
Everett Alvarez High School
North Salinas High School
Salinas High School
Mount Toro High School
Mission Trails ROP Center
El Puente School
Salinas Adult School
Community Day School
Gonzales Unified School District
Gonzales High School
Somavia High School
South Monterey County Joint Union High School District
Greenfield High School
King City High School
Portola-Butler High School
**North Monterey Unified School District**
North Monterey County High School
Central Bay High School
**Soledad Unified School District**
Soledad High School
Pinnacles High School
Community Education Center (Adult School)

**Elementary School Districts**

**Alisal Union School District:** *Panther Cub Day 2015*
The Alisal Union School District (AUSD) operates eleven K-6 schools and partners with one Charter School in Salinas, CA. The AUSD currently serves approximately 9,000 students, and is comprised primarily of a student population identifying as Hispanic at 93.5%, followed by Filipino and White both at 2.3% and a Black student population of 1.1%. The 2014-2015 academic year was the first year of participation for Hartnell College within the educational partnerships of AUSD and **Community for Caring Monterey Peninsula** and **Monterey County College Challenge (M3C)** in an event called Panther Cub Day. Panther Cub Day was a one-day event in which Hartnell hosted 1,200 fourth graders from AUSD at the Main Campus. Students were introduced to post-secondary education through hands-on demonstrations presented by current Hartnell students in various academic disciplines including, but not limited to STEM, Theater, and Kinesiology. This event and partnership is expected to continue into the next academic year.

**Greenfield Union School District:** *Cesar Chavez Elementary School*
Cesar Chavez Elementary School is one of three elementary schools in the Greenfield Union School District located in Greenfield, CA, roughly 40 miles south of the Hartnell College Main Campus and 10 miles north of Hartnell South County Campus; the King City Education Center located in King City, CA. The 2014-2015 academic year was the first year of partnership between Hartnell College and Cesar Chavez Elementary School. The College Pathways Coordinator with the accompaniment of a general counselor were invited to provide an introductory post-secondary presentation to every 5th grade class at Cesar Chavez Elementary School. The students received Hartnell College folders, bracelets and a “classroom backpack” filled with items such as the Hartnell College pennant and mascot plush. We look forward to expanding this partnership within the remaining elementary schools of the Greenfield Union School District for the upcoming academic year.

**Alternative Schools:**

**Salinas Union High School District**
*Community Day School* is an alternative educational setting for 7th and 8th grade students in Salinas, CA. This academic year will mark the first year of partnership between Community Day School and Hartnell College. Hartnell will participate in outreach events and provide informative presentations to students and parents through community resource fair events.
El Puente is an alternative school for grades 7-12 located in Salinas, CA. El Puente is a current outreach partner in which the College Pathways team facilitated the Steps to Success process of enrollment for the 2015 senior class. The College Pathways team will again implement the Steps to Success process of enrollment for the 2016 senior class.

Mission Trails Regional Occupational Program (ROP) is an organization of individual vocational school sites affiliated with alternative education in school districts throughout Monterey County for grades 11 and 12. They are located in Salinas, CA and are a current outreach partner. The College Pathways team will continue to provide post-secondary information and opportunities by maintaining a continued presence at ROP and implementing the Steps to Success process of enrollment with the 2016 senior class.

Mount Toro High School is a continuation high school located in Salinas, CA and is a current outreach partner. The College Pathways team will continue to partner with Mount Toro High School by facilitating the Steps to Success process of enrollment to the 2016 senior class.

North Monterey Unified School District

Central Bay High School is a continuation high school located in Prunedale, CA. This is the first year of partnership between Hartnell College and Central Bay High School. The College Pathways team will facilitate the process of enrollment through the Steps to Success and will host CBHS students at the main campus and provide an introductory visit and campus tour for students in early September 2015.

Soledad Unified School District

Pinnacles High School is an independent study program for grades 9-12. They are located in Soledad, CA. Pinnacles High School is an anticipated outreach partner for the 2015-2016 academic year. The College Pathways team will work to establish a partnership through which PHS faculty, staff, students and parents will become aware of post-secondary education and or career opportunities at Hartnell College.

South Monterey County Joint Union High School District

Portola-Butler High School is a continuation high school that serves students from the cities of Greenfield and King City; CA. located about 10 miles north of the Hartnell College South Monterey County satellite campus: the King City Education Center. Portola-Butler High School will be a new outreach partner for the 2015-2016 academic year. The College Pathways team will provide information to faculty, staff, students and parents regarding post-secondary opportunities at Hartnell College. Further, the College Pathways team will facilitate the Steps to Success process of enrollment for the 2016 senior class.

Monterey County Office of Education

Alternative Education Program of the Monterey County Office of Education is an alternative education program that prepares students for future success by providing a supportive school environment that focuses on increasing academic and pro-social behaviors and skills, while providing functional life skills instruction. MCOE maintains six independent community schools and two court-ordered programs for systems-involved youth. MCOE is located in Salinas, CA. and is a current outreach partner. The College Pathways team will facilitate the process of
enrollment for graduating high school seniors and or equivalent and will continue to participate in various MCOE sponsored events such as Career and Resource Fairs held throughout the year.

*Rancho Cielo* is a comprehensive learning and social services center for underserved youth in Monterey County. Rancho Cielo provides educational opportunities to students who could not achieve their academic goals in a traditional school setting. Hartnell is committed to providing resources for all Rancho Cielo educational and career programs, including the John Muir Construction Academy which maintains articulated courses with our Sustainable Construction program at Hartnell College. The College Pathways team has worked closely with the John Muir Career Pathways Coordinator at Rancho Cielo to assist students through the Steps to Success process of enrollment to ensure students meet enrollment deadlines. The College Pathways team is also in collaboration with John Muir staff to identify a seamless transition from the John Muir Construction Academy into the Sustainable Construction certificate or degree program at Hartnell College upon completion at Rancho Cielo. They also provide support services, vocational training and job placement services. Located in Salinas CA, Rancho Cielo is a current outreach partner.

**Gonzales Unified School District**
*Somavia High School* is a continuation school located in Soledad, CA. The College Pathways team will work to assist in the facilitation of the Steps to Success process for the 2016 senior class. Somavia is an anticipated outreach partner for the 2015-2016 academic year.

**Adult Schools:**
The *Salinas Adult School* provides 21st century skills that respond to the professional, educational, and enrichment needs of adult students in the city of Salinas. The Salinas Adult School is a highly anticipated outreach partner for the 2015-2016 academic year.

*Gonzales Adult School* located in Gonzales CA, is an anticipated outreach partner for the 2015-2016 academic year.
*Soledad Community Education Center* is an anticipated outreach partner for the 2015-2016 academic year.

**Department of Social Services:**
The *Community Benefits Branch* of the Monterey County Department of Social Services provides temporary public assistance benefits and services to assist eligible residents of Monterey County meet their basic needs. Programs include temporary cash assistance, General assistance, Medi-Cal, CalFresh, and CalWORKs.

*Military and Veterans Affairs Office* serves the local veterans through benefit claims assistance and advocacy, information and referrals to community services, and assistance with identifying eligibility for state and federal programs benefits. Hartnell College Veteran Services Office has an established relationship with this partner, and work collaboratively to offer a variety of workshops to Hartnell Veterans, as well as, faculty and staff who work with this population. Office locations include Salinas and Monterey, CA.
The Family and Children's Services Branch offers child protective services, foster care services, and adoption services to children and youth in Monterey County. Office location available in Salinas, CA.

Faith Based Organizations:
Catholic Charities Diocese of Monterey is a faith-based non-profit social service agency providing aid to individuals and families in the four central coast counties of Monterey, Santa Cruz, San Benito, and San Luis Obispo. The three core areas of service include Mental Health Counseling, Immigration and Citizenship and Family Supportive Services. CCDM is located in Salinas and Seaside, CA, and is an anticipated outreach partner for the 2015-2016 academic year.

Community Based Organizations:
The Boy's and Girl's Club of Monterey County, through its 2 facilities in Salinas and Seaside, and its extensions in Salinas and Gonzales, focuses its services and programs in assisting financially disadvantaged children. Its mission includes empowering this population and improving their community. The Boy’s and Girl’s Club of Monterey County is a current outreach partner through which Hartnell participates in Career Fair and Community Resource fairs and will continue in partnership into the 2015-2016 academic year.

Girls, Inc. of the Central Coast works with young females ages 8-18 in Monterey and San Benito Counties to foster leadership and self-empowerment skills. In addition to providing mentorship opportunities, Gils Inc. takes special interest in promoting post-secondary education. Hartnell’s Steps to Success has engaged in conversations with this local chapter to initiate a partnership and promote college awareness from an early age. While Hartnell has partnered with Girls, Inc. for past events, we are interested in solidifying and strengthening our partnership throughout the 2015-2016 academic year.

Community of Caring Monterey Peninsula provides interactive programs, to students K-16 and their families, with the intent to breach the gap between formal classroom education and the community it serves. The program engages community members, such as teachers, parents and community leaders through meaningful volunteer work. Participants learn valuable life skills that connect education to real life and professional, career goals. Community of Caring Monterey Peninsula was central to the success of our Panther Cub Day event in which 1,200 fourth graders from the Alisal Unified School District visited the Hartnell College Main Campus to gain information about post-secondary education options in a fun and interactive way. We are eager to continue our partnership with Community of Caring Monterey Peninsula and provide events like Panther Cub Day on a yearly basis.

The Police Activities League (PAL) seeks to involve Salinas’ youth in social, cultural, recreational and educational activities, programs and events as well as serve as a mentorship program. The program is run by volunteer members of the Salinas Police Department which serve as coaches and mentors.
Migrant Serving Organizations:

**Padres Mentores**, Monterey County Office of Education (MCOE). The Padres Mentores Program aims to develop awareness, knowledge, and capacity with Migrant parents regarding the educational system, programs, and community resources.

*The Migrant Education Program (Region 16)* is housed at the Monterey County Office of Education (MCOE) was established to meet the unique educational and social needs of migratory children between the ages of 3 to 22 years old. Region 16 serves the largest migrant student population in the state. In 2014, Region 16 identified more than 13,000 migrant students, nearly 1,000 more students than the next largest region.

**United Farm Worker Foundation** has existed in Salinas, CA since 2008 to reach and better serve low-income farm workers and other immigrants living in more remote, underserved communities in central and northern California. The UFWF is an anticipated outreach partner for the 2015-2016 academic year.

**Action Council of Monterey County, Inc.** The Action Council of Monterey County, Inc. was created in 1994 with the purpose of promoting action and advocacy in issues related to the Monterey community. The Steps to Success model initiated its partnership with the Action Council via La Colectiva de Mujeres (Women Collective) which is a group of women, mostly mothers in the East Salinas and Soledad communities, who meet to talk about their families, and their own educational and professional goals. The College Pathways Coordinator in coordination with other Hartnell College student services programs such as the High School Equivalency Program and Financial Aid department provided workshops on post-secondary options and financial assistance available to each individual woman. La Colectiva de Mujeres group became the first non-profit, community agency to implement the Steps to Success program. Seven of their members completed the seven Steps for Success and successfully enrolled in English as a Second Language classes for the Fall 2015 semester, while the remaining students will be attending a GED pre-testing preparation course at Cesar Chavez Library in Salinas, CA before taking the entry exam for Hartnell’s High School Equivalency program to begin in the Spring 2016 cohort. Hartnell will continue to work with the Action Council and La Colectiva de Mujeres in the 2015-2016 academic year.

**California Rural Legal Assistance, INC.** is a nonprofit organization which provides legal assistance to low income community individuals in need of legal counsel. This organization is an anticipated resource partner for the 2015-2016 academic year.

Foster Youth Serving Organizations:

**The Epicenter** is a youth led and youth-run organization that works to empower youth aged 16-24 to flourish through community resource connections that provide equity and hope for Monterey County youth. Hartnell has worked collaboratively with The Epicenter by providing financial aid, enrollment, and postsecondary and career development options. We will continue to work with The Epicenter and provide a college pathway for foster youth within Monterey County.
**Peacock Acres** is a community based organization that provides supportive housing, intensive case management, and life coaching for foster children that have been separated from their families. Located in Salinas and Soledad, CA. Hartnell college has partnered with Peacock acres to provide postsecondary educational and career development informational workshops and campus tours. Hartnell will continue to work to strengthen the Partnership with Peacock Acres staff and clients through collaborative outreach and events over the 2015-2016 academic year.

**Court Order Programs (including Rehabilitation/Probation/Juvenile Programs, etc):**

*Juvenile Diversion Programs*

Silver Star Youth Programs at Rancho Cielo is a set of services that assists young people that have had interaction with the juvenile justice system with educational, training and counseling opportunities. The goal is to help young people gain critical educational and employment training skills.

*Door to Hope* offers comprehensive behavioral health programs for infants, young children, teenagers, men, women and families. Services include recovery programs (residential programs and outpatient treatment) and parent and family support to name a few. Door to Hope staff is a resource for Hartnell’s target high school student and returning student’s population and is an essential resource and partner for creating and maintaining a college pathway option to their clients. The 2015-2016 is the first year in working with Door to Hope through one-on-one collaborations; this has begun a mutual interest for a formal connection and partnership in providing campus tours and informational workshops to Door to Hope clients, to further create college pathways for community members.

**Employment Agencies/Organizations/Companies:**

*One-Stop Career Center (Potential Partnership)*

The Monterey County One Stop Career Centers provide assistance to employers and job seekers through employment related services. These services are provided through the CalWORKs Employment Services (CWES), the Office of Employment Training (OET), and the Employment Development Department (EDD). These services are located in Salinas, King City, and Seaside, CA.

*Employment Companies (Potential Partnership)*

Hartnell College serves the greater Salinas Valley, a fertile agricultural region of approximately 10 miles wide and 100 miles long. Hence, the main source of employment for the wider community is the agriculture industry which includes field/farm work and/or large produce companies. Careers in this field encompass general labor such as harvest picking, packing, heavy machinery/vehicle operation, product quality control, pesticides, and produce transportation; however, they also include Agricultural Business Management, Food Safety, Engineering, welding and other highly profitable jobs. The SSSP intends to implement its Steps to Success program in partnership with these employment organizations/industries which will benefit from the array of programs offered at Hartnell College. Hartnell’s Advanced Technology umbrella, including its Agricultural Business and Technology Institute, Sustainable Design and Construction Center, diesel program, automotive technology program, and computer science
programs are of special interest to these industries, for they provide highly qualified and skilled employees.

Potential employment companies:
- D’arrigo Brothers
- Dole
- Don Chopin
- Driscoll
- Fresh Express
- Green Giant
- Taylor Farms
- Tanimura and Antle

**B. Orientation**

1. **Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?**

   In academic year 2013-2014, Hartnell College developed a new online orientation tool in conjunction with Cynosure New Media, Inc. This orientation delivers content in English, Spanish, and is American with Disabilities Act (ADA) compliant, which includes the captioning and audio for hearing and visually impaired students. The new interactive online student orientation will be fully implemented in Fall 2014. In dialogue with campus faculty, staff, and administrators and prior to taking the steps necessary to develop the online orientation, the Dean of Student Affairs, Student Success along with faculty and staff presented online orientation tools to the different governance committee’s on campus. A presentation was provided to the Academic Senate, Student Affairs Council, Associated Student Government, Academic Affairs Council, Executive Cabinet, and Student Affairs Division all Classified Staff meeting. The goal was to ensure maximum input was provided in moving to an online student orientation. Developing an online student orientation modality was critical to ensure we had the capability to serve the maximum number of students early in their preparation for enrollment at Hartnell College. Understanding our student demographic, it was a priority to ensure our new online orientation was available in English, Spanish, and ADA compliant for our visual and hearing impaired students.

   Furthermore, in academic year 2013-2014, the Hartnell College Counseling Department also increased the number of Counseling 1- Student Success Seminar courses offered each semester to twelve sections total per semester across the three campus locations. Twelve sections district wide provides a total enrollment capacity of 468 students that have access to enroll in these courses. Counseling 1- Student Success Seminar courses teach many of the student success skills necessary for students to navigate the college and develop an educational goal based on their career interests.

   Finally, In addition to the general college orientation that is completed by students online, in counseling courses, or in person (as necessary), the college’s student support programs provide a college orientation to new incoming students that enroll in their programs. The college’s Extended Opportunity Programs and Services (EOPS), Foster Youth- Independent Living Program, Student Support Services (TRiO), Disability Support Program and Services (DSPS),
High School Equivalency Program (HEP), Academy for College Excellence (ACE), Mathematics, Engineering, Science, Achievement (MESA) program, Science, Technology, Engineering, Mathematics (STEM), Athletes, and Math Academy participants receive a designated college orientation session designed to assist students in preparing for educational success at the college. These programs conduct a two-hour college orientation facilitated by a Counselor, faculty, and other program staff to ensure students have all of the resources necessary prior to the beginning of their first semester. Student service program orientations provide a general college presentation which focuses on key campus services e.g. financial aid/scholarships, availability of counseling services, transfer/career center services, tutorial services, and information on academic programs and majors. In addition, student service program orientations also focus on the unique requirements for meeting the program goals and objectives. To ensure our high school, community based agency, and community business partners are aware of all the services available at the college, our general counselors and counselors/administrators from all of our programs go out to different venues to provide information on services available to students. These presentations are conducted year round with the goal of preparing students as early as possible for college enrollment and success. In academic year 2014-2015, Hartnell College hired two “College Pathways Coordinators” that are responsible for coordinating with high schools, adult schools, community-based organizations, foster youth serving organizations, veteran serving organizations, and other organizations to ensure students are on an early preparation track in which they would begin completing the Hartnell College “Steps to Success” process for enrollment one year prior to their actual enrollment. A significant step in the college’s “Steps to Success” process is completion of the new interactive online student orientation.

2. **a. How many students were provided orientation services in 2014-15?**

   In academic year 2014-2015, a total of 4,082 students received initial orientation services (California Community Colleges Chancellor’s Office, Spring 2015 MIS report).

   **b. What percentage of the target population does this represent?**

   This number represents 60.79% of the target population of students. This number will increase significantly for academic year 2015-2016 as we have mandated completion of the online orientation for all new first-time Hartnell College students. We are also increasing our partnerships with community based organizations, migrant serving organizations, one-stop career centers, Department of Social Services, foster youth serving organizations, and many more community based organizations to increase our College Pathways functions of the college.

   The College Pathways team is also refining our partnerships with our feeder high schools to ensure students are knowledgeable about all the programs and services the college has to offer. We premise as more students from our feeder high schools are aware of the programs and services available to them, we will see increased enrollment from this population of students. Furthermore, the number of students receiving orientation services will increase due to the fact Hartnell College now mandates all students receive a college orientation as a part of their enrollment process (Steps to Success), unless they meet the exemption criteria outlined in college policy.
c. What steps are you taking to reduce any unmet need or to ensure student participation?

As a result of implementing our “Steps to Success” process, all enrolling students are required to complete the online orientation (minus students who meet the exemption criteria outlined in this plan). To ensure broad implementation of our online orientation, the College Pathways team conducts orientation workshops at all of our feeder high schools. The Pathways team also conducts in person orientations in workshop format at our county community based organizations, adult schools, alternative schools, one-stop career centers, migrant serving organizations and much more. The goal is to ensure all enrolling Hartnell College students have access to critical orientation services and information at the beginning of the college enrollment process.

3. a. Are orientation services offered online?

Yes, in academic year 2013-2014, Hartnell College developed an online orientation in English, Spanish, and Accessible versions. The online orientation was fully operational in July 2014. The online orientation has since gone through a content update and is required for all incoming students (minus those students who meet the exemption criteria outlined later in this plan).

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

The Hartnell College online orientation was developed in conjunction with Cynosure New Media, Inc. When the contract was developed for this vendor in the Fall 2013, the contract outlined upfront costs and included three years of content updates at no additional costs. There is no annual subscription fee for this software. The Dean of Student Affairs, Student Success working with a team of Counselors makes annual updates to the content of the online orientation.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

The Hartnell College Orientation was designed to provide a comprehensive overview of the academic programs, student support services, financial aid, scholarships, athletics, co-curricular activities and much more a student can engage in on campus. The Hartnell College orientation is divided into seven segments titled: 1) Your First Steps- the Hartnell College “Steps to Success” process; 2) Academic Goals; 3) Student Services; 4) Academic Support; 5) Student Success Basics; 6) Campus Life; 7) Student Conduct and Safety. The Hartnell College orientation covers the following content including those areas mandated by title 5 section 55521:

1. Student welcome and instructions for completing the online orientation
2. “Steps to Success”- college enrollment process (including registration and fees)
3. Academic expectations and progress/probation standards
4. Requirements for maintaining enrollment priority
5. Prerequisite and co-requisite challenge process
6. Maintaining Board of Governors Fee Waiver eligibility
7. Information regarding the Free Application for Federal Student Aid (FAFSA), California Dream Act, scholarships, work study and Chafee grant for Foster Youth
8. Preparing for the assessment test
9. Planning a major and academic goal
10. Academic counseling
11. Preparing for a university
12. Outline and description of available academic programs, student support services, financial aid assistance, campus facilities, athletics and other co-curricular activities
13. Academic calendar and important timelines
14. Distance education
15. Classroom success strategies including study time and time management
16. Course repetition policy
17. How to read a schedule of classes
18. Campus expectations for student conduct and safety
19. Academic honesty
20. Non-discrimination and non-harassment policy
21. Sexual harassment policy
22. Information on the Campus Safety Hours (hours, phone number, services, etc.)
23. Information on campus emergency events (fire, earthquake, active shooter on campus)
24. Clery Act information
25. Family Educational Rights and Privacy Act (FERPA)
26. Violence Against Women Act (VAWA)
27. Parking
28. Conclusion

5. **Complete the chart below outlining the staff associated with orientation and the source used to fund the position.** These staff listed below should match those in your budget plan. Additional lines may be added.

| # of FTE | Title                                              | Role                                                                 | Funding Source (SSSP/Match/GF) |
|---------|----------------------------------------------------|                                                                     |                               |
| 1.0     | College Pathways Coordinator (High Schools, Adult Schools, Alternative Schools) | Work to develop early college preparation services (Steps to Success) for prospective Hartnell College students. | SSSP                           |
| 1.0     | College Pathways Coordinator (Community Based Organizations, One-Stop Career Centers, Foster Youth serving organizations, Migrant Serving organizations and other) | Work to develop early college preparation services (Steps to Success) for prospective Hartnell College students. | SSSP                           |
| .40     | Student Success and Support Program                | Work to develop early college preparation services (Steps to Success) for | SSSP                           |
6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
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<td>51210</td>
<td>Counselors (10.0 FTE)</td>
<td>Match-G/F</td>
<td>$135,097</td>
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<tr>
<td>51310/51311</td>
<td>Counselors (COU 1 Courses)</td>
<td>Match-G/F</td>
<td>$89,023</td>
</tr>
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</table>

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

One of the most significant adjustments to the assessment testing process at Hartnell College was developing strategies for enhancing student preparation for the assessment test. In September 2014 and January 2015, Hartnell College hosted a “Curriculum Institute” forum focused on enhancing curriculum alignment in math, English as a Second Language (ESL) and English content with our county high schools. One of the key outcomes in these meetings was to have faculty at both the high school and college levels to take the assessment test themselves, then develop a preparation program for students. High school instructors would be able to implement this content refresher strategy with students within their homeroom time and would measure student preparation through the rubrics designed as a part of the common core curriculum for math, English, ESL and college readiness. Hartnell College English, math and ESL faculty developed “Accuplacer Test Preparation” workshops for non-high school students. The goal of these workshops were to ensure content refresher in English and math concepts aligned with the content in the assessment test. These workshops were four hour workshops and were facilitated by math and English faculty at the college. The strategy behind the workshops is to change the practice of students taking the assessment test without preparation. The issue for many returning students (those students who may have taken a break from college coursework for a period of time) is the recency of English and math concepts. The goal is to ensure students refresh on the content in advance of the assessment test.

It must be noted, Hartnell College also developed a comprehensive set of multiple measure criteria by which Counselors and students may review an overall set of criteria to most appropriately identify English and math course readiness and placement. Furthermore, students who have previously taken English and math coursework at Hartnell College or another post-secondary institution can be exempt from taking the assessment test (see exemption and multiple measure section of this report).
2. **a. How many students were provided assessment services in 2014-15?**

Assessment testing services were provided to 5,326 students in academic year 2014-2015.

**b. What percentage of the target population does this represent?**

The provision of assessment testing services at Hartnell College equates to 83.14% of the target population of students.

**c. What steps are you taking to reduce any unmet need or to ensure student participation?**

In academic year 2014-2015, Hartnell College planned, developed and implemented a College Pathways (Outreach) function for the college. The team partnered with all feeder high schools, alternative schools and adult schools in our service area to plan and schedule assessment testing for high school seniors and transitioning students planning to enroll at Hartnell. In academic year 2015-2016, Hartnell College implemented this same process with community based organizations, migrant serving organizations, foster youth serving organizations, and other organizations in which Hartnell College has partnerships with to serve prospective college students. The goal of our College Pathways program is to maintain and grow our partnerships with organizations that serve the community.

3. **Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.**

The Hartnell College Assessment office has worked diligently to ensure venues for student preparation for the college assessment test.

4. **a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.**

Hartnell College uses the Accuplacer test for English and Math assessment for all incoming students. English as Second Language (ESL) faculty developed an internal assessment tool for incoming ESL students.

Accuplacer is available two to three times a week (dependent on enrollment periods) and twice a month on Saturdays, on the Main and Alisal campuses. The King City Educational Center offers Accuplacer once a week. The test is one measure used to determine a student’s preparation level in Math, English, and ESL.

The assessment test is an untimed assessment and is accessible to students with disabilities. Additionally, students with disabilities may arrange for modified assessment testing times by calling the Department of Supportive Program and Services (DSPS).
b. When were tests approved by the CCCCO and what type of approval was granted?

The Accuplacer assessment test was approved by the California Community Colleges Chancellor’s office on March 01, 2014. This approval is valid for a period of two years and expires March 01, 2016. The Accuplacer assessment test was granted probationary approval by the Chancellor’s office. For additional information on the Chancellor’s office approval, visit the following website:
http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/Approved%20List_7-27-15%20for%20Web.pdf

c. When were disproportionate impact and consequential validity studies last completed?

5. a. What multiple measures are used?
   See multiple measure criteria below

   b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

Students meet with counselors to review their assessment scores and other educational criteria to determine most appropriate course placement. Multiple measure criteria include the following:

1. Previous educational records (high school GPA, prior college experience, degree from a foreign college/university
2. Number of years of English and/or math completed (high school and college considered)
3. Recency of English and/or math course taken
4. Last time enrolled in an academic setting
5. Number of units being attempted for the semester
6. Employment plans while enrolled (full-time, part-time, number of hours)
7. Other obligations/responsibilities (family, caretaker)
8. Primary language spoken
9. Interest in subject
10. Motivation for success
11. Learning disabilities
12. Education level in first language (if applicable)
13. Educational experience- Math Academy, Summer Bridge with follow up assessment

A student working in consultation with a counselor may enroll in courses either higher or lower than their assessment scores indicate. Once a student and counselor have collaborated on the most appropriate coursework the student will submit their completed multiple measures petition to the college’s Assessment office. Assessment Technicians will complete the process to allow students to enroll in the appropriate courses as determined in conjunction with an academic Counselor. Academic Counselors have developed forms for ensuring students meet multiple criteria for course placement. Ongoing research is being conducted to determine the success of students placed in courses using multiple measure criteria.
c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, the multiple measure criteria developed by the faculty at Hartnell College meets the title 5 educational code regulations as outlined in sections 55502 and 55522.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Student assessment scores and course placement criteria is consistent across the three Hartnell College campuses (Main Campus, Alisal Campus and King City Educational Center). Multiple measure criteria for course placement was developed and implemented consistently across the three campus sites. Multiple training sessions were held for faculty, staff, counselors and administrators on the multiple measure criteria and course placement.

Hartnell College accepts assessment scores for students from another California community college taken within the last two years. In academic year 2015-2016, Hartnell College is beginning the work of aligning curriculum and testing criteria for course placement with our community adult education programs.

7. How are the policies and practices on re-takes and recency made available to students?

The Hartnell College policy on retakes and recency is outlined in the college catalog. Students may take the placement assessment a second time under the following conditions: at least fourteen days have passed since the first test (to allow for additional preparation and studying), and the student has talked with the Assessment Center staff or a Counselor about how to better prepare for the placement assessment. The Assessment Center staff will provide study materials and sample questions to help students prepare free of charge or these can be obtained online at http://www.hartnell.edu/staar-assessment. Hartnell College recognizes student assessment test scores for a period of two years. EPT/ELM/EAP scores have a recency requirement of five (5) years. AP exam scores do not have a recency requirement.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Assessment Coordinator</td>
<td>To coordinate the function of assessment testing on and off campus. This includes the planning and scheduling of assessment test dates and marketing to students. This position is a higher level function that requires coordination with our feeder high schools, community based organizations and other venues in which assessment services to prospective students is offered.</td>
<td>SSSP</td>
</tr>
</tbody>
</table>
.625
Assessment Technician
To administer the day to day operations of assessment testing including the input of scores and criteria into the Colleague. G/F (Match)

.625
Assessment Technician
To administer the day to day operations of assessment testing including the input of scores and criteria into the Colleague. G/F (Match)

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accuplacer- English and math sections of the Accuplacer assessment test.</td>
<td>SSSP</td>
<td></td>
</tr>
</tbody>
</table>

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Education planning workshops were implemented Fall 2014 to better assist students who did not have a major. These workshops were offered three times a week on Monday mornings, Friday afternoons and Saturday mornings to ensure broad access for students.

A new probation, disqualification, and dismissal system has been developed. A new web based workshop for probation will be implemented Fall 2015. Counseling faculty will meet with students to update their education plan, review course load for the following semester, provide advice, referrals to campus and county services. Review policy and next steps.

Two new Pathway Coordinators were hired to contact community based organizations. Connections have been solidified with Alternative Education programs in the county, and community based programs such as Girls Inc, Catholic Charities, etc.

Funding was sought and granted for an additional counselor to do follow-up services, three program assistants to do follow-up services for the main campus, Alisal campus, and South county campus. Hires are anticipated August or September 2015. Program assistants will offer in class presentations to students regarding academic support services and programs. They will also provide Matriculation support for help with application, information on contacting the Assessment office, counseling, and Financial Aid. For those students considered at risk, meetings will be scheduled with counselors, programs and services will be highlighted. With additional staff, Hartnell will be able to close the loop in providing follow-up services for our students who need them.
A pilot program in STEM areas has been in place to help with referrals to counselors for students not doing well in classes. This program has been extended to an additional counselor. Plans are in place to increase this program.

A new General Counseling email has been added to services. Students who have a completed application and assessment may email general counseling at counseling@hartnell.edu to ask a quick question. During regular hours questions are using answered within the day. A new online chat program is being discussed and should be implemented Fall 2015.

2. a. **How many students were provided counseling, advising and education planning services in 2014-15?**

   In academic year 2014-15, 14,489 students were provided with counseling, advising and educational planning services at Hartnell College.

   b. **What percentage of the target population does this represent?**

   14,489 students represents 58.28% of the target population the college serves. The hiring of additional academic counselors in the spring 2015 will increase the number of students served in counseling.

   c. **What steps are you taking to reduce any unmet need or to ensure student participation?**

   Effective Spring 2015 semester, all Hartnell College students are required to meet with an Academic Counselor and have an educational plan by the 15 degree applicable unit mark. In addition to mandating academic counseling and an educational plan for students, the college’s Counseling Department has also changed the service delivery model to students. The Department has increased the number of COU - Student Success Seminar courses to 15 sections per semester (Fall 2015). A key student learning outcome (SLO) of these courses is the development of a comprehensive educational plan. Additionally, the Department has scheduled educational planning workshops three times a week including Saturdays to provide orientation, academic and career counseling to students. The college has implemented Panther Prep Days, which is an early college preparation model for transitioning high school students enrolling at Hartnell. Students who commit early to Hartnell College (Senior Year in High School) and complete the “Steps to Success” process are eligible to participate in Panther Prep Days. As a result, students and their parents are invited to participate in Panther Prep Days both on the Main campus and King City Educational Center. Students who participate in Panther Prep Days are fully matriculated for their first fall semester and are encouraged to gain a head start by enrolling in summer courses and academies. Panther Prep allows students and parents to receive:

   - A general college orientation
   - Financial aid review
   - Educational plan
   - Information on academic programs and services
   - Campus tour
• Parent information sessions (English/Spanish)
• Dreamer student and parent workshops
• Connection to summer academies
• Connection to student support programs
• Priority registration

Finally, the college has hired additional full and part-time Counselors to meet the student’s needs for access to academic counseling and advising. These cumulative services are designed to meet the unmet need of counseling services for students.

3. a. **Describe the service delivery methods (in person, workshops, FTES generating course, etc.).**

   In the Fall 2014 semester, in addition to one-on-one, express and online counseling appointments, the Counseling Department at Hartnell College developed increased the number of COUNSELING 1- Student Success Seminar courses offered to students with morning, afternoon, evening and Saturday course offerings. In addition the Department developed and implemented “Educational Planning Workshops”. The workshops were offered three times a week with morning, afternoon and Saturday availability to meet our student’s needs (See Fall 2014 Schedule below).

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<thead>
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<tr>
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<td>10 am- 12 pm</td>
<td></td>
</tr>
<tr>
<td>Tuesday September 15, 2015</td>
<td>9 am- 12 pm</td>
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<tr>
<td>Saturday September 19, 2015</td>
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<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Student Capacity</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
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*October 2015*

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<tbody>
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<td>Friday October 16, 2015</td>
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<td>Saturday October 17, 2015</td>
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<td>Tuesday October 20, 2015</td>
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<td>Friday October 23, 2015</td>
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<tr>
<td>Tuesday October 27, 2015</td>
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*November 2015*

<table>
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*December 2015*

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<td>20</td>
</tr>
<tr>
<td>Saturday December 12, 2015</td>
<td>10 am - 12 pm</td>
<td>20</td>
</tr>
<tr>
<td>Tuesday December 15, 2015</td>
<td>9 am - 12 pm</td>
<td>20</td>
</tr>
</tbody>
</table>
These workshops were designed to provide students with comprehensive information in the following areas:

- Completing the Hartnell College Steps to Success process;
- Overview of Student Support Programs;
- Availability of financial resources (Financial aid and scholarships);
- Significance of having an educational plan (difference between abbreviated and comprehensive);
- Development of a student educational plan (abbreviated or comprehensive);
- Establishing a rapport with your Counselor and classroom faculty;
- Steps for transfer to a university;
- Career assessment and online tools;
- Major exploration;
- Setting a timeline for goal completion;
- Balancing work, school and study time;
- Connecting with campus based resources e.g. tutoring;
- Other questions asked by students;

Education planning workshops are designed with a capacity maximum of twenty students and four Counselors per session. The workshop would begin with a general overview of the content listed above for the first hour. Counselors would then divide the students into groups of five and work with them on the development of either an abbreviated (1 semester) or comprehensive (2+ semesters) educational plan. Campus based student support programs (DSPS, MESA, STEM, EOPS, CalWORKs) offer counseling services to meet the mandate of comprehensive educational planning for every student in the program. Comprehensive educational planning is a built-in component of Math Academy, Chemistry Summer Bridge, CIS in 3, and required activity in each Counseling course. Counselor instructors may also provide abbreviated educational planning. Furthermore, the Transfer/Career Center organized Psychology major and Sociology major workshops to educate students in careers and preparation for these majors. TAG workshops facilitated by the Transfer Counselor provided students with assistance in planning appropriate courses for UC transfer eligibility.

b. Is drop-in counseling available or are appointments required?

The Hartnell College Counseling Department provides express counseling Monday thru Friday between the hours of 8:00 a.m. - 5:00 p.m. Express counseling is available for students that need counselor assistance for services that require 15 minutes or less. Examples of services provided at express counseling are: 1) prerequisite clearance; 2) course repetition appeal; 3) concurrent enrollment process; 4) student registration questions; 5) enrollment process questions; 6) information on academic programs and student support services; 7) information on academic support services; 8) much more.
Students must schedule an appointment to complete the following: 1) abbreviated educational plan; 2) comprehensive educational plan; 3) career assessment; 4) major exploration; 5) review multiple measure criteria; 6) external college/university transcript review; 7) course review and assistance.

Students may make appointments by phone by contacting the Counseling Department at (831) 755-6820; in person by visiting the Counseling Department in the Student Services Building, Office #129; or online at: http://www.hartnell.edu/online-counseling-appointments

c. What is the average wait time for an appointment and drop-in counseling?

During peak times (first two weeks of the semester) the Hartnell College Counseling Department’s average wait time for an appointment is 3-5 business days. Historically, the wait time for an appointment is 3 days in the spring semester and 5 days in the fall semester. Average wait time for express (drop-in) counseling during peak times is 30 minutes. During non-peak times counseling appointments may be scheduled during the same day. Express counseling is available all day Monday-Fridays and counselors may be accessed with no wait time during non-peak times. In the Fall 2014 semester, the Counseling Department planned, developed and implemented 3 hour “educational planning workshops” three times a week including Saturdays. In these workshops students gain valuable information on: 1) major and career exploration; 2) develop an abbreviated or comprehensive educational plan; 3) programs and resources available on campus; 4) classroom success strategies; 5) information on preparing for transfer to a university; 5) gain valuable information on career readiness and regional demand occupations; 7) planning a course schedule that works for students based on their individual needs; 8) services and financial resources available for AB540 and Dreamer students; and much more.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

Abbreviated student education plans are provided to students who are unsure of their major or who do not have the time to complete a comprehensive education plan. Majors are defined if possible. If the student is unsure of the major, career counseling is offered in a variety of forms: 1) Counseling 1, Student Success class with a career counseling component, 2) Counseling 23, Career Development class, or 3) referral to the Career Center. Depending on the areas of interest, appropriate paths in English and math is offered. Students are advised into appropriate English and Math classes given their assessment scores, multiple measures discussion, high school transcripts or AP scores, transfer credit and their career interests. General Education is reviewed: 1) Associate degree general education, 2) California State University General Education (CSUGE), or 3) Intersegmental General Education (IGETC) for UC or CSU transfer students. Information regarding transfer is offered with Assist information if the student provides enough information to define. Students are introduced to our new Student Planning software from Ellucian, Degree and certificate information is shown. Discussion of appropriate load per semester is determined given students work, family responsibilities, and comfort with academic rigor to define number of classes students should be enrolled in each semester. Semester by semester planning is shown with appropriate coursework for individual semesters. A printout of the Student plan is given to the student with notes to the student attached. Timelines are explained and units required for transfer and degree completion. A
recommendation will be given to the student to return and complete a comprehensive education plan.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Students asking for a comprehensive education plan are offered information regarding: 1) their degree, certificate, or academic goals of their choice, 2) Transfer information regarding their intended major and the institution of their choice, 3) General Education for their career goal including CSUGE, IGETC, and Associate degree general education. Generally, counselors will offer to students major preparation requirements for students transferring to the California State University and the University of California systems through Assist. Additional information is offered to students regarding private universities and colleges and out of state institutions through research to the various institutions websites. Comprehensive education plans include information from submitted transcripts from colleges are universities the student may have attended, transfer and external exam credit, military service credit, Advanced placement exams and international Baccalaureate credit, and the College Level Examination program. Appropriate sequences are defined with the knowledge of prerequisite course requirements for the major. Graduation and transfer timelines are discussed and noted. Information about Associate degree units and transfer units are defined.

Students are introduced to our new Student Planning software from Ellucian, where major, certificate, and general education requirement information is shown. Discussion of appropriate load per semester is determined given students work, family responsibilities, and comfort with academic rigor to define number of classes students should be enrolled in each semester. A semester by semester planning is shown with appropriate coursework. A printout of the Student plan is given to the student with notes to the student attached. Timelines for transfer are explained.

The Transfer center offers workshops for students to complete transfer applications in August for Spring transfer, October through November for Fall semester transfers and September workshops for students wishing to complete a Tag application for the University of California.

There are times when students wish to change their majors. Counseling faculty will offer to students what-if scenarios. New possibilities for transfer regarding target institution and changes to general education. Information will be provided to students regarding the change to the student’s completion timelines given the above.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

Technological tools have been added to support counseling, advising, and planning services. Most important is the new Student Planning software from Ellucian includes a degree audit integrated into the system. The Ellucian Student Planning software provides information to students for all degrees and certificates offered, courses completed at Hartnell College that meet those requirements. Students declaration of a major informs the student planner of degrees, certificates, and general education requirements as needed for a particular student. Students could readily see if they have completed major coursework and general education. Outstanding
courses are indicated through the software to students so that planning is clear. Prerequisites are also listed in the software. If a counselor or student tries to add a class to the planner in which they do not have the prerequisite the system will notify the counselor or student. Students can request a prerequisite clearance from a counselor if the student has cleared this course from another school, college, university, or credit by other means identified in the catalog.

Student affairs professionals with access to the system could see courses included in the student’s education plan, notes from the counselor, and timelines for completion. Counselors could log into the system and see the plan offered to the student from any other counselor. Student education plans are expanded with the insight from other counselors and building on the information the student has already learned. Students will be given access to this educational planner in the future and will be able to add courses to the plan. The software is capable of tracking who adds courses to the planner.

Another technological tool added is a General Email provided to students with a quick question when they cannot come into the Counseling Center. Students who have completed an application, have a student identification number, and completed the assessment, may email general counseling at counseling@hartnell.edu. Since its implementation, there are fifty-six strands in general counseling email with two to twenty responses in a given strand.

A new software is being investigated to be implemented for a Counseling Chat. We hope to implement this software Fall 2015.

SARS functionality for counseling appointments has been expanded. Students may now go online to schedule an appointment. Students may choose by counselor, day, or time. Additional SARS functionality includes the ability for students to check into the appointment by themselves. Students no longer need to stand in line to talk with the front desk in counseling but go to the dedicated computer to check in and let their counselor know they have arrived.

New wider computer screens and thin client servers were installed for all counselors to increase the speed of updating information for the new Student Education Planners. Larger screens were installed to allow better visual support for information being organized in the student planner.

A new web based student success workshop has been developed and should be implemented by the end of August 2015. This is a first step in our new Academic Probation, Disqualification, Dismissal process. The online Probation workshop will provide students receiving information about: 1) What is Academic probation, 2) How did I end up on Probation, 3) Why is GPA so important, 4) What series exist to help me, 5) What can I do to help myself, and 6) next steps. academic standing to complete a student success workshop from any computer as the first step to help students identify additional services which may be of help to improve their grades or completion status.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.0</td>
<td>General Counselors</td>
<td>Provide academic and personal counseling to students enrolling/enrolled at Hartnell</td>
<td>G/F</td>
</tr>
</tbody>
</table>
1.5 Early Support Counselors

Provide academic and student support counseling to students having difficulty in the classroom. These services range from connecting students with academic support, e.g. tutoring to connecting students with a student support program on campus.

Match/SSSP

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Student Educational Planner</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Degree Audit</td>
<td>GF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ellucian- Early Support Component</td>
<td>Title V</td>
<td></td>
</tr>
</tbody>
</table>

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

A new academic probation, disqualification, dismissal system has been developed to identify students who may be in need of follow-up services. A new web-based workshop has been developed to support students in need of additional help to complete successfully courses in which they are enrolled. Support programs are identified, counseling services and academic programs are identified.

A pilot program for students considered at risk because of classroom performance introduced two years ago will be expanded to include an additional counselor. Hiring of three additional staff will be complete August 2015 at the main campus, Alisal Campus, and the King City campus to help support follow-up services. Ellucian software is helping keep case management records of students being referred to counselors. Efforts are being made to expand access to this part of the Ellucian software for follow-up services. (Ellucian is being used for the Student Education Plan as well.) Faculty wishing to refer students to counselors and follow-up program assistants would access this communication system. Counselors or program assistants will respond as appropriate. Counselors and program assistants will contact students to help them identify key issues and to connect students with appropriate and available services and programs on campus and in the county.

2. a. How many students were provided follow-up services in 2014-15?

Insert Data from Colleague Early Support Here

b. What percentage of the target population does this represent?
Calculate Percentage from Previous Question Here

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The SSSP grant funding resulting in three additional hires for follow-up services listed above and an identification of a counselor to coordinate services to students who may need follow-up services. Follow-up specialists for each campus: Main, Alisal, and King City will provide services to the campus. Specialists will attend classes to present information about academic services available to students. Specialists will also be available to meet with students and provide in depth information and support to contact tutorial services, supplemental instruction, and connect with services on campus. A counselor will be available to complete education planning, balancing academic work load and family life, referrals to campus and county services.

An additional counselor was added to our Early Alert program. We are in the process of defining ways to increase the functionality of the Early Alert program in Ellucian to other faculty interested in using this program for their students. The above faculty and staff will contribute to resources available to meet with these students.

3. a. What types of follow-up services are available to at-risk students?

Students considered at-risk can self-refer to counseling or tutorial and other supportive services; they can be referred to a counselor by instructional faculty, or will be referred if they meet probation, disqualification, or dismissal definitions. For those students included in our Early Alert program and referred by instructional faculty, case management will be conducted by a counselor who would email or call the student to meet with them. Follow-up services are then offered to students as they are assessed for academic support services and programs and county services. The pilot Early Alert program created earlier and using the Ellucian system, will be expanded to include other students who need follow-up services. Three program assistants have been hired at the three campuses and will respond to students needing referrals to academic services and programs. A counselor is being identified to help coordinate this effort.

Students receiving a letter indicating they are on probation will receive information about completing the new online probation workshop. The probation workshop will include: 1) What is academic probation, 2) How did I end up on probation, 3) Why is GPA so important, 4) What services exist to help me, 5) What can I do to help myself, and 6) Next steps. They will then be directed to see a counselor to update their education plan and to determine the appropriate number of units for the following semester, appropriate follow-up services, tutorial, Supplemental Instruction, other on campus and community support. EOPS/CARE, CalWorks, and Trio have their own processes for at risk students.

b. How and when are students notified of these services?

Students are informed of these services in the STEM pilot when instructional faculty uses Ellucian to communication with a counselor determines the student is in need of services and refers the student to one of three counselors who maintain a case management system for each student.
Counselors will meet with the students; determine appropriate referrals to academic services and programs on campus and in the community.

When a student needs follow-up services because they are deemed to be on probation, disqualification, or dismissal, they will receive a letter from the college indicating their status and a requirement for them to complete the probation workshop. The student is provided with information about what probation/disqualification/dismissal means and their requirements. Students will then be referred to a counselor. Strategies will be determined to help meet the student’s needs.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Most services are offered in an individual basis. The pilot program which will be expanded uses Ellucian software to communicate between the faculty member and counselors. Case management is handled by the counselors. Our new electronic Education Planning tool also by Ellucian supports at risk students. As students are identified as probation, disqualified or dismissal they will receive a notice of their status and directed to a new online probationary workshop as defined above. In addition, students will need to be able to answer questions regarding the material they are covered to assure their knowledge of academic progress, what is available to help them, what they can do to help themselves and next steps in the process. All students identified will need to meet with a counselor.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Instructional faculty are involved in the college’s early alert program. Instructional faculty would enter an alert in the Ellucian software to notify early alert counselors of their concern of a student performance in the classroom. Counselors then open a case for these students and help the students assess options in academic services and support programs. It is the plan to increase Instructional faculty access to Ellucian’s early alert software and to use the three Program Assistants mentioned on the various campus to help student’s access follow-up services available to them.
### Student Academic Support System 2015-16

#### STEPS TO SUCCESS
1. Application
2. Orientation
3. Assessment
4. Educational/Plan
5. Registration

#### Symbol Meaning
- Process/Sequence
- Decision
- Data
- Manual Input
- Pre-defined Process
- Relationship

Golden= Student Affairs
Orange= Academic Affairs
Maroon= SA/AA

#### Processes
- Academies Summer Bridge
- EOPS / CARE MESA TRIO
- DSPS Foster Kinship/Veteran Center Cal Works
- ACE HEP CSIT in 5
- Academic Coursework
- Self-Referral
- No Flag
- Faculty Review
- Academic Follow Up Services/Early
- Counselor Review
- Referral

#### Services
- Learning Labs
- Tutoring
- Supplemental
- Peer Led Team
- Crisis Counseling
- Emergency Scholarship
- Mentor Programs
- Academic/Perso
- Attendance & Participation
4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td>Academic Counselor</td>
<td>Coordinate with Instructional faculty to support students having difficulty in the classroom. The Academic Counselor role is designed to connect student’s academic and student support resources.</td>
<td>Match</td>
</tr>
<tr>
<td>.5</td>
<td>Academic Counselor</td>
<td>Coordinate with Instructional faculty to support students having difficulty in the classroom. The Academic Counselor role is designed to connect student’s academic and student support resources.</td>
<td>Match</td>
</tr>
<tr>
<td>.5</td>
<td>Academic Counselor</td>
<td>Coordinate with Instructional faculty to support students having difficulty in the classroom. The Academic Counselor role is designed to connect student’s academic and student support resources.</td>
<td>SSSP</td>
</tr>
</tbody>
</table>

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Educational Planner</td>
<td>GF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degree Audit</td>
<td>GF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Student Orientation</td>
<td>GF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Student Success (Probation) Workshop</td>
<td>SSSP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ellucian- Early Support Component</td>
<td>Title V</td>
<td></td>
</tr>
</tbody>
</table>

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment Technician</td>
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<td>$33,473</td>
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<tr>
<td></td>
<td>Assessment Technician</td>
<td>GF</td>
<td>$31,109</td>
</tr>
<tr>
<td></td>
<td>Dean of Institutional Effectiveness</td>
<td>Match</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Analyst</td>
<td>Match</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Analyst</td>
<td>Match</td>
<td></td>
</tr>
</tbody>
</table>
2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Counselor- Early Support Program</td>
<td>Title V</td>
<td>$42,240</td>
</tr>
<tr>
<td></td>
<td>Academic Counselor- Early Support Program</td>
<td>Title V</td>
<td>$42,240</td>
</tr>
<tr>
<td></td>
<td>Articulation Faculty (.40) FTE</td>
<td>GF</td>
<td>$38,107</td>
</tr>
</tbody>
</table>

**SECTION III. POLICIES**

**A. Exemption Policy**

1. Provide a description of the college or district’s adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

The college has developed and implemented the following exemption criteria for the required services listed in Title 5 section 55532:

**Exemption from Orientation**

Students may be exempt from participating in the Hartnell College ORIENTATION if they meet one of the exemption criteria listed below:

- Earned an associate or higher degree *(earned from a U.S. Regionally Accredited Institution)*;
- Attended orientation at another college *(from a U.S. Regionally Accredited Institution)*;
- Are a non-matriculating K-12 concurrently enrolled student;
- Are concurrently enrolled in another college or university and are receiving matriculation services at that college or university;
- Are taking course(s) for personal interest *(Not pursuing a degree or certificate)*;
- Are taking course(s) for advancement in current job/career *(updating job skills)*;
- Are taking courses to maintain a certificate or license.

**Exemption from Assessment**

Students may be exempt from participating in the Hartnell College ASSESSMENT if they meet one of the exemption criteria listed below:
• Students who are enrolling in courses in which English and Math are NOT a prerequisite;
• Plan to enroll in fewer than six (6) units that do not include English or math courses and/or courses requiring English or math prerequisites and their academic goal is personal development;
• English and/or Math assessment scores taken at another CA community college within the last 2 years;
• English and/or Math courses taken and completed with a “C” or better at a regionally accredited college/university and documented with transcripts;
• Passed the high school Early Assessment Program (EAP) with an Exemption or “Ready for College” Level English or Math course;
• Passed the CSU ELM Math test with a score of 50+. The test must have been taken within the last 5 years;
• Passed the CSU EPT English test with a score of 147+. The test must have been taken within the last 5 years;
• Having an Associate or higher degree from a regionally accredited college/university;
• Passed an appropriate English or Math Advanced Placement (AP) test with a 3 or higher score.

Exemption from Counseling/Advising

Students may be exempt from participating in the Hartnell College COUNSELING/ADVISING if they meet one of the exemption criteria listed below:

• Are taking courses for personal interest(s);
• Are taking courses to maintain a certificate or license;
• Are taking courses specifically outlined by an employer for advancement in a current job/career;
• Are a K-12 grade concurrently enrolled student;
• Have an Associate or higher degree from a regionally accredited college/university and are clear on courses necessary to complete designated educational goal.

Exemption from Educational Plan

Students may be exempt from developing a Hartnell College EDUCATIONAL PLAN if they meet one of the exemption criteria listed below:

• Are taking courses for personal interest(s);
• Are taking courses to maintain a certificate or license;
• Are taking courses specifically outlined by an employer for advancement in a current job/career;
• Are a K-12 grade concurrently enrolled student;
• Have an Associate or higher degree from a regionally accredited college/university and are clear on courses necessary to complete designated educational goal.
2. What percentage of your student population is exempt (list by category)?

Insert exemption numbers here!

B. Appeal Policies

Describe the college’s student appeal policies and procedures. If these policies are posted on the college’s website, also provide the link below.

The Board of Trustees of Hartnell College approved Board Policy 5055 Enrollment Priorities on February 7, 2012. The college is currently developing Administrative Procedure 5055 Enrollment Priorities which will include an appeal process for the loss of enrollment priorities as well as loss of eligibility for BOG Fee Waiver that will be approved through our participatory governance committees and ultimately approved by our Board of Trustees. In addition, the Administrative Procedure will include the re-established eligibility criteria. Students will continue to have the opportunity to receive counseling and educational planning services.

Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances. Students may challenge/appeal any alleged violation of section 55522(c), through the already existing student grievance process.

C. Prerequisite and Corequisites Procedures

Provide a description of the college’s procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college’s website, also provide the link below.

Administrative Procedure 4260 at Hartnell College addresses the local implementation of Title 5, section 55003. AP 4260 defines prerequisites, co-requisites and advisories on recommended preparation as follows:

- Prerequisite: means a condition of enrollment that a student must meet in order to register in a course or educational program.
- Co-requisite: means a condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in another course.
- Advisory: means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program. (ref: Title 5, §55201)

Requisites may be established to assure that a student has (prerequisite) or will acquire (co-requisite) skills, concepts, and/or information presupposed for success in a target course or program, such that a student who does not meet the conditions stipulated by the prerequisite or co-requisite would be highly unlikely to receive a satisfactory grade in the course. Requisites
Prerequisites and co-requisites are initiated by discipline faculty and forwarded with the course outline of record for review and approval by the curriculum committee. Hartnell’s curriculum committee, a standing committee of the Academic Senate, reviews the initial course outline of record and any requisite requirements as part of the regular review process for new curriculum. After committee approval of the course outline of record, the curriculum committee reviews separately the requisite conditions and engages in a content review process with discipline faculty to identify the knowledge, skills and abilities necessary for successful course completion. Requisite courses must then be matched with the identified knowledge, skills and abilities.

Prerequisite and co-requisite courses may be approved by the curriculum committee only if they meet the specific requirements for content review as indicated below:

- involvement of faculty with appropriate subject matter expertise
- consideration of course objectives and student learning outcomes
- review of course outline of record and methods of evaluation (e.g., number and types of examinations, research projects, grading criteria), text materials, and other related instructional materials (e.g., course syllabus, assignments)
- identification of the necessary and appropriate knowledge, skills and abilities necessary to successful course completion
- matching of the knowledge, skills and abilities identified in the target course with those developed by the prerequisite or co-requisite course

When these requirements are satisfied, the curriculum committee approves the requisite courses as a separate action. A prerequisite or co-requisite course need not be scrutinized using content review (or content review with statistical validation) if it is required by statute or regulation, if it is part of a closely related lecture/laboratory course pairing within a discipline, if it is required by four-year institutions or if baccalaureate institutions will not grant credit for the course unless it has a particular communication or computation skill prerequisite.

As part of the regular program review process, discipline faculty is scheduled to update and revise their courses in accordance with industry standards or best practices within the discipline. The curriculum committee reviews all course revisions (including prerequisites, co-requisites and advisories). This review cycle must take place at least once every six years, except that the prerequisites and co-requisites for vocational courses or programs are reviewed every two years.

Any student who does not meet prerequisite or co-requisite course requirements may seek entry into the course through a challenge process. A student may challenge a prerequisite for the following reasons:

- The student has documented knowledge and abilities equivalent to those specified in the prerequisite course.
The prerequisite course has not been scheduled or made reasonably available to students.
The prerequisite is discriminatory or is being applied in a discriminatory fashion. (ref. Title 5, § 55003d)

This policy is outlined in the Hartnell College catalog and can be found on page 23 of the following web link: http://www.hartnell.edu/sites/default/files/u171/catalog_2015-2016.pdf

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, Student Success and Support Program Plan Participants. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, Organizational Chart. Please attach a copy of your colleges’ organization chart and highlight the Student Success and Support Program Coordinator’s position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, SSSP Advisory Committee. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953
Attachment A
Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name:  **Dr. Mark Sanchez (Chair)**  
Title: Dean of Student Affairs, Student Success  
Stakeholder Group: Administration

Name:  **Dr. Romero Jalomo**  
Title: Vice-President of Student Affairs  
Stakeholder Group: Administration

Name:  **Mary Dominguez**  
Title: Dean of Enrollment Services  
Stakeholder Group: Administration

Name:  **Daniel Perez**  
Title: English Faculty  
Stakeholder Group: Faculty

Name:  **Senorina Vasquez**  
Title: Math Faculty  
Stakeholder Group: Faculty

Name:  **Liz Estrella**  
Title: Academic Counselor  
Stakeholder Group: Faculty

Name:  **Tony Anderson**  
Title: Academic Counselor  
Stakeholder Group: Academic Senate

Name:  **Mitzi Alexander**  
Title: Academic Counselor  
Stakeholder Group: Faculty

Name:  **Bronwyn Moreno**  
Title: Program Director  
Stakeholder Group: Classified

Name:  **Wade Grant**  
Title: Research Analyst  
Stakeholder Group: Classified

Name:  **Sara Sanchez**  
Title: College Pathways Coordinator  
Stakeholder Group: Classified

Name:  **Isaura Arreguin**  
Title: Administrative Assistant III  
Stakeholder Group: Classified

Name:  **Ernesto Infante**  
Title: Student  
Stakeholder Group: Student Senate