Student Success and Support Program Plan
(Credit Students)

2014-15

District: Hartnell College
College: Hartnell College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report 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 Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated 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 and 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, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college. The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
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 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

**The program plan should not be limited to state-funded activities.** Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

**General Instructions**
The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I. Program Plan Signature Page
II. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match
III. Policies & Professional Development
   • Exemption Policy
   • Appeal Policies
   • Prerequisite Procedures
   • Professional Development
   • Coordination with Student Equity and Other Planning Efforts
   • Coordination in Multi-College Districts
IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
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.

Signature of College SSSP Coordinator: ____________________________ Date: ______________
Name: Dr. Mark Sanchez                                                  Date: ______________

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: ______________________________________
Name: Dr. Romero Jalomo                                                  Date: ______________

Signature of the Chief Instructional Officer: ____________________________
Name: Dr. Lori Kildal                                                    Date: ______________

Signature of College Academic Senate President: _________________________
Name: Carol Kimbrough                                                   Date: ______________

Signature of College President/Superintendent: ____________________________
Name: Dr. Willard Lewallen                                               Date: ______________

Signature of District Chancellor: Not Applicable
Name: ____________________________ Date: ______________

Contact information for person preparing the plan:
Name: Dr. Mark Sanchez         Title: Dean of Student Affairs, Student Success
Email: msanchez@hartnell.edu    Phone: (831) 759-6057
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 5531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Hartnell College serves a diverse 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 9,900 student headcount enrollments (Fall 2013). Of the total headcount enrollment, 3,426 are full-time equivalent students (FTES). Hartnell College also serves 640 distance education FTES (academic year 2012-2013). The ethnicity breakdown of the Hartnell College student population is as follows: sixty (65%) percent Hispanic; eighteen (18%) percent White; four (4%) percent Asian/Pacific Islander; two (2%) percent African-American; and zero point five (0.5%) percent American Indian (Fall 2013 enrollment data). The gender breakdown for Hartnell College is fifty-two (52%) percent Male and forty-eight (48%) Female (Fall 2013). 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.

In academic year 2013-2014, Hartnell College developed a new interactive online student orientation and mandates it be completed as a part of the newly developed Hartnell College “Steps to Success” (Attachment 1). 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 July 2014. In dialogue with campus faculty, staff, and administrators, and realizing college orientation is a part of the 10+1 Academic Faculty Responsibilities, 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.

In the fall 2013 semester faculty, staff, and administrators at Hartnell College revised the “Steps to Success” process (formerly matriculation process) required for all new incoming students. The goal is to ensure all incoming students have the full complement of college services to experience a successful start at the College. Effective August 2014, students are required to complete in sequential order the following steps for enrollment: 1) Hartnell College Application; 2) Hartnell College online student Orientation; 3) Assessment; 4) Counseling (completion of an abbreviated or comprehensive Educational Plan); and 5) Follow Up with a Counselor for students who need support. Revising the “Steps to Success” process was a critical first step in ensuring the college was aligning with the new SB 1456: Student Success Act mandates. The orientation as part of the “Steps to Success” program occurs at the pre-enrollment phase of the student’s enrollment. This is an important feature as we premise that students having an overview on the college process for full enrollment at the beginning of their pre-enrollment will make them better prepared for the subsequent steps to becoming a fully enrolled Hartnell College student. For example, the assessment test and why it is important to prepare for the test by reviewing the content of the test. In addition to our new interactive online student orientation, our Hartnell College Counselors developed the curriculum (aligned with our
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online orientation), for an in-person orientation for students, typically in workshop format, who truly need the in-person modality due to lack of access to technology and other challenges. These in-person orientations with a Counselor are scheduled by students as needed and can be delivered in both English and Spanish. Students may request an in-person orientation with a Counselor by contacting the Hartnell College Counseling Department.

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. Hartnell College maintains partnerships with all of the feeder high schools including alternative education sites in our service area through the K-16 Bridge Program. We offer application workshops, orientation, financial aid, and assessment at our service area high schools. We serve a consistent annual average of 2,700 students annually through our K-16 Bridge Program. This program culminates with an end of the year activity called “Panther Prep Days” in which we bring incoming high school students to the campus and provide a general college orientation, educational planning (abbreviated educational plan), and priority registration (ahead of all new incoming freshmen students). In academic year 2013-2014, “Panther Prep Days” served to register 686 students over a two day period. Hartnell College including King City Educational Center, Alisal campus, and Main campus, maintains partnerships with our local Workforce Investment Board (WIB), as a matter of fact the local WIB of Monterey County has allowed Hartnell College to place its “Steps to Success” enrollment process and link to the online student orientation on their desktops at their one-stop career centers. This is an important partnership as many unemployed/underemployed individuals receive services through our County one-stop Career Centers.

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 service programs provide a college orientation to new incoming students that enroll in the 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 supports on campus 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. In academic year 2014-2015, the goal will be to recruit and hire a “College Pathways Coordinator” that will be 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. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Hartnell College has historically delivered a college orientation through the use of Academic Counselors in two primary modalities. Academic Counselors have delivered in person orientations in English and Spanish to incoming high school students at the college and at the high school sites as well as on campus for all enrolling student groups. As a practice, Counselors have also enrolled students who needed more intensive preparation into the Counseling 1- Student Success Seminar course. These courses have historically enrolled an average of 400 students per semester.

In academic year 2013-2014, we delivered in person orientations to 1,944 incoming students enrolling at Hartnell College (MIS, 2014). In addition, in academic year 2013-2014, Hartnell College implemented a new program called “Panther Prep Days”. This program is designed to be a culminating activity for new incoming high school students to receive a college orientation, an abbreviated educational plan, and priority registration for full semester courses.

In our first year, Panther Days served 686 students with these three core services. The timing was very important as having fully enrolled students three months prior to beginning of the fall semester allowed students and the college to develop service
delivery mechanisms to ensure students had the information and resources necessary prior to the beginning of their first semester. Panther Prep Days will be an annual event designed to fully enroll our incoming first time graduating high school students at the college. In academic year 2014-2015 the college in conjunction with our high school partners will analyze ways to scale up the Panther Prep Days to serve additional students. District wide Hartnell College has six full-time tenure/tenure track general Counselors and twenty-four adjunct general Counselors, these positions are responsible for academic counseling of students, major exploration, career exploration, instruction of counseling courses, development and analysis of Student Learning Outcomes (SLO’s) and Service Area Outcomes (SAO’s), development and enhancement of counseling courses curriculum, development and implementation of the college’s online and in person orientation (English, Spanish, Accessible), development of student educational plans (SEP’s), student follow up, review and implementation of multiple measure criteria for student course placement, and collaborating with academic divisions to facilitate a more effective service delivery model for students.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

In November 2013, the Hartnell College Board of Trustees approved the purchase of an interactive online student orientation tool developed by Cynosure New Media, Inc. This company has produced the online student orientation for thirty-two California Community Colleges. The college worked diligently to ensure faculty, staff, students, and administrators wrote and edited the storyboard content for the orientation and Cynosure began video filming and production work in April 2014. The Hartnell College orientation went live in July 2014 with the requirement of all new incoming students completing the orientation as the second step in the Hartnell College “Steps to Success” program. The orientation is available in English, Spanish, and ADA compliant for the visual and hearing impaired. The new student online orientation tool will require no annual subscription costs, all costs were one-time upfront costs for the development of the orientation tool.

Counselors in conjunction with the Dean of Student Affairs Student Success and the entire Student Services/Academic Divisions will be required to monitor and update the content embedded in the online orientation for information currency. Cynosure New Media, Inc. has outlined as a part of their proposal three years of content updates at no cost to Hartnell College. Hartnell College will also need to ensure technology support for the orientation as the tool will automatically populate completion in College for those students who fully complete the online orientation. The automation of this process will assure to key components of SB 1456: The Student Success Act. It will assure students enrolling in the college receive a college orientation (minus those students who meet the college’s orientation exemption policy) and it creates an electronic mechanism by which Hartnell College can track the number of students who are completing the orientation.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

<table>
<thead>
<tr>
<th>Orientation Checklist (Required Policy or Procedure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Academic expectations and progress and probation standards pursuant to section 55031;</td>
</tr>
<tr>
<td>(2) Maintaining registration priority pursuant to section 58108;</td>
</tr>
<tr>
<td>(3) Prerequisite or co-requisite challenge process pursuant to section 55003;</td>
</tr>
<tr>
<td>(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621</td>
</tr>
<tr>
<td>(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;</td>
</tr>
<tr>
<td>(6) Academic calendar and important timelines.</td>
</tr>
<tr>
<td>(7) Registration and college fees.</td>
</tr>
<tr>
<td>(8) Available education planning services</td>
</tr>
</tbody>
</table>

Effective July 2014, Hartnell College will implement our new interactive online student orientation for all new incoming enrolling students. The interactive online orientation is a part of a comprehensive process titled “Steps to Success” for students planning to enroll at Hartnell College. This process is designed to prepare students for everything they need to become a fully enrolled student at the college. The online orientation is designed to provide critical content to students as outlined in title 5 section 55521. The orientation is divided into seven key segments for students which are titled: 1) Your first steps- the Hartnell College “Steps to Success” enrollment process; 2) Academic goals- Information on student planning for completion of transfer to a university, Associate degree for transfer, Associate degree, and/or completion of a Certificate. This section also maintains critical information on academic expectations and progress and probation standards; 3) Student Services- this section provides information on available programs, support services, financial aid assistance/scholarships,
Campus facilities, and how programs and facilities can be accessed by students. This information also maintains information on available education planning services, including how to schedule an appointment with a Counselor, prerequisite, and/or corequisite challenge process, maintaining the Board of Governors (BOG) fee waiver eligibility, Satisfactory Academic Progress (SAP), Academic Calendar and important timelines, and registration process and college fees; 4) Academic Support- including information on tutorial services, educational planning for success, study strategies, balancing a work/school schedule, and communicating with instructors; 5) Student Success Basics- information on course load recommendations, course repetition policy, college catalog information, how to read a schedule of classes, and the college course numbering system; 6) Campus Life- Associated Student Government, clubs, organizations, and activities on campus, athletics, theatre productions, musical events, and cultural activities on campus; 7) Student Conduct and Safety- this section outlines the expectations of student conduct on campus including academic honesty, district policy on cheating and plagiarism, including discipline process for students who violate these policies, classroom etiquette, the district non-discrimination and non-harassment policy, district policy on sexual harassment, information on the campus safety office, campus policy in the event of an emergency including natural disasters, campus safety as it pertains to the Clery Act, information on the Family Educational Rights to Privacy Act (FERPA), information on the Violence Against Women Act (VAWA), and information on campus parking policies.

Due to the comprehensive nature of the new interactive online student orientation, the tool is offered in English, Spanish, and Accessible formats for students with disabilities. Offering the orientation in these three modalities is critical to ensure we provide access to a broad constituency of students based on the demographic of students that enroll at Hartnell College. Since the orientation is designed to provide a full range of critical college and district information prior to a student’s full enrollment, completion of the online orientation is mandated as a part of the Hartnell College “Steps to Success” program. Once a student completes the Hartnell College application for enrollment, students receive an email on information needed to activate a Hartnell College email account and information on completing the subsequent steps in the “Steps to Success” program. In order for a student to complete the third step in the “Steps to Success” process which is making an appointment for an assessment test, they must first complete the second step in the process which is completion of the online student orientation. Hartnell College has implemented an “orientation services” hold in our College database system which prevents a student from moving through the “Steps to Success” process until they complete each step in sequential order. This process was designed to ensure students move through a “learning process” to be fully prepared for the expectations both inside and outside of the classroom as a Hartnell College student, including programs and services designed to assist them in achieving their educational and personal goals.

### 5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

Hartnell College has begun preliminary work with our feeder high school English, Math, and Counseling faculty to embed our new interactive online student orientation into the high schools common core curriculum for college readiness. This is an important service strategy as Hartnell College has identified the fact that 80% of graduating high school students from the Salinas Union High School District ultimately enroll at Hartnell College. By embedding our online orientation tool for students into their senior year curriculum, Hartnell College is aligning with student success best practices by developing early college preparation programs for students in our service area. The college is also working with our local one-stop career centers and other community based organizations to link the College’s “Steps to Success” process and online orientation on their computer systems for student access. Hartnell College also considers Student Support Services Programs, Academic Support Programs and Services, Campus Life including Athletics, Student Code of Conduct, Academic Integrity, and policies and procedures for student grievances, cheating, and plagiarism as critical components to the College’s online orientation content. Finally, ensuring students are aware of the different programs and services offered throughout the District are a critical component of the student online orientation. This is a critical element in ensuring we are offering comparable services to students across our District locations.

Finally, another critical piece to the online orientation tool is an embedded knowledge gap assessment (student learning outcomes, or SLO’s). The student is required to complete a pre-test survey before they can begin the online orientation. Upon completion of the seven segments of the orientation the student is required to complete a post-test survey. These pre/post surveys will give us critical information on if the orientation is an effective learning tool for students.

### 6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

Cynosure New Media, Inc. cost to purchase interactive online student orientation was $60k. This includes three year’s
worth of content updates at no additional charge.

### Hartnell College (SSSP) Orientation

**Faculty/Staff costs**

<table>
<thead>
<tr>
<th>OBJ</th>
<th>Student Success FY14-15 Budget</th>
<th>Benefit</th>
<th>Total Expense</th>
<th>Orientation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Positions</strong></td>
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<td>3000</td>
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<td>2000</td>
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<td>Travel and Conference</td>
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<td>Equipment - for new positions</td>
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<tr>
<td>6000</td>
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<td>Collaborative activities with local high schools</td>
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<td>1,053,877</td>
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</tr>
</tbody>
</table>
II. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Hartnell College serves a diverse 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 9,900 student headcount enrollments (Fall 2013). Of the total headcount enrollment, 3,426 are full-time equivalent students (FTES). Hartnell College also serves 640 distance education FTES (academic year 2012-2013). The ethnicity breakdown of the Hartnell College student population is as follows: sixty (65%) percent Hispanic; eighteen (18%) percent White; four (4%) percent Asian/Pacific Islander; two (2%) percent African-American; and zero point five (0.5%) percent American Indian (Fall 2013 enrollment data). The gender breakdown for Hartnell College is fifty-two (52%) percent Male and forty-eight (48%) Female (Fall 2013). 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.

Hartnell College uses the Accuplacer assessment test to assess a student’s skills in English and Math. The College’s English as a Second Language (ESL) faculty has developed an internal assessment tool for our (ESL) students. The college assessed seven-thousand one hundred and nineteen students (N=7,119) in academic year 2012-2013. Incoming students as a part of the College’s revised “Steps to Success” process will be required to take the Accuplacer assessment test unless they meet the exemption criteria outlined in the college’s administrative procedures.

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 Accuplacer placement 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 assessment (EAP) assessment 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.

Hartnell College works with of our feeder high schools in our service delivery area to develop a centralized calendar for delivering assessment services at the high schools. These assessment testing services at our service area high schools are offered at the pre-enrollment phase of the student’s enrollment. Based on assessment test results and the utilization of multiple measure criteria which includes AP tests (score of 3 or higher), Early Assessment Program (EAP), High School
transcripts, student participation in the college’s math academy, and other criteria. Counselors use a holistic approach to place the student into the most appropriate coursework based on their Math and English content preparation. We also offer assessment testing on campus three times a week with alternating Saturdays and evenings.

In academic year 2013-2014 a lot of work was done with our community based organizations to ensure access to assessment testing services. We have been able to calendar assessment times that meet the needs of our community based organizations and they have been able to find the funding to ensure transportation for their student populations.

Hartnell College offers assessment testing at our community high schools typically the March before the students fall enrollment. This means our high school assessment testing is offered to students while they are still enrolled in high school (senior year) as a pre-enrollment service provided they applied to Hartnell College. This work will continue to ensure students have a seem less pathway to enroll at the college.

### 2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

District wide Hartnell College has four part-time Classified staff members that provide assessment testing services to our feeder high schools, community based organizations, and on campus for all incoming students. Their role is to schedule and conduct assessment testing services in English and Spanish, input assessment test scores into colleague, process multiple measure assessment test exemption criteria forms, process, scan, and email ESL student assessments to ESL faculty for scoring, schedule assessment dates two months in advance to allow student planning, work with Accuplacer on technical issues, updating and maintaining the website content on assessment testing procedures and study guides, and work on marketing materials to students on assessment services, including the marketing of Spanish assessment testing times. Two ESL faculty score the ESL assessment test to determine student performance. Using two faculty members to review the ESL student’s assessment tests ensures inter-rater reliability.

### 3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

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 English as a Second Language.

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).

Students meet with counselors to review their assessment scores, their high school transcripts, participation in college academies, other college/university coursework, advanced placement courses (AP), participation in the Early Assessment Program (EAP), and other work, to determine if the student may enroll in courses either higher or lower than their assessment scores indicate. A Multiple Measures petition is completed and the student takes the form 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.
4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Accuplacer assessment scores are accepted from other California Community Colleges, provided that the scores are within two years. If a student has taken an assessment at another college, they are advised to make an appointment with an academic Counselor prior to registration to review the results and determine appropriate course placement utilizing multiple criteria. Within the District, Hartnell College English, Math, and ESL faculty have standardized the assessment test cut scores, therefore, the scores are honored consistently across the District.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Currently, Hartnell College does not have any venues that focus on preparing students for the Accuplacer assessment test. The Accuplacer study guides for English and Math are located on the College’s Assessment web page. Along with the study guides there is language that outlines the significance of the assessment test embedded in the new student orientation and how important it is to prepare prior to assessing. Through data analysis and understanding the significance of pre-test practice on the College Accuplacer assessment test, dialogue has begun on developing Accuplacer test preparation workshops at Hartnell College in the Fall 2014 semester. The curriculum will be developed by English, Math, and ESL faculty aligned with the content in the Accuplacer study guides to develop workshops in the College’s Tutorial Center to focus on preparing students for the test. These workshops are also aligned as a commitment to the College’s Student Equity Plan to ensure we are providing preparatory workshops focused on enhancing student performance in the classroom.

In the Spring of 2014 Everett Alvarez High School participated in a pilot project that provided Accuplacer Test prep to seniors. Out of a total of 365 students who participated 36% placed in transfer level courses in English which is a 7% increase over last year when no test preparation was offered. In math, there was a 5% increase in the number of students who assessed at transfer level compared to the previous year when no Accuplacer math test preparation was offered. 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 www.hartnell.edu/students/staar/. Future goals include providing students with an informational sheet together with their Accuplacer scores indicating alternative placement options. Information would include repeatability, AP Score as alternative, EAP/EPT/ELM, Summer Bridge, Math Academy, and a meeting with a counselor to evaluate the possibility of challenging Accuplacer test scores.

Fall 2014, the Accuplacer workshops will be available to students to prepare to take the assessment or to retake the assessment. Students are also encouraged to use the Khan Academy https://www.khanacademy.org/ A free resource to students to refresh their knowledge in many disciplines, especially Math.

Hartnell College recognizes placement scores for a period of two (2) years. EPT/ELM/EAP scores have a recency requirement of five (5) years. AP exam scores do not have a recency requirement.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

As a result of work conducted through a Faculty inquiry group (FIG) in academic year 2013-2014 in conjunction with Counseling, English, ESL, and Math faculty, multiple measure criteria was enhanced to include results of the Early
Assessment Program (EAP). This criteria is in effect as of June 2014. For those students that score “college ready” or “conditional” and get a grade of “C” or better in their senior year expository reading and writing (ERWC) course will now be exempt from taking the English portion of the Accuplacer. This exemption criteria aligns with the exemption criteria developed by the California State University (CSU) system.

Students may request a clearance based on a CSU EAP or EPT/ELM test. Students must provide test results from the Educational Testing Services (https://www.ets.org) to a Hartnell College Counselor. The report must clearly note the test taken, year completed, and score received. Hartnell College accepts scores for English as follows: EAP- Exempt or Ready for College-level English Course status, or CSU- EPT 147+ points. For Math, the acceptable scores are: EAP- Exempt or Ready for College-level Math Course status or on the CSU ELM a score of 50+ will be accepted. The test must have been taken within the last 5 years.

AP Exam scores may also be used for placement as long as the score is at least a three (3) in which case the student could enroll in the next eligible course and is exempt from the college placement test. AP Exams do not have a recency requirement.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

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III. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

Hartnell College serves a diverse spectrum of students that ranges from concurrently enrolled high school students, full-time employed students, full-time non-employed students, part-time students, as well as 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 9,900 student headcount enrollments (Fall 2013). Of the total headcount enrollment, 3,426 are full-time equivalent students (FTES). Hartnell College also serves 640 distance education FTES (academic year 2012-2013). The ethnicity breakdown of the Hartnell College student population is as follows: sixty (65%) percent
Hispanic; eighteen (18%) percent White; four (4%) percent Asian/Pacific Islander; two (2%) percent African-American; and zero point five (0.5%) percent American Indian (Fall 2013 enrollment data). The gender breakdown for Hartnell College is fifty-two (52%) percent Male and forty-eight (48%) Female (Fall 2013). 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. All counseling courses offered at Hartnell College require students to complete a comprehensive educational plan as part of their coursework.

Educational planning workshops include Registered Nursing, Vocational Nursing, and Respiratory Care Therapy which are offered once a month. Major workshops are being offered summer 2014 and include Administration of Justice, Psychology/Sociology and Business. Educational planning workshops are a close collaboration between Counseling and Instructional faculty in the Divisions. Instructional faculty are invited to educational planning workshops to share their perspectives of the field with students.

General and special student populations can access any of the listed workshops and/or counseling courses. Special student populations served under categorical programs are mandated to meet specific regulations to qualify for state and/or federal assistance. For example, Students who participate in California Work Opportunity and Responsibility to Kids (Cal Works) are required to develop an education plan, based on their approved career objective through Cal WORKS Employment Services (CWES). Their education plan, in effect becomes a “welfare to work” contract. The contract cannot be changed and a student will receive aid from Monterey County for transportation and child care as well as a book voucher while following the education plan. Consequently, for these categorical programs, an educational plan is required in order to access specialized support services. Services through Department of Rehabilitation, EOPS, Financial aid, TRiO, ACE, Mesa/STEM, Math Academy, and Foster/Kinship are also contingent on a student’s success in completing and following a comprehensive educational plan.

Summer Bridge programs through the Science Technology Engineering Mathematics (STEM) program incorporate counseling component/educational planning; the Math/Science Academy which also requires students to meet with a counselor to develop a comprehensive educational plan. Through the K-16 Bridge partnership with local feeder high schools, services of assessment, orientation and registration, typically offered at the high school with mediocre results, culminated into a new service delivery model of “Panther Prep Days.” Panther Prep events were offered at the King City Education Center on Friday, May 9, 2014 and at the main campus on Saturday, May 10, 2014. The combined efforts resulted in 686 high school seniors completing a student orientation, math and English placement, an abbreviated education plan and priority registration. The students that participated in Panther Prep Days received educational planning at the pre-enrollment phase of their enrollment. The second annual Hartnell College Panther Prep Days is scheduled for May 1 and 2, 2014. The projected goal is to increase participation on the Main Campus to 800 high school seniors and to 300 at the King City Educational Center. To serve the larger number on the Main Campus, two Panther Prep sessions will be offered, one in the morning and the second in the afternoon to serve a 400/400 allocation of students. The prerequisites to participate in Panther Prep activities include completion of the following: application for admissions, assessment, online student orientation, and education planning followed by priority registration on the day of the event. It will also be required that the High Seniors R.S.V.P to their respective High School Counselors by April 2014. To accommodate High School Seniors who miss any of the prerequisites to participate in Panther Prep, staff from Admissions and Records, Financial Aid, Assessment, and Counseling will develop workshops on campus to support students in fully enrolling at the college.

New incoming students that do not participate in “Panther Prep Days” may take advantage of a full complement of counseling and advising services. Educational planning workshops are offered three times a week in the morning, afternoons/early evening, and Saturdays. These workshops allow students to receive career and personal interest inventory assessments prior to the development of an educational plan. These workshops also assist students in the development of goals, objectives, and planning thereby preparing them to meet with a counselor to develop an abbreviated educational plan (1 to 2 semester educational plan) to ensure they have a road map for completing their educational goal.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

The Counseling Department at Hartnell College schedules student counseling appointments based on availability. The Department also provides express counseling (drop-in) available from 8:00am-5:00 pm during the day and evening hours for students from 5:00-7:00 pm. During peak times our appointments are consistently booked two to three weeks out so access to Counseling during peak times is challenging. Average wait time for express counseling during peak periods is 15-20 minutes based on student survey data (Fall 2013). Academic counseling is provided by Academic Counselors that meet the educational code requirements as outlined in Title 5.
ESARS is in the final stages of being implemented summer 2014. This counseling appointment program will post counseling appointment availability online for students to self-select. This will increase access to counseling availability as a student will be able to view open appointment times for every general counselor. This program will be incorporated into categorical programs by spring 2015. Students will also have the option to call into the general Counseling Department to schedule an appointment to meet with a Counselor.

Currently, to serve the distance education student population, a South County counselor provides counseling and advising services through Skype. Math, Engineering, Science, and Achievement (MESA) program also offer drop in and Skype counseling on Saturdays. By spring 2015, the department will offer counseling “live-chat” as the delivery model for distance counseling and advising. This is an important modality as “live-chat” counseling tools keep a transcript of dialogue between the student and Counselor as a record to ensure effective advising and history of service.

Hartnell College Personal Access Web Services (PAWS) online registration system will be a constant tool to view open class sections and direct students to access the application for admissions, registration, view Hartnell College transcripts and to utilize add/drop features, be it in-person or distance counseling. Appointments are available by phone and Email appointments are already being used for students who are transferring from other colleges. Express counseling is offered daily by each general counselor and during peak times, additional counselors are added to serve in the Admissions office area.

The college does not currently use any academic or paraprofessional advising (Fall 2014).

### 3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

An abbreviated education plan is a less than a two-year education plan and consists of at least a one semester education plan. If the major is unknown, the abbreviated education plan includes introductory courses for prospective majors, English and Math and a Counseling 1- Student Success Seminar course, which includes information for students to explore majors and occupations. For a continuing student who needs additional major exploration or to cultivate the social and/or academic skills to succeed in college, an abbreviated plan may include Counseling 23- Career Development or Counseling 27-Life planning. If major is known, the education plan includes some major requirements and Major Sheet and general education, either AA/AS General Education requirements and/or CSU or IGETC general education.

For students with learning disabilities, a LSK (Learning Skills Courses) may be included in a one-semester educational plan to provide Learning Disability assessment, computer lab assistance, emotional management and/or learning strategies.

The counseling department’s most successful effort to date in providing abbreviated education plans for new, incoming freshman students was during Hartnell College First Annual Panther Prep day on Saturday, May 10, 2014. Panther Prep was also offered exclusively to South County High School freshman at the King City Education center on Friday, May 9, 2014. A combined total of 686 students were provided an abbreviated educational plan and were given priority registration for fall 2014. This resulted in over 90% participation rate from the High School seniors who signed on for the event.

A group of twenty (N=20) Athletes were provided orientation and education planning and registration services in July 2014.

In academic year 2014-2015, the Hartnell College Counseling Department will implement student educational planning workshops with the goal to provide all students an abbreviated educational plan. These workshops will be scheduled three times a week including morning, afternoon/evening, and Saturdays to accommodate students with varying schedules. These workshops will be three hours long and include an introductory piece on career assessments and developing a personal skills inventory. These workshops will schedule twenty (20) students per session and will have four (4) Counselors participating to assist students. Educational planning workshops will be a close collaboration between Counseling and Instructional faculty to provide multiple perspectives on the field of study.

Students who cannot make one of these workshops will be able to schedule an appointment with a counselor to develop their abbreviated educational plan.

### 4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

Counseling faculty provide students with a comprehensive education plan. Counselors help the students to define a major and course of study. Together they define the general education course patterns that need to be completed to acquire their goals. Counseling faculty also provide basic career counseling, students who require more detailed career assessment or major exploration are referred to the Career and Transfer Center. Summer Major/Career workshops are being offered for Administration of Justice, Sociology/Psychology, and Business. This was a pilot program to offer career
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District: Hartnell
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and educational counseling in groups for the summer to ensure students were exposed to different career pathways and received an educational plan.


Career Counseling courses (Counseling 23) are offered, as well as career counseling information in the Student Success course (Counseling 1) and a Life Planning class (Counseling 27).

EOPS/CARE- student success workshops associated with their mid-term progress report.

Math Academy requires all students to complete and education plan.

Categorical programs utilize an intake process to determine the student’s eligibility goals, their needs and their eligibility for student support services to provide necessary accommodations, financial aid, tutorial assistance, University campus tours, and community referrals to be successful in their college tenure at Hartnell College. In addition, special services such as Extended Opportunities Program and Services (EOPS,) Student Support Services (SSS-TRIO), California Work Opportunity and Responsibility to Kids (Cal WORKs), Math Engineering Science Achievement (MESA), Foster Youth, and Early Support Program (ESP) offer orientations to educate their specific student populations on Financial Aid- Satisfactory Academic Progress regulations, Academic policies and semester progress reports to evaluate a student’s progress before the deadline to withdrawal from courses. Furthermore, MESA is now offering drop-in and Skype counseling on Saturdays and requires all new students to complete a comprehensive education plan as part of their intake process.

Both general and categorical counselors provide one-on-one and group workshop counseling during fall transfer filing periods to assist student with the transfer electronic admissions application through CSU Mentor and University of California websites.

Hartnell faculty in Communication, English, and History require students to complete an education plan as part of their course requirements.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Total counselors equal six (6) full-time general counselors, two (2) full time EOPS/CARE counselors, One (1) full time DSP&S counselor, thirteen (13) general part-time counselors main campus, two (2) part-time counselors for Cal Works, two (2) part-time counselors for Alisal, three (3) part-time counselors for King City, two (2) part-time counselors for TRIO, three (3) part-time counselors for Title V Early Alert, one (1) part-time counselor for DSP&S. One (1) part-time Veteran counselor. Sixteen (16) Hartnell College counselors are bi-lingual (Spanish-English) and one (1) bi-lingual (Hungarian-English). Five interns currently provide crisis counseling on the Main Campus, two of them are bilingual English/Spanish. Negotiated direct student contact hours for all full-time counselors is 30 hours per week, while 5 hours is designated for committee work, preparation for student appointments, and other college business. This equals a total assignment of 35 hours per week for all full-time counselors.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

Effective July 15, 2014, Hartnell College has implemented and counselors are utilizing the Ellucian Degree Audit and Student Educational Planner components for student counseling. Counselors are in the initial phase of testing the educational planning tool to ensure program is accurate and the functionality increases the effectiveness of counseling and advising to students.

The Ellucian electronic student education planner and degree audit program is currently being implemented and tested by the Hartnell College counselors. Currently, the student educational planner and degree audit tool has not been released for student use (August 2014). The goal is to ensure counselors have been fully trained in how to use the tool effectively and we have implemented programming changes to ensure the tool is effective for the end users, counselors and students. Our goal is to release the educational planning tool and degree audit for student use in October 2014. When the tool is released students will have the option to access Degree Audit and the Educational Planner through the Personal Access
Web Services (PAWS) student portal.

In the event there are technological issues with the educational planner in Colleague, issues with the network on campus, or other system issues, counselors will use the internally developed electronic educational plan. Once these plans are completed they are stored on a shared drive for future counselor access.


ASSIST – on the assist website. Transfer information from various colleges and universities in California.
Computer Source – information regarding catalogs from other colleges and universities in the US.
California Career Café website for career information.
CCC Program search- to identify California community college campuses with specialized programs a student is interested in. Direct college websites for transfer preparation are often viewed against assist for accuracy on major preparation for more competitive degrees and campuses, such as Cal Poly-SLO and UC campuses.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

To be completed by Mark Sanchez and Sharon Alheit
IV. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:

   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty is involved or encouraged to monitor student progress and develop or participate in early alert systems.

Target Population

According to Title V section 55525: "Follow-up services shall be targeted to at risk students, specifically students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students who are on academic or progress probation or facing dismissal." Based on this definition, at-risk students at Hartnell College can be identified by several means:

A. They are enrolled in basic skills course sections (including ESL course sections)
B. They have not received academic counseling
C. They have not developed an education plan
D. They have not received matriculation follow-up services
E. They have fallen into academic probation (resulting in Financial Aid probation for those receiving aid)
F. They are not making progress to recover from academic probation
G. They are facing academic dismissal

Through the Management Information Systems (MIS) data collected from Hartnell College for the California Community Colleges Chancellor’s Office (CCCCO), we can examine the statistics of these groups. The college currently tracks and monitors students who are on academic probation and facing academic dismissal through the financial aid office; however, the college has not kept that kind of statistical data on non-financial aid students. A process for addressing and following up on non-financial aid students under academic probation is currently under development for implementation by Fall 2015. From a student services context, matriculation enrollment count data shows that Hartnell enrolled an average of 8,880 students in credit courses from the Fall and Spring terms of 2012-13 and 2013-14. Based upon this data, basic skills course level students comprise 18% of students on average per term. That data also shows that, in 2012-13, Hartnell College reported that 12% of students received received counseling or advisement, and 5% received an education plan on average per term. While the percentage of students receiving counseling and advising services was consistent with statewide averages, the number of students reportedly receiving educational plans was low. These numbers increased significantly in 2013-14 with improved data reporting measures. According to CCCCO data in 2013-14, 16% of students received academic counseling and advising on average per term, and 13% of students received educational plans on average per term. Not only does this represent a significant increase for Hartnell College, it also exceeds the statewide average of 14% and 12% respectively. Additionally, we anticipate further increases in 2014-15 through our planned improvements to our service delivery model which is discussed below. What these overall statistics do not indicate is the degree to which the 18% of students enrolled in basic skills courses are, or are not, receiving these services since more systematic data gathering and analysis is needed to support that assumption. That data is now being gathered through Ellucian (a comprehensive academic advising, program planning, transfer articulation, and degree data tracking system) and ESARS (an on-line Scheduling, Appointment, and Reporting System) software systems put in place for counselors to better schedule and track follow-up services, counseling sessions, and individualized student education plans.

A comparison of student retention and success rates between credit level and basic skills students from 2010 to 2013 indicates that basic skills students have higher retention rates than both Delayed Interaction (Internet-based) and Non-distance education students in credit level courses. They also have slightly higher success rates, although no basic skills courses are internet-based. Proportionally, even though the figures do not show disproportional impacts, they do indicate steady increases in basic skills students’ success rates and significant differences between retention and success of internet-
Based and non-distance education students.

Between 2011 and 2013, retention rates for basic skills students rose from 76% to 88%, which is consistently higher than those of both credit level and non-distance education students. Basic skills student success rates increased 15% from a low of 56.39% in 2011 to a high of 71% in 2013. Proportionally, the success rates also increased 6%. A comparison of success rates between basic skills and all credit level students shows that basic skills success rates have achieved parity with credit level success rates, erasing an almost 6% deficit to only 0.23% and 1.38% in 2012 and 2013, respectively.

However, MIS Data Mart statistics from the Basic Skills Cohort Tracker show stark disparities in students enrolled in basic skills courses below transfer level and their degree of success once they take transfer level courses. For example, a cohort of students that began in Fall 2010 at one level below transfer (ENG 101) were, despite repeated attempts, only 35.71% successful when taking their first transfer level writing course (ENG 1A) by 2013. (see appendix: “Comparison of Basic Skills and Credit level Student Retention and Success 2010 – 2013”). This data reinforces the need for high quality services to support at-risk students. In terms of student academic progress or academic standing, Financial Aid statistics indicate that growing numbers of students are receiving financial assistance (7,596 in 2010-11 to 9,764 in 2012-13). Even so, the rate of students on probation (18.21% in 2010 to 15.58% in 2013) is diminishing.

**Financial Aid count:**

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<tr>
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<tbody>
<tr>
<td>Total students</td>
<td>7,595</td>
<td>8,051</td>
<td>9,764</td>
</tr>
<tr>
<td>Probation</td>
<td>1,383 (18.21%)</td>
<td>1,369 (17%)</td>
<td>1,519 (15.58%)</td>
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</table>

**Strategies**

A review of the Program Planning and Assessment (PPA) for Services, Offices & Non-Instructional Programs Comprehensive Review, Annual Review & Action Plan Spring 2014 reveals that follow-up services at Hartnell College have been designed to meet a wide range of objectives while addressing the specific needs of the at-risk student population. There are a multitude of programs and services currently available to at risk students:

- Assessment provides clear information, instructions, and preparation for accurate placement assessment of students by assessing, reviewing, and revising the process and implementation of such information to the various communities within the college service areas.

- Transfer (Counseling) increases the numbers of students who receive orientation to college, assessment, and counseling with comprehensive educational planning by way of increasing the means and number of matriculation activities and student contact via personal, email, print, and other media to prepare students with the skills to achieve their personal and educational goals via academic counseling and advising.

- General Counseling provides two additional follow-up services – Women supporting Women and the Emergency Grant fund. These two emergency funds are a one-time allocation for a student, without financial aid or other services, can request a check for a third-party recipient, child-care providers, bookstore, household utilities, etc., whatever imminent financial responsibility that may cause them to drop out of school. A student must meet with the assigned counselor for the grant and relate his or her circumstances and be referred by another counselor or instructor. Every year two general counselors are assigned to issue the grants.

- Student Life enriches student collegiate experiences through leadership development, cultural and educational events, facilitating access to sporting and theatrical events, and by providing vouchers, scholarships and calculators to needy students.

- The Veteran Services Center assists members of the various branches of military service, veterans, and their eligible dependents by providing information about Hartnell College, financial assistance, and assistance with Veteran’s Administration certification of their educational benefits. The VA Certifying Official (VCO) for Hartnell acts as liaison between the College and the regional VA offices to provide information on college procedures, and to resolve problems regarding eligibility and payment of VA benefits.

- The Foster & Kinship Care Education Program helps relatives, foster parents, and children by providing pre-service adoptive and behavioral health training for specialized care and parenting of at-risk kids, assist our homeless students through individualized education plans, social networking, and independent living skills.

- Crisis Counseling Services gives students access to a Marriage & Family Therapist intern who can confidentially and objectively guide them to identify and problem-solve stressful life issues (such as anxiety, depression, abuse, rape, divorce, etc.), and, to provide validation and guidance for effective coping, and help students build and strengthen relationships.

- High School Equivalency Program (HEP) provides low-income (often non-English speaking) agricultural migrants
with outreach, enrollment, instruction, counseling and social support activities in a variety of locations within our service areas at times when these are least intrusive to the growing and harvesting seasons;

- Academy for College Excellence (ACE) offers students a one-semester program designed to help them achieve more in college and in their lives by teaching them the skills that stay with them for life and help them provide for themselves and their families. The first two weeks are spent in the Foundation Course where students learn about themselves and how to work with other students in their class to succeed. Students then attend full time and stay together as a cohort taking all of their next classes together;

- Disabled Students Programs & Services (DSPS) provides assessment for learning disabilities, counseling, classroom accommodations, interpreting and note taking, and access to adaptive software for students with physical and psychological obstacles to learning;

- Extended Opportunity Programs & Services/Cooperative Agencies Resources for Education (EOPS/CARE) recruits, retains graduates and/or transfers educationally disadvantaged, low income, and educationally underrepresented students pursuing degrees. This includes DSPS and California Work Opportunity & Responsibility to Kids (Cal Works) student participants. Students receive assistance with their admission, registration, financial aid, book purchases, curriculum planning, academic and personal counseling, and other support services from counselors; administrative staff, and a team of trained peer advisors. Specifically, the Cal Works program offers counseling to develop an educational plan in accordance to the student's welfare-to-work plan, book vouchers, student success workshops, a calculator lending program, and on-campus Cal Works work study opportunities;

- TRIO Student Support Services is so named as part of a trio of federal programs, Upward Bound, Talent Search and Student Support Services, designed to foster increased educational opportunity and attainment by providing close academic, financial aid, and personal counseling, advising and monitoring of student cohorts consisting of low-income, first-generation college students who are enrolled full-time with the intention of graduating with an AA degree or transferring to a university and be educationally disadvantaged per federal guidelines;

- The Tutorial Center provides an important follow up service for academically at-risk students – tutorial assistance. Tutorial assistance is available both to at risk students in and those of special populations through programs such as EOPS/CARE, MESA (Mathematics, Engineering, and Science Achievement), TRIO, and DSPS. Each program coordinates tutoring through the Tutorial Center or trains their own tutors and creates a tutorial environment designed to meet the needs of their target student population.

Students are notified of follow-up services through multiple means including during orientations, via student g-mail accounts, on the college website, in the college catalogue and course schedules, through fliers, in-class presentations, bulletin boards, and electronic monitors in highly visible target locations, such as the Student Center, Library, Student Services offices, and through counselors, faculty, and staff referrals. Student notifications are coordinated in anticipation of college deadlines for priority registration, financial aid, assessment and matriculation activities, and grant, state, and federal reporting guidelines. Of these, the notification process that is most developed is for Satisfactory Academic Progress (SAP) done though the office of Financial Aid. In accordance with United States Department of Education requirements, Hartnell College has an SAP Policy in place for students receiving financial aid. Students must meet the following minimum requirements:

- Maintain a cumulative grade point average (GPA) of 2.0 or better, and
- Complete at least 67% of the cumulative units attempted (after add/drop periods), and
- Complete their educational objective (graduation, transfer, and certificate) within a maximum of 90 attempted units (or 150% of the published length of a program).

These eligibility requirements apply to all forms of Federal Title IV student aid (Pell Grants, SEOG Grants, Federal Work-study, and the Cal Grant Program) but do not apply to the California Board of Governors Fee Waiver Program (BOGW). Federal regulations also require that the standards applied to students receiving financial aid also apply to those students during periods when they were not receiving aid. The process for addressing and following up on Non-financial aid students under academic probation is currently under development for initial implementation in Spring 2015 with full implementation for Fall 2015. Financial aid students will be mailed a warning of financial aid Probation status if they fail to complete the 67% of units attempted or earn less than a 2.0 cumulative GPA or both at the end of their semester grading period. Disqualification status is determined when financial aid students fail to meet the SAP requirements past the probationary period (one semester) or when they reach the maximum allowable attempted units. Once disqualified, those students will not receive financial aid pending appeals or achieving satisfactory academic progress. (See appendix: “New Appeal Process Chart”)

Hartnell has also enhanced its strategies for providing counseling, advising, or other education planning services for at-
risk students to assist them in selecting an education goal and course of study for both at-large and specific student populations:

- At large services such as assessment, orientations to college, and student education plans have become integral parts of matriculation activities such as Panther Prep Days, which have already produced over 600 initial student education plans for Hartnell’s first time freshman.
- The college has strengthened efforts to provide counseling, advisement, and education plans for new students by building those requirements into newly implemented online Student Orientation (July 2014)
- To enhance data gathering and reporting of the delivery of follow-up services, the college has been developing an ESARS counseling and appointment software system which will replace the paper contact sheets currently used by counselors
- Begun Skype counseling sessions on a limited basis
- An online Ellucian education plan software has been implemented by all counselors (July 2014)
- An Early Alert system has been piloted among 12 Math, English and Science faculty in select basic skills level courses. It is currently being assessed for broader implementation with online reporting and communication methods to gather more data on its effectiveness for (Spring 2015) an embedded counselor dedicated to observe and provide interventions in basic skills courses will be piloted in Fall 2014.
- The Academic Probation and Progress process for non-financial students is in development for implementation in Fall 2015. The revised SAP process was developed as collaboration between counseling and financial aid to ensure that students receive educational planning services.
- The Tutorial Center provides at-large peer tutoring and course-specific supplemental instruction leaders to help students academically despite new budget reductions.
- The Student Success Committee developed and sponsored faculty professional development workshops such as Reading Apprenticeship for teaching basic skills across the curriculum
- The college re instituted its Office of Institutional Planning and Effectiveness to provide information that supports the planning, administration, and evaluation of academic and administrative units.

While Hartnell currently provides 13 different services and resources for traditionally underserved student populations (DSPS, EOPS/CARE, HEP, ACE, Veterans Services, MESA, TRIO, Crisis Counseling, and Foster Kinship Care Education), the following additional work is underway to strengthen follow up services for all at-risk students.

- extension of its pre-registration matriculation activities such as Panther Prep Day to its campuses in Alisal and King City
- a system for gathering and reporting data from services specifically provided for academically at-risk students is under development for implementation across various programs such as EOPS/CARE, TRIO, MESA, DSPS, and the Tutorial Center
- further development and expansion of its distance and online counseling capability is in progress
- discussion of means for the remediation of funding cuts to the Tutorial Center’s and TRIO’s budgets are underway to increase the degree and scope of peer tutoring service to students with evening, weekend, and online tutoring
- a Student Success Center specifically dedicated to improving basic skills students’ academic success and promoting basic skills instruction across the curriculum is being discussed by the Student Success Committee and English faculty
- expansion of the online Early Alert piloted system to broader implementation across Hartnell campuses with online data gathering and reporting elements is underway for Spring 2014

Follow-up services for at-risk students provided by the college can be expressed in terms of close collaboration among instructional faculty, counseling faculty, tutorial services faculty and staff, and student services staff. Counselors assist students with exploring career, educational, and personal goals and planning a program of studies to fulfill the educational/course requirements to meet these goals. More specifically, all counselors provide personal and academic guidance and resources. Counselors refer at-risk students for tutoring, crisis counseling, probation counseling, study skills workshops, and Math Academy participation. They recommend course substitutions; review financial aid appeals and scholarship applications; issue emergency scholarship awards; advise recommend, and advocate for community resources to students and both on and off campus. Counselors also write letters of recommendation for jobs, scholarships, legal needs, and vocational services as needed. This includes referring students to ACE, EOPS, DSP&S, HEP, TRIO, and other on-campus student services. These programs make use of counselors assigned specifically for the students they serve. For example, while some counselors are assigned to general counseling and matriculation activities, others are assigned to
work with re-entry and transfer students. Other counselors are assigned to programs such as DSPS, EOPS, TRIO and others.

Crisis counseling is another service for at-risk students. Crisis Counseling Services have had from four to five counselors each working a maximum of 20 hours/week to provide counseling services to approximately 100 new cases each calendar year and carry over on-going cases from previous years. Each student is given the opportunity to receive ten sessions per semester; however, some cases require additional sessions and these are granted on a case-by-case basis. These students frequently have long-standing mental health issues. In these cases counselors work with psychiatrists and other mental health professionals within the community to establish a treatment plan that will allow for medication monitoring and consistent progress with mental health and educational goals. In addition to direct appointment-based services, [they] hold "open office hours" each day so that students have an opportunity to meet with a counselor face-to-face to provide crisis intervention and determine the need for further counseling. A conservative estimate of numbers would be 50-60 hours of direct counseling services per week during the fall and spring semesters and an additional 40 hours per week during the summer semester. Per year, the estimate would be 1400-1500 hours of direct counseling services.

The second major follow-up service for at-risk students is academic tutoring. The various tutorial services support about 1,000 students each semester through an array of modalities. The services provided on main campus include drop-in tutoring, Math and Science Academy lifeline tutoring, Supplemental Instruction (SI), writing workshops, conversation groups, non-English course paper reviews, student training, student development, online resources, technology and Gmail support, and exam administration. At Hartnell, these services occur through the Tutorial Center and programs such as EOPS/CARE, MESA, TRIO, DSPS, and ACE. Tutoring is provided by trained, qualified student tutors in various academic disciplines for drop-in tutoring, group tutoring, and individual tutoring by appointment. Drop-in tutorial services are available in groups and individualized sessions by appointment. Supplemental Instruction sessions are held in the daytime, evenings, and on Saturdays. Drop-in tutors and group tutors provide basic skills assistance, especially for English as a Second Language, English, and math through diverse activities that appeal to various learning preferences. Instructional support for higher-level academic subjects (i.e. calculus, statistics, chemistry, and economics) is provided through a variety of approaches (one-on-one tutoring, group tutoring, workshops, and SI study sessions). Tutors on the main campus also administer exams, peer review essays, and provide support for computer users, acting as a resource for students needing assistance with software applications such as Word, Excel, and PowerPoint, online services such as Turnitin.com, as well as Etudes (an online learning management system), gmail and SONO (an online service for collaboration, social interaction, and dissemination of knowledge). Also, as grant funding has been reduced for programs like TRIO, the Tutorial Center has collaborated in tutoring students participating in such programs. Similar tutoring services are provided at the King City Center and Alisal Campus on a smaller scale. Altogether in Fall and Spring of 2013-14, a total of 2,354 students received 23,992 contact hours of tutoring. (see appendix: “The California Community Colleges 2013-14 Tutoring Survey”)

As part of our scale up strategy to college-wide implementation, Hartnell College implemented a pilot version of Early Alert in 2013-14, in which faculty played an important role. First, degree requirements and persistence and success data were examined in order to identify pilot courses. Courses essential for transfer and AA/AS with low student success rates were deemed “gateway” courses and included as part of the project in 2013-14. Instructors from gateway courses were then recruited and received software training to lead implementation. A team of faculty counselors were responsible for administering follow-up services to Early Alert students. (See appendix: “Diagram of Early Alert System.”) In 2014-15, we will expand Early Alert implementation to include all science and math courses, with full implementation planned for 2015. Additionally, beginning in Fall 2014, we will implement embedded counseling in all Basic Skills courses, strengthening faculty role in delivering follow up services to at risk students.

Finally, educational planning workshops will be scheduled effective September 2014. These workshops will be scheduled three times a week with sessions occurring in the morning, afternoon/early evening, and Saturdays to ensure broad student access. The goal of these workshops will be to assist students in planning their educational goals, participate in career and personal interest’s assessments, receive information on educational programs and majors, and receive information on how to be prepared for the rigors of college coursework, and working with a counselor to develop an educational plan. Historically at Hartnell College students who were unclear on their educational goals or objectives would schedule a one on one appointment with counselors. The goal with our new service delivery model is to direct students to these educational planning workshops. These workshops are designed to provide more comprehensive information than a one on one counseling appointment. This is due to the fact that our educational planning workshops are scheduled in three hour blocks and therefore provide the student the opportunity to spend more time with a counselor to receive critical educational planning information/preparation. The integration of career and personal interest’s assessments will assist the student in developing a more informed goal when working with a counselor to develop their educational plan.
2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Hartnell staff providing follow-up services include the following:

- Dr. Romero Jalomo, Vice President of Student Affairs, oversees the provision of Enrollment, Student Success, Student Life, Categorical Programs, School and Community Relations, and TRIO services.
- Dr. Mark Sanchez, Dean of Student Affairs (Student Success), oversees the delivery of Course, Career and Transfer Counseling, Assessment, Orientation and Support, and HEP services.
- Kathy Mendelsohn, Dean of Library, Learning Resources, and Languages
- 8 full-time counselors: Laverne Cook- time Nursing and GE (General Education); Aron Szamos- GE; Tony Anderson- GE; Liz Estrella- GE; Mercedes Quintero- Transfer and Career; Mitzi Alexander- EOPS; Millicent Madrigal- EOPS; and Theresa Carbajal- DSPS. They are complemented by 24 part-time (adjunct) counselors: Gabriel Bravo- GE; Flora Payne- GE; Atanacia Malagon- GE; Miguel Malagon- GE; Dolores Christensen- GE; Nancy Saldana- GE; Elvia Guzman- GE; Tammie Attaway- GE; Martha Pantoja- GE; Rich Givens- Sports; Denyss Estrada- STEM; Monica Galvan- STEM; Sergio Diaz- ECE; Joe Martinez- Computer Science; Gemma Uribe- VA; Berta Carbajal- HEP; Norma Nichols- TRIO; Nancy Reyes- TRIO; Vince Lewis- DSPS; Amy Barrett-Burnett- DSPS; Emily Zuniga- GE KCC (King City Campus); Gabriela Lopez- GE KCC; Alicia Fregoso-GE KCC; Violeta Wagner- Ag, Automotive, Construction, and GE Alisal Campus provide academic and personal counseling, write individualized student education plans, carry out matriculation activities, teach study skills courses and workshops, refer students to on-campus and off-campus services and resources, and serve counseling needs of students in their assigned areas or programs.
- Denyss Estrada, Monica Galvan, and Brooke Foley, part-time counselors, duties include assist in the coordination and processing of the pilot Early Alert System under the Title V project. This includes ensuring a system for interaction between the instructional faculty member, faculty counselor, and student.
- Laverne Cook, Articulation Officer and counselor, and Elizabeth Estrella, a counselor, are currently assigned to process one-time, emergency grant allocations through the Women supporting Women and Emergency Grant Fund.
- Carol Kimbrough, MFT: Supervisor Crisis Counseling, coordinates the provision of free, confidential counseling by trained Marriage & Family Therapist Counseling Interns to help students feeling overwhelmed by the stresses of school and life.
- Maria Schlotthauer, Veteran’s Program Assistant, provides assistance to Student-Veterans and eligible dependents in maintaining compliance with the Veterans Administration while Student-Veterans are receiving their educational benefits.
- Frank Henderson, Tutorial Services Coordinator, recruits, hires, trains, and supervises student tutors and coordinates student peer tutorial services.
- Paul Casey, EOPS/CARE Director, directs the Hartnell College Office of Extended Opportunity Program and Services (EOPS) to provide support services to first generation, low income, under-represented college students; furthermore, he directs the Cooperative Agencies Resources for Education (CARE) program, which provides additional support services to EOPS single-parent students receiving public assistance and have at least one child under the age of 14, and manages the Cal Works program.
- Bronwyn Moreno, MESA Program Director, directs the MESA Community College Program (MCCP) which provides science, technology, engineering and math (STEM) academic development to educationally disadvantaged community college students so they will excel academically and transfer to four-year institutions in calculus- based majors, especially to students who come from low-performing high schools.
- Manuel Bersamin, TRiO Director, manages a federal TRiO Student Support Program to recruit and assist TRiO participant students to attain their Associate of Arts degree and then transfer to a university to attain their Bachelor’s degree by providing needed academic support and motivation to meet with the TRiO counselors, meet with the TRiO tutors, attending TRiO workshops on Educational Planning, Career Planning, Financial Literacy, Financial Aid and Scholarships, attend fieldtrips to state universities, and attend cultural events.
- Hermelinda Rocha-Tabera, ACE Program Coordinator, and Teresa Moreno, ACE Program Assistant, manage the recruitment, coordination, and instruction of students through the ACE cohorts.
- Eric Becerra, HEP Director, directs the High-School Equivalency Program, a federally funded migrant education program designed to assist migrant and seasonal field workers obtain their GED and either employment, military service, apprenticeship, Certificate of Skills Acquisition, Certificate of Achievement, or Associates Degrees.
• Margie Wiebusch, Program Assistant/Training Coordinator, in association with Monterey County Department of Social and Employment Services, provides extra support for those who take care of a relative's child; would like to care for a child in the "system"; need to complete mandated state foster care education; or care for another's child and want to improve their parenting skills.

• Augustin Nevarez, Director of Student Affairs (Student Life), supervises the activities of ASHC, Interclub Council, book voucher, and other student activities.

• Mary Dominguez, Dean of Student Affairs (Enrollment Services), Irene Haneta, Enrollment Services Lead (Admissions & Records), and Abel Rodarte, Senior Programmer Analyst, program and process student enrollment and reporting data, and are currently integrating the Student Academic Probation process for financial aid and non-financial aid students into Ellucian. They will be seeking input and approval of the process from counselors. Ana Valles, Financial Aid Technician, assists in the processing of financial aid student documentation.

• Kelly Locke, Title V Project Director, and Stanley Crane, Title V Coordinator (Library), manage the collaborative Title V grant project between Hartnell College, the lead institution, and nearby Gavilan College established Student Access & Success Research Centers at each college. The project identifies key student gateways in the educational process focusing on English language skills, information competency, and computer literacy, and provides tools for faculty and staff use in the program review process.

• Dr. Brian Lofman, Dean of Institutional Planning and Effectiveness, and Wade Grant, Research Analyst, through the Office of Institutional Planning and Effectiveness coordinate activities pertaining to, and provide information that supports, the planning, administration, and evaluation of academic and administrative units.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

Several technological responses are underway at the college to improve at-risk student follow-up services:

• An new online Student Orientation has been implemented to remedy the lack of college orientation for new students. This tool was developed by Cynosure New Media, Inc. Although the orientation is focused on serving students at the front end of the college’s “Steps to Success” process, students are encouraged to use the orientation at any time to revisit information they may need. This tool is an excellent follow-up resource for students to acquire information about the college including instructional and support services available to them.

• Required advisement and education planning elements have been incorporated into the in-person college orientations. Students are introduced to the educational student planner and PAWS, the campus based technologies geared towards assisting students with college enrollment functions.

• One counselor has begun Skype counseling sessions from her office on campus to provide online counseling services to students. Our goal is to increase student access to online counseling services.

• An online Ellucian education plan software has been tested and implemented for Counselors as of July 2014.

• An ESARS counseling and appointment software has been developed and will be implemented for student use in August 2014. This will allow students to plan a counseling appointment in advance and market Counselor availability to students.

• An online Early Alert system through the college’s database system (Ellucian) was piloted with math, science, and English faculty in the Spring 2013 semester and is being enhanced for broader implementation with online data gathering and reporting elements for faculty use.

• SARS Call is being utilized by the Counseling Department and Student Support Services Programs to follow up with students 24 hours in advance of their appointment with a Counselor. This technology has proved effective in reducing student no show rates for their appointments with Counselors.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

Mark Sanchez and Sharon Alheit to complete
IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

The initial investigative research includes key demographic metrics of students and Hartnell College personnel, student performance metrics, student financial aid information, and existing college success factors. We have established this information as a baseline from which to measure future performance. Hartnell College is currently employing Cognos reporting that allows for real-time analysis of performance. This reporting capability permits assessment of project implementation as improvements occur and variation in the indicated metrics will be monitored.

The Office of Institutional Planning and Effectiveness is currently developing criteria for strategic decision support. The office is working with each division on campus to develop specific metrics that will allow for the evaluation of division performance and ultimately, student success. Once these key performance indicators are determined, processes will be developed to allow for data collection and reporting. These reporting capabilities will be implemented campus-wide to empower faculty and staff to stay abreast of student success factors.

In June of 2014, Hartnell College hired an Institutional Data Analyst, the purpose of which is to transition to a data-driven environment. Some of the tasks assigned to this data analyst are to design and develop tools for data collection and reporting, assess and maintain large amounts of data, address organizational needs through identification of opportunities for utilizing and coordinating development of current and new data sets, databases, business intelligence tools, and advancing analytics capabilities, and to provide technical assistance and training support as needed toward cultivation of a strengthened evidence-based organization.

Additionally, Hartnell College is in the process of infrastructure improvements that include migration to a new Microsoft SQL Server platform. This addition should allow for significant improvements in the database structure and reporting capabilities. Some of the capabilities include, but are not limited to, dashboard creation, integration of compatible end-user query software, and other third-party software packages.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

Effective July 15, 2014 Hartnell College implemented a new interactive online student orientation offered in English, Spanish, and ADA compliant for visual and hearing impaired students. July 15, 2014 was also the date Hartnell College implemented the use of an online educational planning tool titled Student Educational Planner, offered through Ellucian, the College’s database. Aligned with the implementation of Student Educational Planner was also Degree Audit. Degree Audit is a computer-based program that allows students to determine which courses they need to complete graduation requirements in a specific major. This program allows students to analyze different scenarios on time to completion of their educational goal by selecting different majors. Degree Audit completes a basic course listing on which courses the student still needs to complete in order to fulfill specified degree requirements. This tool may be used by the student and Academic Counselor to outline a pathway to educational goal completion. Counseling faculty participated in three different half-day training sessions focused on demonstrating the functionality of the new Student Educational Planner tool through Ellucian. The Counseling Department was able to work directly with our “in-house” Ellucian consultant to navigate the online educational planner and make recommendations for increasing the functionality of the tool to better assist students in counseling/advising sessions.

Effective August 15, 2014 students will now be able to access counseling and assessment test appointments via ESARS, which is a program that allows students to view Counselors and assessment test appointment availability online. This system also allows students to schedule an appointment to meet with a Counselor or take an assessment test based on a time that meets their needs. ESARS allows for better student planning on seeing a Counselor or scheduling assessment based on their availability and availability of the services. In the fall 2013 semester Hartnell College began a pilot in Early Alert. This pilot was a collaboration of twelve (N=12) instructional faculty and an academic counselor to implement
intervention strategies geared towards enhancing student success in the classroom. The software utilized to facilitate dialogue between instructional faculty and counseling faculty is called early alert, which is offered through Ellucian, the College’s database system.

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that is being used for district match.

Mark Sanchez and Sharon Alheit to complete

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

The college has recommended the following exemption criteria for the required services listed in title 5 section 55520:

**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)*
- Area a non-matriculating K-12 grade 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 Accuplacer placement 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 assessment (EAP) assessment 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 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 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. **Appeal Policies**

Describe the college’s student appeal policies and procedures.

The Board of Trustees of Hartnell College approved Board Policy 5055 Enrollment Priorities 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 shared 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 55222(c), through the already existing student grievance process.

3. Prerequisite Procedures

Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

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 may also be established when they are required or authorized by statute or regulation or to protect the health and safety of the student or others.

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 paring 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)

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

The Hartnell College Student Affairs and Academic Affairs Divisions along with the Office of Institutional Effectiveness have been in dialogue since the fall 2013 semester to discuss the implementation of the Student Success and Support Program (SSSP) on campus. In particular the Counseling Department provided the leadership in taking the lead on campus to proceed with the new interactive online student orientation as well as offering a more robust Counseling 1-Student Success Seminar schedule of courses, and the revision of the curriculum for in person student orientations (offered for students as necessary). The plan for faculty and staff professional development has always started with ensuring faculty and staff on campus is well versed on the requirements of the (SSSP). This included providing standing updates on the Student Success and Support Program implementation plan as the legislation was becoming more detailed (September 2012-July 2014). The goal was to ensure faculty and staff were clear on the expectations of the program and to ensure Hartnell College was making adjustments to programs and services to meet the needs of our students as it applied to the (SSSP). Faculty and staff were also encouraged to attend the annual Research and Planning Groups Student Success Conference (October 2013) as well as the Chancellor’s office annual conference (September 2013). Our goal moving forward will be to ensure faculty and staff who serve on the campus Student Success and Support Program (SSSP) plan committee participate in student success conferences and remain current on the legislation and best practices for influencing student success. Campus faculty and staff who are not members of either the SSSP Committee or Student Equity Program (SEP) Committee will also have an opportunity to participate in student success program conferences through the application of campus professional development funds or funds for faculty through the Basic Skills Committee. Faculty and staff directly related to the implementation of the SSSP program will have ongoing access to professional development funds to ensure they are connected with the delivery of services on campus. The student success program on campus will remain a standing item on Student Affairs and Counseling Department meeting agendas (bi-weekly meetings). The goal is to ensure as we fully implement the program we are analyzing data focused on student learning and program efficiency. Working to ensure faculty and staff are current on student success legislation through consistent dialogue on campus and participation in professional development conferences/seminars, best practices as outlined in academic research, and data analysis of campus based programs reviewing for student learning and program efficiency is a three part approach to ensuring faculty and staff development as it applies to the (SSSP).

In September 2014, Hartnell College will host a Curriculum Planning Institute. The goal will be to bring together faculty from our area high schools and Hartnell College to review English and math curriculum, review the newly implemented common core curriculum at the high schools, review practices focused on preparing students for the colleges Accuplacer Assessment test, curriculum alignment across the systems. In addition, a key goal we are hoping to achieve is a professional learning community (PLC) that will continue to work together to review and implement curriculum based programs across the systems.

Finally, in September 2014, the Counseling Department at Hartnell College will be implementing a Department retreat
where the topics to be discussed will be how to make the Student Success and Support Program (SSSP) on campus more effective in impacting student success. Among the areas to be discussed will be the format of educational planning workshops, assessing our students including the use of multiple measure criteria for placement, feedback from our September 9th meeting with English and math faculty from the college and area high schools, orientation and its impact on students, the use of technology to provide student access, review of our student learning outcome (SLO) and service area outcome (SAO) data, review of our partnerships with area high schools, community based organizations, adult schools, alternative schools, one stop career centers, and industry partners. Our goal will be to review how our work is aligning with the strategic priorities of the college, how we are impacting our students, and what changes can be made to ensure maximum effectiveness in working with our students.

5. Coordination with Student Equity Plan and Other Planning Efforts
Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

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 consisting of the Chair for the (SSSP) committee, Chair of the (SEP) committee, Vice-President of Student Affairs, and Dean of Institutional Effectiveness. The goal of this subcommittee is to discuss and review alignment with the programs and services outlined in the (SSSP) and (SEP) to ensure consistency. 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 as member of the subcommittee also ensures we were following the Districts 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 student voices discuss 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 versions. This orientation gives the college an electronic tool for our partners to use to gather critical information on the process for enrolling at Hartnell College, Financial Aid/Scholarships, Academic Programs and Services, Student Support Services programs, and other critical information to prepare students for college success.

Historically, college orientations have solely been offered by academic Counselors. We feel through the development of an online tool we are meeting our strategic priorities of effective utilization of resources and innovation and relevance for programs and services by creating a tool that can be used by students and prospective students at a time that is convenient for them. In addition, the development of a degree audit/educational student planner system gives the college another tool to assist students in their educational planning. By developing these electronic tools we are providing
accessible educational planning systems that will better assist students in preparing for college expectations. These tools also allow the college to partner with our community education sites, industry, business, and one-stop career centers which aligns with the college’s strategic priority number six. For a full review of the Hartnell College’s Strategic Priorities including goals and outcomes please see attachment 2.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

The Hartnell College District is comprised of the Main Campus, Alisal Campus, and King City Educational Center. In the integrated planning model for the District; administrators, staff, faculty, and students work together to develop a plan for implementing instructional programs and student services across the District that are comprehensive and consistent.

The District planning committees consistently involve faculty, staff, students, and administrators from across the District to ensure comparability of services so all of our District students have access to critical programs and services. The District maintains a strategic planning process that analyzes the needs across all of the campuses. This includes the use of the Program Review process, Annual Program Plan, and program needs analysis, culminating with a resource allocation model based on area priorities. All of the programs and services for students developed through the campus program review and annual program plan processes align with the Districts Strategic Priorities and are measured through Key Performance Indicators (KPI’s). This process ensures Student Success and Support Program (SSSP) services are planned for and measured according to a consistent process across the District. Furthermore, the programs and services must be aligned with the District’s Strategic Priorities.

At the King City Educational Center, the Dean of the King City Educational Center along with the full-time Enrollment Services Specialist and four part-time Counselors coordinate services and trainings with the main campus to ensure uniformity of programs and services implemented for students. All of them are qualified to deliver services in Spanish as well as English. The Dean of the King City Educational Center is represented on multiple District governance committee’s including the SSSP plan committee to ensure inclusion and consideration in equitable resources.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, 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.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, 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). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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.

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818
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: Renata Funke      Title: Dean of South County Educational Center
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: Erica Lomeli      Title: Student
Stakeholder Group: Student Senate
Attachment B
Hartnell College Organizational Charts
RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills web site