



**HARTNELL COLLEGE**

# **2019-2022 Student Equity Plan**

**June 30, 2019**

## New from NOVA: Executive Summary

Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2016-17, 2017-18, and 2018-19 was expended and an assessment of the progress made in achieving the identified goals from prior years plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:



## **HARTNELL COLLEGE**

### **2019-22 Student Equity Plan Executive Summary**

#### **Success Criteria**

Hartnell College ensures coordination across student equity-related categorical programs or campus-based programs by leveraging funds and aligning activities within programs and with the College's Strategic Plan. In Fall 2015, the College adapted a crosswalk from 3CSN that showed the connections among equity-related categorical programs and funding. Collaboration among groups working in these programs improved the use of resources and performance outcomes. Having intentional integration and collaboration provides for further and deeper connections among initiatives, transparency, and alignment of activities and outcomes to eliminate disproportionate impact gaps and duplication. This became the model for how Hartnell College approaches applying for and using funds by aligning strategic priorities, accreditation standards, and institutional goals.

The overall coordination of the Student Equity Plan will be facilitated by the Student Equity Achievement Program (SEAP) Steering Committee (formerly the SSSP-SEP Steering Committee) and coordinated through established cross-campus partnerships and collaboration. The SEAP steering committee membership is composed of the Vice President of Student Affairs, the Dean of Languages, Learning Support and Resources (Academic Affairs), the Dean of Student Success

(Student Affairs), the Dean of Institutional Planning, Research, and Effectiveness, the Director of Hispanic Serving Institutions, and the Director of Academic Affairs-Student Academic Support Services (Academic Affairs). In addition, the Academic Senate has restructured the charge of the Student Success Committee to the Student Success and Equity Committee (SSEC). Prior to the restructure, the Student Success Committee focused primarily on Basic Skills initiatives. Moving forward the committee will facilitate discussion on fostering an equity-minded culture on campus through professional development opportunities for faculty and staff. This committee will be open to all campus partners and the co-chairs will be responsible for communicating with existing councils and other committees to encourage cross-campus partnerships and collaboration. The committee will also be responsible for making recommendations to the SEAP steering committee on funding allocations, and policies and procedures as they relate to the Student Equity and Achievement Plan.

### Evaluation of Student Equity Goal Process & Schedule

- Revise standardized rubric to incorporate a systematic approach for funding and reporting activities
  - This rubric will organize metrics, activities, actions, and exercises for each service area broken out by account and expenses reported by impact fullness

### Previous Student Equity Plan Activities

#### 2017-19 SEP **Access** Goal:

To improve access for the target populations identified in the college research as experiencing a disproportionate impact

**Impacted Groups:** Low-income students, Veterans, Whites, Males, Latinos, AB540 students, Foster Youth, TRiO, and EOPS students, Latinos, and students with disabilities

### Previous **Access** Activities

**Access Activity 1:** Develop targeted financial aid information to specific populations across all district sites and promote the completion of the FAFSA, BOGW Fee Waiver and/or Dream Act Applications  
(Completed – Ongoing)

- In collaboration with college and community partners, Hartnell College opened the Center for Achievement and Student Advancement (Mi CASA) in April 2016 to support AB 540/DACA/undocumented (Dreamer) students in achieving their educational and personal goals through direct services (workshops, orientation, textbook lending library, counseling services), advocacy, and opportunities for student leadership and engagement.
  - Based on successful cohort models, the new Salinas Valley Promise, which provides free tuition to all first-time, full-time Salinas Valley students, will be launched in Fall 2019
  - In Fall 2018, Mi Casa had over 1,500 visits
  - Mi Casa established and coordinates two successful cohort-based programs: the Men's Institute for Leadership and Education (MILE), that provides college men with professional development

and leadership training and scholarships (150 MILE graduates); and the Women's Institute for Leadership and Education (WELI), that

- A full-time Financial Aid Technician was hired in April 2016 to promote and assist in the completion of FAFSA and BOGW Fee Waiver applications. Financial aid information was included in College Pathway Coordinator presentations to area high school students at their high schools, to adult learners at area adult schools, and to parents (in both English and Spanish) during Panther Prep Day activities.
  - Financial aid workshops and presentations:
    - In 2018-19, 144 workshops were attended by 2,135 students (held in English and Spanish)
    - In 2017-18, 147 workshops were held in English 3,471 students (held in English and Spanish)
    - In 2016-17, 173 workshops were attended by 3,743 students (held in in English and Spanish)
  - Viewership for Financial Aid TV (FATV), which was initially funded in Spring 2016:
    - In 2018-19 FA TV had X viewers for Hartnell financial aid information
    - In 2017-18, FA TV had X viewers for Hartnell financial aid information
    - In 2016-17, FA TV had X viewers for Hartnell financial aid information
- In academic year 2014-2015, Hartnell College hired two College Pathways Coordinators; a third Coordinator was hired in 2018 to coordinate with high schools, adult schools, community-based organizations, foster youth serving organizations, veteran serving organizations.
  - Pathways workshops/orientations:
    - In 2018-19, pathways coordinators visited X high schools
    - In 2017-18, pathways coordinators visited X high schools
    - In 2016-17, pathways coordinators visited X high schools

**Access Activity 2:** Increase marketing of academic and student support services offered by Hartnell College to students who may traditionally attend four-year universities or other community colleges and expand networks to include other disproportionately disadvantaged groups **(Completed – Ongoing)**

- The College offers dual enrollment classes in area high schools, classes in prisons and jails, and noncredit classes.
  - Dual Enrollment:
    - In 2018-19, 46 dual enrollment classes were offered at 11 high schools
    - In 2017-18, 12 dual enrollment classes were offered at 4 high schools
    - In 2016-17, 3 dual enrollment classes were offered at 1 high school
  - Inmate Education:
    - In March 2019, the College received a *Currently and Formerly Incarcerated Students Reentry Program* grant to increase opportunity and access and retention for currently and formerly incarcerated students and to build transitional programs
    - In 2018/2019, 332 students enrolled in 16 inmate education classes offered at 3 facilities, (Fall 2018 only); 442 enrolled students projected in 21 inmate education classes offered at 4 facilities for Spring 2019
    - In 2017-18, 581 students enrolled in 26 inmate education classes offered at 4 facilities
    - In 2016-17, 304 students enrolled in 26 inmate education classes offered at 2 facilities
  - The College piloted Technology Readiness Courses (Levels 1, 2, and 3 in six-week, four-hour sessions) as part of its adult education offerings to train students in computer and Internet terminology and concepts, keyboarding, and basic computer applications. Courses were offered in Spanish only as not-for-credit. The three courses were approved by the

Chancellor's Office as an enhanced noncredit Certificate of Completion in Fall 2018. These courses will be "paired" with ESL courses if offered in Spanish.

- In 2018-19, 119 students enrolled in Technology Readiness courses (Fall only data)
- In 2017-18, 348 students enrolled in Technology Readiness courses
- In 2016-17, 332 students enrolled in Technology Readiness courses
- The first annual Adult Education Professional Development Day in our area was held in Fall 2017, and sponsored by the Salinas Valley Adult Education Consortium (SVAEC) of which Hartnell College is a member and the fiscal agent; the next event is scheduled for Fall 2019
  - Over 100 practitioners from four adult education consortia participated (Hartnell College faculty, staff, and administrators plus those from Santa Cruz County, the Monterey Peninsula, and the Gavilan region)
  - Workshop topics included Acceleration Strategies for Adult Learners, Career Pathways Development, Technology-Based Instruction for Adults, Adult Language Learning, and Interactive Activities for Intermediate/Advanced English Language Learners
  - The second annual Adult Education Professional Development Day is scheduled for Fall 2019

**Access Activity 3:** Develop in-depth customized orientation segments tailored to disproportionately impacted groups, to include orientations and workshops for parents in English and in Spanish  
(Completed – Ongoing)

- Panther Prep Day is Hartnell College's annual official welcome event for local graduating seniors during which students meet with a Hartnell College Counselor to develop their fall education plans and receive priority registration for fall classes
  - In Spring 2019, Panther Prep activities served X students at the Main Campus and X students at the King City Center from X high schools
  - In Spring 2018, Panther Prep activities served 511 students at the Main Campus and 346 students at the King City Center from X high schools
  - In Spring 2017, Panther Prep activities served 500 students at the Main Campus and 308 students at the King City Center from 17 high schools
- An additional DSP&S counselor was hired to increase capacity to serve the Alisal Campus and King City Center and offer learning disability assessment and services throughout the district. Services are also being extended to adult school partners
  - In 2018-19, 472 students were served by the DSP&S counselor
  - In 2017-18, 494 students were served by the DSP&S counselor

**Access Activity 4:** Provide in-depth and well-rounded support to assist veteran students in completing all required certification documentation and in accessing educational planning, guidance, psychological and other follow-up services (Completed – Ongoing)

- In 2016-2017 year, the Veteran's Service Program was allocated Student Equity Program (SEP) funding to support the following:
  - a full-time Program Assistant II/Certifying Official position (25%)
  - a full-time Counselor position (50%) for the Veteran's Center
  - expanded Veteran's Center hours (a request from a 2015-16 Veteran Student Survey)
  - provided textbook /calculator/laptop loans, food vouchers, and bus passes
- In 2016-17, 246 students were certified to receive veteran's services
- In 2017-18, 184 students were certified to receive veteran's services
- In 2018-19, 81 students were certified to receive veteran's services (fall only)

- In 2016-17, 291 veterans were enrolled at Hartnell College; 223 completed (77%)
- In 2017-18, 286 veterans were enrolled at Hartnell College; 172 completed (60%)
- In 2018-19, 162 veterans were enrolled at Hartnell College (summer data not included)

**Access Activity 5:** Develop ESL/Math Assessment Prep (EMAP) to prepare for the college's assessment test (**Piloted – Discontinued/Replaced with other multiple measure/AB705 activities**)

- Faculty and management have worked collaboratively to support and complete curriculum redesign and develop placement rules to support student acceleration in English and math and to decrease both time and units to completion/transfer
  - Curriculum in math and English have been redesigned and approved by the college's Curriculum Committee to align with AB 705 goals of acceleration
  - Placement rules for English and Mathematics are finalized and are being used for placement in Summer and Fall 2019
  - The Online Placement Tool designed by the Vice President of Information Technology was successfully piloted at two district high schools; nearly 600 students have tried to tool. The Tech Team continues to refine, make corrections, and catch glitches
  - Placement for Success Workshops began in Spring 2019
  - Accuplacer Prep workshops were discontinued and efforts were focused on developing decision trees for GPA placement in math and English; math and English faculty participate in CAP workshops

The college's Institutional Planning, Research and Effectiveness (IPRE) office has worked with the historical, national, and state data sets to help construct a student profile at Hartnell College. This profile was used to help more accurately use high school GPA information from incoming students to eliminate access barriers created by external placement testing. Hartnell College implemented several activities to increase student access for all student groups. The 2015-16 reporting year is based on the access data for the 2010-11 cohort. Similarly, the 2016-17 reporting year is based on the access data for the 2011-12 cohort. The data show that access improved among all students identifying as Hispanic or Latino/x. The 2015-16 percentage gap was -5% compared to 2016-17 of -1%. Similarly, among female students the percentage gap improved from -3% in 2015-16 to -1% in 2016-17. There was no change in percentage point gap among veterans, undocumented students, or individuals with disabilities.

<b>ACCESS DATA</b>		
<b>Race/Gender/Special Group</b>	<b>2015-2016</b>	<b>2016-2017</b>
American Indian/Alaska Native	0%	0%
Asian (including Filipino)	0%	0%
Asian (excluding Filipino)	N/A	N/A
Black or African/American	0%	0%
Filipino	N/A	N/A
Hispanic or Latino	-5%	-1%
Native Hawaiian or other Pacific Islander	0%	0%
More than one race	0%	0%
Some other race	N/A	N/A
White	-4%	-4%
Unknown Race	N/A	N/A
Males	3%	1%

Females	-3%	-1%
Unknown Gender	N/A	N/A
Current or former foster youth	0%	1%
Individuals with disabilities	-3%	-3%
Low-income students	32%	32%
Veterans	-3%	-3%
Undocumented Students	-5%	-5%

### Future Plans

Continue Access activities in SEAP

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### **2017-19 SEP Course Completion Goal:**

To improve course completion (including ESL and basic skills) for the target populations identified in the college research as experiencing a disproportionate impact

**Impacted Groups:** Foster Youth, American Indian/Alaska Native, Native Hawaiian or other Pacific Islanders, Black or African American, White, Individuals with disabilities, Males

### **Previous Course Completion Activities**

**Course Completion Activity 1:** Develop professional learning workshops for faculty and staff to promote culturally responsive pedagogies and strategies to help impacted students learn and apply academic success strategies **(In Progress - Ongoing)**

- Faculty and administrators attended the Equity Summit and the Equity Institute at Skyline College in Fall 2018 and Spring 2019; a College team of ten participated in the Equity Institute in Spring 2019
- The Educator-in-Residence at Hartnell College is an annual appointment (since 2013-14) that brings a scholar of note in any field to campus to engage the community in thought-provoking explorations of ideas, cultures, practices, or thinking, and who will have a broad impact by providing a unifying, energizing set of shared experiences for students, staff, and the community.
  - The 2018-19 Educator in Residence Series featured Dr. Melissa Salazar, who led presentations on Relatedness as a Driver for Learning in Hispanic Serving Institutions, the Role of Culture in Learning, and Assessing with Success in Mind: Using Cognitive Science to Boost Learning
  - The 2017-18 Educator-in-Residence Series featured Dr. Carol McKibben, who led presentations on What It Means to Be a Minority-Majority City in California in the New Millennium, Public Health and American Policy in Historical Context, Environmental Activism in Agricultural Communities: The Salinas Example, Immigrant Women: How They Shaped American History, and Public Health and American Policy in Historical Context
  - The 2016-17 Educator in Residence Series featured Dr. Jean M. Twenge, who led presentations on Generation Me, Entitled Students, and Today's Students.
- In November 2017, six members of the Hartnell Speech Team presented a literature performance showcase entitled "Pathways and Perspectives." to highlight different student experiences and groups on campus, as well as introduce audience members to the concept of "grit" - the ability to persevere and overcome obstacles
  - Presentation topics: "Homeless and in College," "Foster Youth in College," "Challenges of a Machismo Background," "Dreamer Students and College," "Students with a Felony Background," and "Grit: Pushing Through to Find Success"
  - Faculty/student/staff, including the Director of Student Affairs, an English instructor, and the Director of Foster and Kinship Care Education, participated in a panel discussion
- The Escala Summer Institute provides faculty the opportunity to participate in the Certificate of College Teaching & Learning in HSIs, a 27- hour faculty program to provide faculty strategies to increase the retention and graduation rates of underrepresented students in higher education through culturally relevant teaching. The program begins in the summer, and faculty will continue meeting with ESCALA faculty coaches and present the results of their projects at the Annual Student Success Conference in January
  - In 2018-19, 15 faculty are projected to participate in the Escala Summer Institute
  - In 2017-18, 3 faculty participated in the Escala Summer Institute
  - In 2016-17, 6 faculty participated in the Escala Summer Institute
- College staff have participated in mental health training activities presented by the National Council on Behavioral Health to give participants the skills they need to reach out and provide initial help





and support to students, colleagues, or family members who may be developing a mental health problem or experiencing a crisis. Eight hours of training is presented by both a Hartnell counselor and a Hartnell psychology instructor

- To date, 93 (MHFA is a certification course offered from the National Council on Behavioral Health aimed at helping individuals identify, understand, and respond to signs of mental illness and substance use disorders).
- In 2018-19, 24 students, faculty, and staff members have earned a 3-year certification in Mental Health First Aid training.
- In 2017-18 X students, faculty, and staff members have earned a 3-year certification in Mental Health First Aid training
- In 2016-17, X students, faculty, and staff members have earned a 3-year certification in Mental Health First Aid training
- The Hartnell College's Behavioral Intervention Team (BIT) has been launched. The mission of the BIT is to proactively identify, track, assess, and offer a coordinated response to Hartnell community college members who display concerning behaviors on campus, in an effort to increase student success and campus safety
- In Fall 2018, the College's Student Success and Curriculum Institute for college and area high school math, English, ESL, and counseling faculty was repurposed as the College Transition Summit to include information regarding major local and legislative changes that will impact students' postsecondary experiences as well as opportunities to discuss resulting curricular changes 2018 Topics include high school-college curriculum alignment, use of multiple measures for English, math, and ESL placement, dual enrollment, college readiness preparation, and best practices for student success
- Over 100 high school and college faculty, counselors, and staff have consistently participated in the five Institutes

**Course Completion Activity 2:** Establish Student Academic Support Services to provide academic support to impacted students to improve successful course completion **(In Progress -Ongoing)**

- Since opening Mi Casa in 2015, the program has continued to provide specific needs to Dreamer and undocumented Hartnell students. The program has offered Dream Act workshops, orientation, textbook lending library, counseling services and other wrap-around services. In fall 2018, the center had over 1,500 visits.
- Since 2015, Hartnell College has developed an integrated student academic support service to provide academic support to help impacted students to improve course completion. This initiative has resulted in the development of the Panther Learning Lab (PLL) at the Main Campus, King City Education Center, and Alisal Campus. At each location, students have access to work with an Academic Support Specialist and peer-tutors. Each lab offers students drop-in tutorial services, Supplemental Instruction, workshops, textbook and laptop loans, and online tutoring.
  - In summer 2018, the Main campus PLL expanded services by offering similar services in the library, which allowed each main campus lab to assist more students.
  - In Fall 2018, the Panther Learning Lab collaborated with the Institutional Planning, Research and Effectiveness Office (IPRE) to analyze the impact of drop in tutoring on student performance from Fall 2016 - Spring 2018. Based on the analysis, they found that students who participated in the Panther Learning Lab (PLL participants) were more likely to receive a passing grade in their courses compared to non-PLL participants. Similarly, the data also show that PLL participants received a passing grade in math and English and transfer-level courses compared to non-PLL participants.
  - Student visit data by year and location:
    - Spring 2017 - Total **visits/students**
      - Main Campus – **7,707/1,125**




- Alisal - **273/31**
- Fall 2017 - Total **visits/students**
  - Main Campus – **6,671/1,056**
  - King City - **111/40**
  - Alisal - **315/117**
- Spring 2018 - Total **visits/students**
  - Main Campus (Writing) – **2,749/401**
  - Main Campus (STEM) – **6,949/991**
  - King City- **800/169**
  - Alisal - **112/215**
- Fall 2018 - Total **visits/students**
  - Main Campus (Writing) – **2,889/693**
  - Main Campus (STEM) – **4,385/716**
  - King City - **773/164**
  - Alisal - **981/225**
- The Early Support Program (ESP), piloted in Fall 2013, provides counseling and support for students who need academic support or who have been placed on academic probation or dismissed
  - One full-time follow-up **counselor**, several adjunct counselors, and three program assistants (one at each of the College's campuses)
  - In Fall 2018/Spring 2019, 513 students were supported (Spring data not included)
  - In Fall 2017/Spring 2018, 776 students were supported
  - In Fall 2016/Spring 2017, **X** students were supported
  - **Between Fall 2016 and Spring 2017 the program assisted 2,554 students through counseling sessions, phone calls, and walk-in appointments**
  - **Worked with between 80-100 students to assist them in the petition process for readmission after dismissal**
    - **Assist with the application essay (60-70% students have been readmitted)**
    - **Provide workshops regarding academic standards**
    - **Schedule 3 follow-up counseling appointments**
  - **Assisted approximately 1,200 students who are in Level 1, Level 2, or Level 3 probation status through workshops**
- In Spring 2017, a group of faculty, staff and administrators at Hartnell college was formed to create a comprehensive support system for improving retention and success for African American male student-athletes with a specific emphasis on those coming from out of state
  - Beginning in Spring 2017, Panther Learning Lab staff and athletic coaches have collaborated to require student athletes to attend Panther Learning Lab tutoring sessions
  - The College has committed to supporting the Umoja program, designed to support African American students
- ESL course completion shows a high level of persistence and continues to improve as the college is more consistent in scheduling practices.

Basic Skills Progress Tracker						
	Fall 2017- Spring 2019	Change	Fall 2015- Spring 2017	Change	Fall 2012- Spring 2015	Outcome
Area: ESL						
Success in two-levels below	89%	+1%	88%	-5%	93%	
Success in one-level below	96%	+8%	88%	0%	88%	

Success in transfer level	N/A	65%	+ 16%	81%
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\*This information compiled from <https://datamart.cccco.edu/Default.aspx>

- Looking forward, the college will continue to integrate the early and academic support systems to align with changes to math and English courses as part of AB 705. Strategies will include fully implementing Starfish as a way for faculty to connect students with the Early Support Program and learning assistance prior to becoming at-risk of failing or dropping their math and English course. This initiative has resulted in the development of a Panther Learning Lab (PLL) at the Main Campus, King City Education Center, and Alisal Campus. At each location, students have access to work with an Academic Support Specialist and peer-tutors. Each lab offers students drop-in tutorial services, Supplemental Instruction, workshops, textbook and laptop loans and online tutoring. In summer 2018, the Main Campus PLL expanded services by offering similar services in the library, which allowed each Main Campus location to assist more students.

Basic Skills Progress Tracker						
Area: English	Fall 2017- Spring 2019	Change	Fall 2015- Spring 2017	Change	Fall 2012- Spring 2015	Outcome
Success in two-levels below	77%	-2%	79%	+1%	78%	
Success in one-level below	73%	-8%	81%	+3%	78%	
Success in transfer level	78%	-3%	81%	+ 6%	75%	

\*This information compiled from <https://datamart.cccco.edu/Default.aspx>

- With the implementation of AB 705, Math Academy will be changing the program model to align with AB 705 changes. Math faculty are collaborating to develop Math Academy materials that align with the new curriculum being developed as part of AB 705. In addition, the Math Academy faculty and coordinators are developing curriculum that supports students' affective domain. Math Academy faculty and coordinators will also work on a new program evaluation methodology that better aligns with the implementation of AB 705.

Basic Skills Progress Tracker						
Area: Math	Fall 2017- Spring 2019	Change	Fall 2015- Spring 2017	Change	Fall 2012- Spring 2015	Outcome
Success in two-levels below	77%	-3%	80%	+6%	74%	
Success in one-level below	73%	-10%	83%	+5%	78%	
Success in transfer level	73%	-9%	82%	+ 5%	77%	

\*This information compiled from <https://datamart.cccco.edu/Default.aspx>

- Noncredit courses have been created and approved by the Chancellor's Office to facilitate students' progress
  - Four noncredit ESL courses (enhanced funding)
  - Two noncredit math courses

- A dedicated Guardian Scholars program/office has been established by the College to support foster youth
  - provides priority registration support, program referrals, textbook lending, school supplies support, food, laptop lending, student workshops, and community resource referrals to foster youth
- Provide short, instructional learning modules (videos, practice, and application activities) delivered online (preferably viewable through cellular phones) to help accelerate course completion in targeted CTE trades
  - Focus on basic math, English and ESL instruction that are trade specific have been developed
  - Practice and application activities are available online, on worksheets available at the Alisal Campus, and given by instructors
  - Assessment of the program has indicated that more course-specific applications are needed, mobile application technology needs to “catch up” with desktop technology, and onboarding of participating faculty needs to improve
  - Four models to continue the program are being reviewed; provides cost-effective delivery

**Course Completion Activity 3:** Provide low-income students with computer literacy training and basic skills support by creating a laptop loan program that will increase access to technology for impacted students. Supplement Computer Center hours to provide access for students needing technology support (computer literacy skills) to complete coursework **(In Progress - Ongoing)**

- A laptop loan program and charge-out system (contract) has been established for students to borrow from the College’s Library
- A calculator loan program and charge-out system (contract) has been established for students to borrow from the College’s Library
- Computer Center hours have been expanded four hours a week in the afternoons to provide assistance to students needing additional technology support

**Course Completion Activity 4:** Increase participation in the Math Academy for impacted students to increase success and persistence through the math sequence **(Completed – Ongoing)**

- Since Fall 2011, Hartnell has been offering targeted effective math learning support (Summer and Winter Math Academies) to identified groups to increase successful completion of the math sequence, leading to higher transfer rates.
- During Summer 2017, Winter 2018, Summer 2018 and Winter 2019 Math Academy, the following success rates (those passing a math class after participating in Math Academy) were observed
  - **Summer 2017** Math Academy
    - MAT 201 - 63%
    - MAT 121 - 72%
    - MAT 123 - 70%
    - MAT 25 - 63%
    - MAT 3A - 69%
  - **Winter 2018** Math Academy
    - MAT 24/25/27/3A - 65%
    - MAT 13 - 81%
    - MAT 123A - 57%
    - MAT 201/121 - 48%
  - **Summer 2018** Math Academy
    - MAT 123A - 66%
    - MAT 123B - 69%
    - MAT 24/25/27 - 33%
    - MAT 13 - 66%

- MAT 3A - 70%
- **Winter 2019** Math Academy
  - TBD

**Course Completion Activity 5:** Expand the Early Support (Early Alert) Program (ESP) pilot to include more impacted students **(In Progress – Ongoing)**

- The Counseling Department provides equitable access to services at the Main Campus, Alisal Campus, and King City Educational Center. In addition, the Counseling Department provides academic counseling access at Peacock Acres, a community-based foster youth serving organization, Juvenile Hall, and Salinas Valley State Prison. Counselors provide email and telephone appointment services to students and in the spring 2017, the Counseling Department is piloting the live-chat counseling function through Cranium Café (live chat)
- Students who are participants in student support programs, e.g. High School Equivalency Program (HEP), evening ESL students, and other programs have access to designated Academic Counselors, who are funded by the SSSP program administered through the Counseling Department

**Course Completion Activity 6:** Recruit impacted students into a mentorship program that includes computer literacy and basic skills support. Create a laptop and calculator loan program that will increase access to technology for students who do not have it. Supplement Computer Center hours to provide access for male and Latino students as well as for students with disabilities needing tech support (computer literacy skills) to complete coursework **(In Progress – Ongoing)**

- A DSP&S compatible computer has been installed next to the zoom reader on the first floor outside A152 in the Library.
- Laptop loans are available to students through the Hartnell College Library

<b>Laptop Checkouts for Hartnell Students</b>			
	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
2016	20	2	21
2017	18	2	160
2018	129	24	109
2019	84		

- Calculator loans are available to students through the Hartnell College Library

<b>Calculator Checkouts for Hartnell Students</b>			
	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
2017			19
2018	86	9	129
2019	225		

- The College is investigating establishing an Umoja Program Scholars program at Hartnell College to develop an exposure to a network of Historical Black colleges and help with admissions and transfer procedures for interested students and to explore creating a UMOJA summer bridge series
- Computer Center hours have been increased four hours a week to support students with disabilities at a time when the Computer Center is less populated to allow for more individualized assistance

**Course Completion Activity 7:** Increase embedded counselor support with focus on reaching out to impacted students **(In Progress – Ongoing)**

- Counselors have been embedded in math and English courses
- With the addition of Starfish software, improved scaling of embedded counselors will increase
- Counselors and faculty hold office hours in the Panther Learning Lab to assist students

**Course Completion Activity 8:** Provide internship opportunities relevant to Latino students' majors to facilitate the completion of coursework **(In Progress – Ongoing)**

- In Fall 2017, a Coordinator of Job and Internship Placement for Career Technical Education – Workforce Development was hired to establish a job placement center focusing on student workforce education, internship opportunities, and job placement
- Over 100 students complete STEM research internships each year

**Course Completion Activity 9:** Expand access to Reading Plus by hiring a part time staff member to facilitate a student orientation to the software as well as collaborate with faculty to promote access to the program and integration with courses. Utilize distance learning technology to leverage resources **(Ongoing – Replaced)**

- This activity has been replaced by additional faculty participation in Reading Apprentice (RA) activities and a focus on Habits of Mind activities and RA concepts supported by the Student Success Committee; e.g., several book clubs will begin meeting in Spring 2018 to reflect on the book *Grit* by Angela Duckworth (who donated money to Hartnell College for this activity)
- Over 20 faculty and academic support specialists have participated in Reading Apprenticeship instruction

COURSE COMPLETION DATA				
Race/Gender/Special Group	2015-2016			
	Course Completion	Remedial Math	Remedial English	Remedial ESL
American Indian/Alaska Native	8%	N/A**	N/A**	N/A**
Asian (including Filipino)	9%	-11%	-4%	14%
Asian (excluding Filipino)	0%	0%	0%	0%
Black or African/American	-4%	-11%	-15%	N/A**
Filipino	-3%	6%	16%	
Hispanic or Latino	-3%	1%	1%	0%
Native Hawaiian or other Pacific Islander	-8%	N/A**	N/A**	N/A**
More than one race	0%	N/A	N/A	N/A
Some other race				
White	12%	-3%	-3%	-19%
Unknown Race	19%	N/A	N/A	N/A
Males	0%	-6%	-5%	-13%
Females	0%	5%	4%	7%
Unknown Gender	1%	N/A**	N/A**	N/A**
Current or former foster youth	-35%	N/A	N/A	N/A
Individuals with disabilities	0%	-6%	-11%	-2%
Low-income students	N/A	0%	1%	8%
Veterans	-1%	N/A	N/A	N/A

Undocumented Students	N/A	N/A	N/A	N/A
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COURSE COMPLETION DATA				
Race/Gender/Special Group	2016-2017			
	Course Completion	Remedial Math	Remedial English	Remedial ESL
American Indian/Alaska Native	13%	N/A**	N/A**	N/A**
Asian (including Filipino)	11%	24%	18%	-10%
Asian (excluding Filipino)	0%	0%	0%	0%
Black or African/American	-2%	-21%	-17%	N/A
Filipino	-4%	8%	9%	3%
Hispanic or Latino	-4%	1%	0%	2%
Native Hawaiian or other Pacific Islander	-4%	N/A**	-14%	N/A**
More than one race	3%	N/A	N/A	N/A
Some other race				
White	14%	-1%	6%	N/A**
Unknown Race	16%			
Males	11%	-4%	-7%	-4%
Females	11%	4%	7%	2%
Unknown Gender	12%	N/A**	N/A**	N/A**
Current or former foster youth	-44%	N/A	N/A	N/A
Individuals with disabilities	0%	-8%	-8%	N/A**
Low-income students	N/A	0%	0%	10%
Veterans	2%	N/A	N/A	N/A
Undocumented Students	N/A	0%	0%	0%

### Future Plans

- Expand the number of faculty participants/students supported through Starfish
- Expand marketing of academic support services to more at-risk student groups
- Expand outreach of academic support services to more at-risk student groups
- Expand academic support for math, English, and ESL students to encourage completion of transfer-level courses within the prescribed timeline
- Develop equity-minded curricular and co-curricular practices (rubric framework)

### 2017-2019 Degree and Certificate Completion Goal:

To shorten length of time to completion and units attempted and completed in goal completion for target populations identified in the college research as experiencing a disproportionate impact

**Impacted Groups:** Low-income students, Veterans, Whites, Males, Latinos, AB540 students, Foster Youth, Black or African American TRiO, and EOPS students, Latinos, and Students with disabilities, American Indian/Alaska Native

### Previous Degree & Certificate Completion Activities

**Degree & Certificate Completion Activity 1:** Recruit impacted students into a mentorship program that includes computer literacy and basic skills support. Create a laptop loan program that will increase access to technology for students who do not have it. Supplement Computer Center hours to provide access for male and Latino students as well as for students with disabilities needing tech support (computer literacy skills) to complete coursework **(Completed – Ongoing)**

- See Course Completion Activity 6

**Degree & Certificate Completion Activity 2:** Collaborate with the Director of Student Academic Support to create professional development activities (such as Faculty Inquiry Groups) to determine and analyze the “barrier points” preventing students from persisting through the levels of basic skills and ESL courses to transfer-level courses and to create “momentum points” to help students succeed **(In Progress – Ongoing)**

- See Course Completion Activity 6

**Degree & Certificate Completion Activity 3:** Promote institutional (academic and student) support programs and use of the College’s Transfer Center to impacted students to improve students’ academic persistence and transition from basic skills courses to degree applicable/ transferable courses, and to transfer **(Completed – Ongoing)**

- In Fall 2018/Spring 2019, 96 students visited 4 campuses
- In Fall 2017/Spring 2018, 110 students visited 6 campuses; 144 students (131%) transferred
- In Fall 2016/Spring 2017, 129 students visited 4 campuses; 120 students (93%) transferred to a UC/CSU
- In Fall 2016/Spring 2017, 347 students attended transfer/other Career and Transfer Center workshops; 300 attended the Career Fair, and 1200 attended Transfer Day/College Night
- In Fall 2017/Spring 2018, 706 students attended transfer/other Career and Transfer Center workshops; 330 attended the Career Fair, and 2030 attended Transfer Day/College Night
- In Fall 2018/Spring 2019, X students attended transfer/other Career and Transfer Center workshops; X attended the Career Fair, and X attended Transfer Day/College Night

**Degree & Certificate Completion Activity 4:** Strengthen transfer partnerships and programs at the community college level and with public colleges and university transfer programs at the California State University and University of California systems **(Completed – Ongoing)**

- In 2018-19, there are 2,714 students projected to earn a degree (1,634) or a certificate (1,080)
- In 2017-18, there were 2,165 students who earned a degree (1,314) or a certificate (851)
- In 2016-17, there were 1,642 students who earned a degree (X) or a certificate (X)



- In 2016-17, there were 652 students who transferred to UCs and CSUs
- In 2016-17, there were 748 students who transferred to UCs and CSUs

**Degree & Certificate Completion Activity 5:** Increase participation in the Math Academy for impacted students to increase success and persistence through the math sequence to transfer level to move through the math sequence to transfer level **(Completed – Ongoing)**

- See Course Completion Activity 4

## Narrative of Progress and Supporting Data

Disproportionate impact in degree and certificate completion affects Hartnell's Asian and or African American populations as well as individuals with disabilities. The December 14, 2017, edition of *Diverse Issues in Higher Education* featured the 'Top 100 Associate Degree Producers' report about community colleges that have experienced the most success in awarding degrees to minority students. This report, based on U.S. Department of Education data, examines degree attainment by fields of study for African American, Asian American, Hispanic, and Native American students. For the 2015-16 academic year, Hartnell College had the ninth highest percentage (89%) of minority student graduates for community colleges across the nation of over 1,400 community colleges. Hartnell had the fourth highest percentage of minority student graduates for community colleges in California (114 total colleges).

Hartnell College implemented several activities that focused on shortening length of time to completion and units attempted and completed goal completion. The 2015-16 reporting year data is based on the 2010-11 cohort of students entering Hartnell that academic year. Similarly, the 2016-17 reporting year data is based on the 2011-12 cohort. Among our African American or Black students, there was an improvement in degree completion by 9%. The data show no improvement and for some student groups an increase. For example, in 2015-16, among all students who are more than one race, degree completion was -10%, certificate completion was -3%, and degree & certificate completion was -6%. Compared to 2016-17, -7%, -12% and -17%. The college implemented activities to support degree and certificate completion. Looking forward, the college will continue to focus efforts on supporting disproportionately impacted student groups complete a degree, certificate and degree certificate.

<b>DEGREE &amp; CERTIFICATE COMPLETION</b>			
	<b>2015-16 Report (2010-11 Cohort)</b>		
<b>Race/Gender/Special Group</b>	<b>Degree</b>	<b>Certificate</b>	<b>Degree &amp; Certificate</b>
American Indian/Alaska Native	N/A	N/A	N/A
Asian (including Filipino)	6%	0%	-1%
Asian (excluding Filipino)	-2%	-16%	-14%
Black or African/American	-6%	1%	3%
Filipino	11%	8%	6%
Hispanic or Latino	0%	0%	0%
Native Hawaiian or Other Pacific Islander	N/A**	N/A**	N/A**
More than one race	-10%	-3%	-6%
Some other race	N/A	N/A	N/A
White	3%	-3%	-1%
Unknown Race	1%	0%	0%
Males	-1%	-2%	-1%
Females	1%	2%	1%
Unknown Gender	N/A**	N/A**	N/A**
Current or former foster youth	N/A	N/A	N/A
Individuals with disabilities	-3%	0%	0%
Low-income students	N/A	N/A	1%
Veterans	N/A	N/A	N/A
Undocumented Students	N/A	N/A	N/A

<b>DEGREE &amp; CERTIFICATE COMPLETION</b>			
	<b>2016-2017 Report (2011/2012 cohort)</b>		
<b>Race/Gender/Special Group</b>	<b>Degree</b>	<b>Certificate</b>	<b>Degree &amp; Certificate</b>
American Indian/Alaska Native	N/A**	N/A**	N/A**
Asian (including Filipino)	-2%	-4%	-3%
Asian (excluding Filipino)	-12%	-9%	-5%
Black or African/American	3%	-10%	-9%
Filipino	6%	1%	-2%
Hispanic or Latino	1%	2%	3%
Native Hawaiian or other Pacific Islander	N/A**	N/A**	N/A**
More than one race	-7%	-12%	-17%
Some other race	N/A	N/A	N/A
White	-4%	-6%	-8%
Unknown Race	-3%	-3%	-10%
Males	-4%	-3%	-4%

Females	4%	3%	4%
Unknown Gender	N/A**	N/A**	N/A**
Current or former foster youth	N/A	N/A	N/A
Individuals with disabilities	-10%	-7%	-18%
Low-income students	2%	2%	2%
Veterans	N/A	N/A	N/A
Undocumented Students	N/A	N/A	N/A

**2017-2019 Activities (Completed and ongoing) NEED MORE INFORMATION**

- The research advisory group conducted an analysis to identify barrier points by looking at course-level data. The research group found....
- Faculty participated in professional development

**Future Plans/Notes/Reminders**

**2017-19 SEP Career Readiness Goal:**

To increase student access and success by providing all entering students with core SSSP services to assist them in achieving their educational and career goals

**Impacted Groups:** Low-income students, Veterans, Whites, Males, Latinos, AB540 students, Foster Youth, Latinos, and Students with disabilities

**Previous Career Readiness Activities:**

**Career Readiness Activity 1:** Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement **(Completed – Ongoing)**

- Increase the number of scheduled Student Success Seminar (COU 1) courses to assist first-time college students create greater success in college and career exploration across the three campus locations.
  - In 2018/2019, X sections of COU 1 were offered with Y students successfully completing
  - In 2017/2018, X sections of COU 1 were offered with Y students successfully completing
  - In 2016/2017, X sections of COU 1 were offered with Y students successfully completing
- Maintain comprehensive partnerships with all feeder high schools in Monterey County, adult schools, alternative schools, community-based organizations, one-stop career centers, foster youth serving organizations, migrant serving organizations, Monterey County Office of Education, the Department of Social Services, and campus departments/organizations
- Hartnell College is a member of and the fiscal agent for the Salinas Valley Adult Education Consortium, where it collaborates with area adult schools and MCOE to examine educational and career gaps
- In Fall 2017, a Coordinator of Job and Internship Placement for Career Technical Education – Workforce Development was hired to establish a job placement center focusing on student workforce education, internship opportunities, and job placement
- The Transfer and Career Center in collaboration with the Veteran’s Service Center held its Fifth Annual Veterans Appreciation Job Fair in October 2017 in the Student Center with more than 30 employers and over 400 participants
- Over 100 students complete STEM research internships each year
- Work to increase awareness of post-secondary education and/or career opportunities at Hartnell College.
- The Transfer and Career Center provides guidance in university transfer information, career exploration, and job preparation. Services include academic counseling, transfer and career workshops, and a self-guided career planner. For example, the Transfer/Career Center organized Psychology major and Sociology major workshops to educate students in careers and preparation for these majors
- The College Pathways team will facilitate the process of enrollment for graduating high school seniors and or equivalent and participate in various MCOE-sponsored events such as Career and Resource Fairs held throughout the year

**Career Readiness Activity 2:** Inform staff and students of career opportunities/career preparation **(In Progress – Ongoing)**

- Representatives from Gonzales School District, Salinas Union High School District, Monterey Bay Economic Partnership, Monterey County Workforce Development Board, and Hartnell College

participated in a collaborative and interactive Labor Market Training as part of a workforce and economic development project for the Salinas Valley.

- The five cities of the Salinas Valley—Gonzales, Greenfield, King City, Salinas, and Soledad are collaborating on this innovative initiative to address the workforce, education, and training assets in their communities and to develop sector partnerships in two of the largest sectors in the region: healthcare and agriculture
- The Independent Living Program of Monterey County, in partnership with our Foster and Kinship Care Education (FKCE) Program, sponsored an annual event, **Depart Smart in April 2017 and 2018**
- Depart Smart is a hands-on interactive fair to increase awareness and understanding for job readiness and independent living for foster and probationary youth within the ages of 14 and 21
  - In April 2018 There were X attendees, X volunteers, and X staff who participated in the fair, which included topics such as: nutrition, physical health and mindfulness, navigating
  - In April 2017 There were 25 attendees, 22 volunteers, and 10 staff who participated in the fair, which included topics such as: nutrition, physical health and mindfulness, navigating education, budgeting, “adulting” responsibilities, communication, and social media tips
- The annual Spring Career Fair was held in April 2017 to provide students and community members the opportunity to network with recruiting employers
  - In April 2019, X students and community members attended to network with over X recruiting employers
  - In April 2018, 330 students and community members attended to network with over 36 recruiting employers
  - In April 2017, 300 students and community members attended to network with over 40 recruiting employers
- Key results from the *Hartnell College Career & Technical Education (CTE) Employment Outcomes Survey* administered in 2017 indicate that 88% of respondents reported being very satisfied or satisfied with their training and that 40% of respondents reported transferring to another college or university

## Narrative and Data

Disproportionate impact in degree and certificate completion affects Hartnell's Asian and African American populations as well as individuals with disabilities. The December 14, 2017, edition of *Diverse Issues in Higher Education* featured the 'Top 100 Associate Degree Producers' report about community colleges that have experienced the most success awarding degrees to minority students. This report, based on U.S. Department of Education data, examines degree attainment by fields of study for African American, Asian American, Hispanic, and Native American students. For the 2015-16 academic year, Hartnell College had the ninth highest percentage (89%) of minority student graduates for community colleges across the nation of over 1,400 community colleges. Hartnell had the fourth highest percentage of minority student graduates for community colleges in California (114 total colleges) Hartnell College implemented several activities that focused on shortening length of time to completion and units attempted and completed goal completion. The 2015-2016 reporting year data is based on the 2010-2011 cohort of students entering Hartnell that academic year. Similarly, the 2016-2017 reporting year data is based on the 2011-2012 cohort. The data show no improvement and for some student groups an increase. For example, in 2015-2016, among all students who are more than one race, degree completion was -10%, certificate was -3% and degree & certificate was -6%. Compared to 2016-2017, -7%, -12% and -17%. The college implemented activities to support degree and certificate completion. Looking forward, the college will continue to focus efforts on supporting disproportionately impacted student groups complete a degree, certificate and degree certificate.

**\*\*\*KATHY THERE IS NOT A CHART FOR THIS ONE!\*\*\***

### 2017-2019 Activities (Completed and ongoing) **NEED MORE INFORMATION**

- Promote internship opportunities through a stabilized summer internship program, offer cultural capital workshops, and promote career opportunities in high demand fields through the use of mentoring programs such as MILE and WELI, and STEM focused programs such as MESA.
- Establish a cooperative education program that will provide credit for work experience and opportunities for internships and externships.

### Future Plans/Notes/Reminders

Promote internship opportunities through a stabilized summer internship program, offer cultural capital workshops, and promote career opportunities in high demand fields through the use of mentoring programs such as MILE and WELI, and STEM focused programs such as MESA  
Establish a cooperative education program that will provide credit for work experience and opportunities for internships and externships.

**2017-19 SEP Transfer Goal:**

To improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact

**Impacted Groups:** Individuals with disabilities, American Indian/Alaskan Natives, Females, Foster Youth, Low-income students

**Previous Transfer Activities**

**Transfer Activity 1:** Promote institutional (academic and student) support programs and use of the College's Transfer Center to impacted students to improve students' academic persistence and transition from basic skills courses to degree applicable/ transferable courses, and to transfer

- See Course Completion Activity 3

**Transfer Activity 2:** Strengthen transfer partnerships and programs at the community college level and with public colleges and university transfer programs at the California State University and University of California systems (**Completed – Ongoing**)

- See Degree & Certificate Completion Activity 4

**Transfer Activity 3:** Increase participation in the Math Academy for impacted students to increase success and persistence through the math sequence to transfer level

- See Course Completion Activity 4

**Narrative and Data**

From 2011-12 to 2016-17, the College showed a 57 percent increase in CSU transfers. In that same period, the College showed an 82 percentage point increase in UC transfers. These figures represent a 59.4 percent point increase in overall transfers with a 3.3 percent point increase in enrollment. Hartnell College implemented activities to support transfer readiness. The 2015-16 reporting year is based on the 6-year transfer rates for students entering between 2009-10 academic year and the 2016-17 reporting year is based on students entering between 2010-11 academic year. There were some improvements in transfer readiness among individuals with disabilities, Filipino students, and female students. However, some groups, such as females, that will require additional support to improve their transfer readiness. Looking forward the college will continue to focus efforts on supporting students' transfer by implementing new activities focused on the disproportionately impacted student groups.

TRANSFER DATA		
Race/Gender/Special Group	2015-2016 Reporting Year (2009-10AY, Cohort Six Years)	2016-2017 Reporting Year, (2010-11AY Cohort, Six Years)
American Indian/Alaska Native	N/A**	N/A**
Asian (including Filipino)	-5%	2%
Asian (excluding Filipino)	16%	N/A**
Black or African/American	1%	25%
Filipino	-8%	2%
Hispanic or Latino	-1%	-1%
Native Hawaiian or other Pacific Islander	N/A**	N/A**
More than one race	N/A**	-18%
Some other race	N/A	N/A
White	9%	8%
Unknown Race	1%	6%
Males	6%	3%
Females	10%	-2%
Unknown Gender	N/A**	N/A**
Current or former foster Youth	N/A	N/A
Individuals with disabilities	-12%	4%
Low-income students	0%	-1%

**2017-2019 Activities (Completed and ongoing) NEED MORE INFORMATION**

#### Future Plans

- Develop equity mindedness workshops and professional development for students, staff, and faculty that help to equitize the campus
- Promote the culture of transfer by embedding cultural responsiveness and by creating a cultural capital awareness program



### New SEP Plan Goals and Activities by Metric

Based on the data provided by the Chancellor's office, Hartnell College will focus efforts to support the groups of students identified as disproportionately impacted using the percentage gap methodology. Activities below include those funded through the SEP and through leveraging other campus resources. Although not required for the new SEP plan, Hartnell college would like to continue efforts at improving equity among the identified groups regardless if the population size is below 10.

In order to ensure students success and equity, Hartnell College will continue to leverage other funding sources to reach Student Equity Plan goals. Additional funding will allow the college to implement additional campus-wide initiatives focused on access, attaining a vision goal of completion, completing transfer-level math and English, persistence and retention.

<b>Metric</b>	<b>Attained a Vision Goal of Completion (students who annually acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job)</b>
<b>Identified Group</b>	The identified groups include Veteran (Male), Groups population size below 10: LGBT - female, foster youth, some other race, Native Hawaiian or Pacific Islander, Black or African American (male), Asian Male, American Indian or Alaska Native
<b>On-going Activities</b>	Panther Prep Guided Pathway Implementation Starfish Contextual Learning Veterans Center Men's Institute for Leadership Excellence Foster Youth and Guardian Scholars Program
<b>New Activities</b>	Implementation of Umoja Program to support African American students; new placement rules (math and English)

#### Continuing Activities:

- Implementation of 16-week calendar in Fall 2020 (implementation planning, Fall 2018; structured communication information and workshops, Spring 2019; mock schedule building, Fall 2019)
- Integrated early support and academic support through Starfish. The Early Support Program and Academic support will utilize Starfish platform to assist faculty with referring students early and often to academic resources, counseling and other student support services
- Implementation of Umoja program to support African American students. Dedicated faculty counselor to work with local high schools and current students. Future planning will include summer experience

- Promote internship opportunities through a stabilized summer internship program, offer cultural capital workshops, and promote career opportunities in high demand fields through the use of mentoring programs such as MILE and WELI, and STEM focused programs such as MESA

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<b>Metric</b>	<b>Completed Both Transfer-level Math and English within the District in the First Year</b>
<b>Identified Group</b>	LGBT - Male Black or African American - Male
<b>On-going Activities</b>	Math Academy Required Study Hall hours for all student athletes
<b>New Activities</b>	Implementation of Umoja program to support African American students New placement rules and workshops Revised math and English curriculum with high pedagogy and high support framework

**Continuing Activities:**

- New placement rules and workshops
- Changes to math and English curriculum with appropriate support structures
- Integrated early support and academic support through Starfish
- Professional Development with an emphasis on equity-minded best practices in teaching and learning support
- Institutionalize the Math Academies to promote acceleration through transfer level math  
Establish study hall for first-year student athletes and for those who struggled through the first year
- Develop equity mindedness workshops and professional development for students, staff, and faculty that help to equitize the campus; promote the culture of transfer by embedding cultural responsiveness and by creating a cultural capital awareness program

Metric	Retained from Fall to Spring at the Same College
<b>Identified Group</b>	Veteran - Male Foster Youth - Male Some other race - Male
<b>On-going Activities</b>	Integrated Early Support and Academic Support Services Money Mondays (Financial Aid Workshops) Panther Prep Guided Pathway Implementation Contextual Learning Veterans Center Men's Institute for Leadership Excellence Foster Youth and Guardian Scholar Program
<b>New Activities</b>	Implementation of Umoja program to support African American students New placement rules and workshops Salinas Valley Promise and Summer Experience

#### Continuing Activities:

- Provide prescribed workshops and focused tutoring and study sessions (e.g., Study-A-Thon)  
Provide extended opportunities for special populations into support services such as the Guardian Scholars Program, EOPS, TRiO, DSPS, Special Programs, and the Veterans Center
- In collaboration with Hartnell Academic Senate, a faculty coordinator will be appointed by the Academic Senate to research Open Education Resources to support zero-textbook cost initiative. The faculty coordinator will work closely with faculty from across the discipline to identify and implement Open Education Resources to reduce textbook costs to students
- Promote financial aid opportunities and financial literacy through marketing, workshops, and visits to partners
- Provide up-to-date information in both English and Spanish on websites, in the orientation, and in other venues that will promote equal access within our service area
- Collaborate with the Office of Student Life to promote food security to raise awareness among campus staff, faculty and students.
- Implementation of Summer Experience to provide all incoming students with an option for a summer experience. Each cohort will be assigned a faculty mentor to coordinate
- Integrated early support and academic support through Starfish
- Promote internship opportunities through a stabilized summer internship program, offer cultural capital workshops, and promote career opportunities in high demand fields through the use of mentoring programs such as MILE and WELI, and STEM focused programs such as MESA.
- Establish a cooperative education program that will provide credit for work experience and opportunities for internships and externships.

<b>Metric</b>	<b>Enrolled in the Same Community College</b>
<b>Identified Group</b>	Veteran – Male Veteran – Female LGBT– Female Native Hawaiian or other Pacific Islander - Female Black or African American - Female Asian- Female American Indian or Alaska Native – Female Disabled – Female - Black or African American – Male
<b>On-going Activities</b>	Pathway Team/Panther Prep Outreach Efforts Veterans Resource Center
<b>New Activities</b>	Salinas Valley Promise

**Continuing Activities:**

- Implementation of Summer Experience to provide all incoming students with an option for a summer experience. Each cohort will be assigned a faculty mentor to coordinate
- Panther Prep
- Transfer Night

**Student Equity Plan Proposed Budget 2019 – 2020**

<b>700410 Student Equity Plan (SEP)</b>	<b>2019-2020 Grant Year</b>
<b>51 Academic Salaries</b>	
51200 Academic Nonteaching Full-time	12%
51210 Academic Nonteaching Management	8%
51411 Academic Nonteaching PT	0%
51412 Acad Nonteach Special Projects	8%
<b>52 Classified Salaries</b>	
52105 Classified CSEA	20%
52130 Classified Management	0%
52200 Classified Permanent Instructional Aides	20%
52300 Classified Overtime	0%
52350 Classified Student Dist Non-IA PT	8%
52360 Class Nonstu NonIA PT Prof Exp	0%
52420 Classified Student Dist Instructional Aides PT	0%
<b>53 Employee Benefits</b>	19%
<b>54 Supplies &amp; Materials</b>	
54210 Purchases - Food	1%
54300 Supplies & Materials	1%
<b>55 Other Operating Expenses &amp; Svcs</b>	
55105 Contract Services	0%
55200 Travel & Conference	2%
55240 Field Trips	0%
55630 Printing & Duplicating - Inhouse	0%
55635 Printing Services - Vendor	0%
55800 Other Costs	0%
<b>56 Capital Outlay</b>	
56300 Capital Books & Software	1%
56341 On-line Database Services	0%
56400 Cap Equip - \$200 to \$4,999	0%
<b>Grand Total</b>	<b>100%</b>
<b>Apportionment Total</b>	<b>\$923,173.89</b>

### Student Equity Plan Budget Allocation 2016 – 2019

700410 Student Equity Plan (SEP)	Grant Year 2016-17	Grant Year 2017-18	Grant Year 2018-19
<b>51 Academic Salaries</b>			
51200 Academic Nonteaching Full-time	3%	6%	7%
51210 Academic Nonteaching Management	3%	5%	4%
51411 Academic Nonteaching PT	2%	0%	0%
51412 Acad Nonteach Special Projects	7%	0%	0%
<b>52 Classified Salaries</b>			
52105 Classified CSEA	4%	12%	14%
52130 Classified Management	0%	0%	0%
52200 Classified Permanent Instructional Aides	11%	18%	3%
52300 Classified Overtime	0%	0%	0%
52350 Classified Student Dist Non-IA PT	24%	21%	1%
52360 Class Nonstu NonIA PT Prof Exp	4%	5%	0%
52420 Classified Student Dist Instructional Aides PT	0%	0%	0%
<b>53 Employee Benefits</b>			
	13%	22%	12%
<b>54 Supplies &amp; Materials</b>			
54210 Purchases - Food	2%	0%	0%
54300 Supplies & Materials	6%	1%	0%
<b>55 Other Operating Expenses &amp; Svcs</b>			
55105 Contract Services	3%	2%	0%
55200 Travel & Conference	2%	1%	1%
55240 Field Trips	2%	0%	0%
55630 Printing & Duplicating - Inhouse	0%	0%	0%
55635 Printing Services - Vendor	0%	0%	0%
55800 Other Costs	0%	0%	0%
<b>56 Capital Outlay</b>			
56300 Capital Books & Software	12%	8%	0%
56341 On-line Database Services	0%	0%	0%
56400 Cap Equip - \$200 to \$4,999	2%	0%	0%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>42%**</b>
<b>Apportionment Total</b>	<b>934,320</b>	<b>923,174</b>	<b>923,174</b>

For further information regarding the Hartnell College **2019-22 Student Equity Plan**, please contact Kathy Mendelsohn, Dean of Academic Affairs, at [kmendelsohn@hartnell.edu](mailto:kmendelsohn@hartnell.edu) or at 831.755.6827