Dear Councils and Committee Members,

Instructions

1. Review the entire Student Equity Plan
2. Please highlight and add comment or suggest edit with your feedback
3. Feel free to make recommendations where needed. Provide as much information as possible. I can follow up with you if something is unclear. Please email Jay (jsingh@hartnell.edu)

Approvals

- Student Success and Equity Committee - Approved 10/11/2022
- Joint Student Affairs and Academic Affairs - Information Only
- Academic Senate - TBD
- Academic Affairs Council - Information Only
- Student Affairs Council - Information Only
- College Planning Council - TBD
- Board of Trustees - TBD

Hartnell College has committed to continuous learning and growing in an effort to be a more race-conscious campus. Activities and research that guide policies, practices and culture include staying current with research and scholarship such as the University of Southern California (USC) Center for Urban Education (CUE) report California Community College Student Equity Plan Review: A Focus on Racial Equity. In addition to participation in the USC's Race and Equity Center California Community College Equity Leadership Alliance, Escala Institute, Equity Institute, and Curriculum Audit with Long Beach City College, faculty and staff have also participated in several professional development webinars hosted by scholars within the system and nationally, keynote speakers during fall convocation and spring student success conference. Lastly, Hartnell College created a Task Force on Race, Equity and Social Justice in Spring 2021. The task force was charged to make recommendations as to how best to implement anti-racism practices and to define specific action steps responding to the CCCO Call to Action. Finally, as part of the Student Success and Equity Committee work, the college created a Student Success and Equity Dashboard.

The Center for Urban Education report highlighted the strength of Hartnell College's Student Equity Plan (SEP) 2019-2022 executive summary and an overarching recommendation that the "plan would benefit from the use of race-conscious language and identifying racially minoritized groups activities are meant to serve" (CUE Report, 2020). For example, the report highlighted that of the 42 activities listed in the Hartnell College 2019-2022 SEP, 10% were race-specific and 90% were race-neutral. The college plans to reference the CUE report with a particular focus moving away from race-neutral language in activity and initiative descriptions to being more race-specific.

In spring 2020 Hartnell College students, faculty, staff and administrators were addressing the challenge of campus closures due to COVID-19 and the pandemic. During this time, several colleges, professional associations and the CCCO system offered professional development opportunities directly related to supporting students in an online learning environment. In one example, the Student Success and Equity Committee developed the Equity Rubric for Student Success as a resource for faculty. The rubric referenced the work of Dr. Harris and Dr. Wood from the Center for Organizational Responsibility and Advancement (CORAlearning.org) in the webinar "Employing Equity-Minded & Culturally-Affirming Teaching and Learning Practices in Virtual Learning Communities" (March 2020).

Hartnell College joined the USC Race and Equity Center California Community College Equity Leadership Alliance. A total of 14 faculty and 14 staff and administrators participated in the convenings.

Since 2019, Hartnell College has invited keynote speakers focused on race, equity and social justice for events such as fall convocation and spring student success conference. Keynote speakers were recommended by the college community to the professional development committee. Speakers included Lasana Hotep, Executive Director of the Equity Institute at Skyline College, Dr. Laura Rendon Professor Emerita at the University of Texas-San Antonio, Dr. Sara Goldrick-Rab, Professor of Sociology

and Medicine at Temple University and President and Founder of the Hope Center, Dr. Eddie Comeaux, Professor at University of Irvine, and Dr. Christopher Bell, Director of Creative Affairs and Inclusion at Skydance Animation Studio. In addition, the Academic Senate hosted Black Equity in Hiring Practices Town Hall with Jessica Ayo-Alibi, Chair CCC Black Caucus Academic Senate Orange Coast College and Karla Kirk, Member CCC Black Caucus and Instructor of African-American Studies Fresno City College. Hartnell College professional development committee selected Dr. Melissa Salazar as our Educator in Residence Spring 2019. She is the founder of ESCALA.

Finally, Hartnell College has committed to implementing policies and practices that are race conscious and equity-advancing. One example of this work is the campus wide adoption of the Equity Statement created by the Student Success and Equity Committee: ``We commit to provide a student-centered design of the college experience to ensure that every student receives what they need in a tailored pathway to successfully achieve their varied educational, career and personal goals. We will promote an anti-racism and anti-sexism agenda. We will raise awareness to the historical context of inequity and promote evaluation as well as reform of policies and practices that produce structural inequity. We pledge to work to correct other forms of systemic oppression against students based on race/ethnicity, gender identity and expression, sexuality, national origin, citizenship status, class, socioeconomic status, ability, language, religion, age, physical appearance, intersections of these identities, and others not yet identified" (Student Success and Equity Committee, 2020).

DRAFT

KEY INITIATIVES/PROJECTS/ACTIVITIES
Help Text: Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22. (2,500 character max)

The Hartnell College 2019-2022 Student Equity Plan (SEP) acknowledges the importance of leveraging and integrating additional funding sources in order to address equity gaps among our disproportionately impacted students. Hartnell College recognized that Student Equity funds alone cannot sustain institutional changes. Rather, the college focused on cross-campus collaboration to leverage federal, categorical and general funds for equity advancing and sustaining strategies. Collaboration among faculty, staff, administrators in Academic Affairs and Student Affairs were necessary to implement a breadth and depth of campus-wide policies, practices and initiatives focused on access, completion, completing transfer-level math and English and retention. For example, Hartnell College recognized math and English placement tools and exams were inequitable. Prior to implementing AB705, faculty and staff developed a placement tool using multiple measures and removed the placement test. During AB705 implementation, the work already completed, continued, with modifications to the placement tool and revising of transfer level math and English courses utilizing co-requisite model, new 16-week calendar, completion of the inquiry phase of College Redesign (Guided Pathway), additional resources to further develop the Umoja program to support Black/African American students, ongoing support for the Veteran's center and Guardian Scholars and Former Foster Youth, expanding academic support to align with AB705, first cohort for Salinas Valley Promise offering free tuition for all first time full-time students regardless of family income, establishing the LGBTQA+ allies group, hosting Safe Space training for faculty and staff and professional development opportunities for faculty, staff and students. As a Hispanic Serving Institution, the college received funding to develop an integrated academic support system, STEM internship program, expand career and transfer services, dual enrollment and additional support for Guided Pathways. Additionally, Hartnell College expanded ethnic studies course offerings to include African American, Native American and Asian American Studies? While some of this has been in response to the addition of a mandated ethnic studies course to the CSU & UC transfer GE patterns, Hartnell has had a long-standing ES department and we have a long standing Ethnic Groups in the US requirement that was part of the college's local GE pattern, well before the recent Title 5 revisions.

Similar to many colleges, the pandemic impacted all areas of the college and campus community. The college responded quickly to pivot to an online learning environment and minimize negative impact for students, faculty and staff. Students had access to mobile hotspots, Chromebooks, and basic needs and emergency funding. Through the creativity and innovation of faculty and staff, transitioning to online modalities was possible. Faculty, staff and administrators received training and support to transition programs and services fully online and participated in professional development focused on equity minded teaching and learning practices. The Student Success and Equity Committee developed an Equity Rubric to support faculty to integrate equity-minded teaching and learning practices into their courses. Several programs, such as TRIO, Salinas Valley Promise, CTE, EOPS and Academic support implemented calling campaigns to connect with students and provide support during this transition.

In addition to the global pandemic, the nation was experiencing racial awakening in response to "evidence of police brutality and the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, and hundreds of other Black people. The racial awakening and social justice uprisings that followed resulted in various organizations developing statements of solidarity with the Black community and

plans of action to support anti-racist practices" (California Community College, 2020). In June 2020, California Community Colleges Chancellor Eloy Oakley Ortiz issued the Chancellor's Call to Action. In response to the CCCCO Call to Action Hartnell College devised a tool for the college to use to bring the various campus constituency groups together in a collective effort for action. In October 2020, the President's Task Force for Race and Equity was formed to review and provide recommendations on current structures, practices and curriculum to combat structural racism embedded in the system" (President's Task Force for Race and Equity, 2022).

Hartnell College continues equity efforts as a cross-campus, collaborative practice. Faculty, staff, students and administrators have committed to equity-minded and equity-advancing strategies that result in equitable student outcomes. The college has committed to anti-racism, equity, and social justice with the adoption of the Equity Statement created by the Student Success and Equity Committee "We commit to provide a student-centered design of the college experience to ensure that every student receives what they need in a tailored pathway to successfully achieve their varied educational, career and personal goals. We will promote an anti-racism and anti-sexism agenda. We will raise awareness to the historical context of inequity and promote evaluation as well as reform of policies and practices that produce structural inequity. We pledge to work to correct other forms of systemic oppression against students based on race/ethnicity, gender identity and expression, sexuality, national origin, citizenship status, class, socioeconomic status, ability, language, religion, age, physical appearance, intersections of these identities, and others not yet identified" (Student Success and Equity Committee, 2020)

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT
Help Text: How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)

One example of evidence includes the implementation of AB 705 initiatives positively impacted transfer-level ENG/Mat enrollment; transfer-level English and/or math courses increased by 82.3% since AB705 was launched in 2019 FA. The average success rate among students who started in a transfer-level English course during the 2019-20AY was 60.3%, which was not significantly different from the 65.7% ratio in 2018-19AY. Similarly, the average success rate for transfer-level math courses was 64.3%, which was not significantly different from the 65.0% in the 2018-19AY. The data illustrates Hartnell College's commitment to improving throughput. However, gaps persist among Male, Hispanic Male and Unreported First Generation Students based on the student metric data. The Student Equity Plan 22-25 includes strategies to improve transfer level math and English success among Male, Hispanic Male and Unreported First Generation students.

2022-25 PLANNING EFFORTS
Help Text: Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

The 2019 – 2022 Student Equity Plan and the Center for Urban Education report was used as a reference for the 2022-2025 plan to highlight projects and initiatives that contributed to decreasing disproportionate impact. For example, implementation of AB 705 along with the transition to a 16 week calendar potentially contributed to improvements in the throughput among students completing transfer level math and English courses. For the 2022-2025 plan, this data is used to continue

improving throughput by eliminating barriers to access transfer level courses, expand professional development opportunities for faculty, staff and administrators and ensuring students have access to co- curricular support such as tutoring and supplemental instruction. Additionally, Hartnell College incorporated the feedback from the Center for Urban Education report.

PANDEMIC ACKNOWLEDGEMENT

Help Text: Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- ☒ Interrupted Work Fully
- ☒ Catalyzed Work
- ☒ Delayed Work

Hartnell College's equity efforts were affected and continue to be affected by the pandemic. Students, faculty, staff and administrators navigated through several interruptions and challenges. For example, there continues to be enrollment decline as the college transitions to offering more courses in person while balancing the demand for online courses. Students also delayed graduation and completion for varying factors such as working, taking care of themselves or family members with COVID, limited access to technology, accessing support and academic services. English as a Second Language students faced similar external and environmental challenges coupled with increasing digital divide and access to reliable technology to complete online courses. Classes and support for incarcerated students was also interpreted. Due to lock-down, courses transitioned from face-to-face to correspondence. There were significant delays between students submitting their assignments and when it would arrive to faculty for feedback. Without the option to offer online courses, Hartnell College continued to offer correspondence education to help mitigate the challenges and support students best as possible.

However, Hartnell College also catalyzes work with the transition to online instruction and support to offer students a smooth transition and limit negative impact. Hartnell provided students, faculty and staff mobile hotspots and chrome books to address technology needs. English language learners gained valuable technology skills through support resulting in an increase in ESL course enrollment. Survey results report 77% (n=942) among all students sharing that it was "easy" or "not bad" to adapt to online courses. The college created a rental assistance program, textbook, food vouchers and study space for students. While access to physical course reserve materials were no longer available, library faculty and staff coordinated with faculty to offer online resources, online textbooks made available through publishers and materials. Several academic and support services offered expanded hours, virtual front desk, chat services and asynchronous and synchronous support. . Services to support mental health issues became a priority. Hartnell expanded student support through the Timely App for 24/7 access to mental health services.

Examples of delayed work included a pause to Student Learning Outcomes data-tracking due to the transition to online courses during the first year of the pandemic and limited graduation and recognition ceremonies

Student Populations Experiencing Disproportionate Impact

Guidance: Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing "all students" and instead use population- and identity-specific language).

Note you may also use the "other" field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS
Help Text: Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA.

* Note: The NOVA platform requires the college to select the main student population identified as experiencing disproportionate impact and which metrics will be reported (minimum of 1 and maximum of 5). Due to limitations in NOVA, there is not an option to add more than 5 student groups in the system. However, the DI groups identified by the college and related activities are included in each of the Metrics tab in NOVA as well as in the published version of the plan on the Hartnell website. The Chancellor's Office has been contacted to troubleshoot the platform limitations.

Metric: Successful Enrollment

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Female students 58% (n=1620), 59 students needed to achieve equity
- Asian students 14% (n=50), 24 students needed to achieve equity
- Black/African American 18%, 10 students needed to achieve equity
- White students 37% (n=259), 64 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase successful enrollment among Female students by 30%, Black/African American, Asian, White students by 30%
Year 2 (2023-24)	Increase successful enrollment among Female students by 30%, Black/African American, Asian, White students by 35%,
Year 3 (2024-25)	Increase successful enrollment among Female students by 30%, Black/African American, Asian, White students by 35%,

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☒ Instruction　　　　　　　　　　　　　　　☒ Business Services
☒ Student Services　　　　　　　　　　　　☒ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Hartnell College continues to evaluate current processes, policies, practices and culture that potentially impede equitable outcomes. The Task Force on Race and Equity recommended the college catalog all the college committees or groups currently working on equity-related issues and create liaison relationships with these entities. Currently, students apply to the college and complete the necessary orientation steps to then meet with a counselor to develop their education plan and register for classes. However, there is no annual review of application data and subsequent enrollment data to determine the number of students who completed the necessary steps and registered for classes. Students starting in the fall semester participate in summer programs such as Panther Prep. Panther Prep is an orientation and registration event for first time freshmen. Currently, there is no orientation or registration event during winter intersession and spring semester or for returning and part time students.

STRUCTURE EVALUATION: Ideal Structure
Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*
☒ Instruction　　　　　　　　　　　　　　　☒ Business Services
☒ Student Services　　　　　　　　　　　　☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

As part of the Task Force for Race and Equity, the committee recommended an initial review of equity initiatives and committee responses and to align work with the current strategic plan to identify areas of excellence and opportunities, and prioritize action steps already identified by current work. Hartnell College is in the process of evaluating Panther Prep to include programming for first time Hartnell, adult learners, returning and part time students. The Financial Aid office offers Money Monday workshops to educate students and community about financial aid options and completing their FAFSA application. With the implementation of meta-majors and program maps, the college is transitioning to a new website that would allow students to navigate between the various meta-majors and review the program maps more easily. Existing programs such as Women's Education Leadership Institute, Umoja, TRIO, EOPS, Teacher Pathway, STEM Internship, Math Academy and MESA program will continue to provide programming to assist students with a smooth transition to college.

PLANNING & ACTION
Intended Audience/Recipient:
Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?
☒ Administrator　　　　　　　　　　　　　☒ Faculty

☒ Classified Staff   ☒ Students
☒ Partner (K12, Transfer, other)

Action Steps:
Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

New Activities:
- Revised Panther Prep to include first time Hartnell and returning students with intentional planning to support Female, Black/African American and Asian student enrollment
- Determine viability of implementing winter experience offered in person and online
- Allocate resources to the Umoja program to develop a summer experience cohort similar to existing program structures
- Implement First Year Experience program for first time freshmen and first time Hartnell Students
- Support Pathway Coordinator and outreach efforts to connect with and guide Female, Black/African America, Asian and White students from application to successful enrollment
- Implement follow-up structure for students not enrolled with late start and online class offerings
- Expanding dual enrollment opportunities for at the high schools within Hartnell College community district
- Expanding dual enrollment pathways to include formal on ramp to Hartnell College academic pathways
- Continue FirstGenRN program to support first generation nursing students

Ongoing Activities:
- Continue to offer summer experience cohorts such as Salinas Valley Promise, TRIO/SSS, EOPS, Teacher Pathway, MESA, Math Academy.
- Continue to provide priority registration to veterans, by collaborating with existing programs and services, such as the Veterans Club, to coordinate enrichment and team building activities
- Continue to support College Night, which provides an opportunity for Hartnell and local high school students to obtain information about universities and technical/vocational schools
- Support the Salinas Valley Promise efforts to fund faculty and peer mentors in particular for DI groups

SUPPORT NEEDED

Support Needed
Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☐ Field Guidance & Implementation
☒ Technical Assistance/Professional Development
☒ Data & Research
☐ Policy & Regulatory Actions
☐ Technology Investments & Tools
☐ Pilots & Building Communities of Practice

Description of Support Needed
Help Text: You may use the space below to explain your selections. (2,500 character max)

Ongoing professional development opportunities on successful enrollment guiding practices from other colleges, access and review of data and continued improvements to CCC apply to identify and remove any application barriers for students. Reinstitute and fund Faculty Inquiry Groups that will focus on strategies to improve outcomes for DI groups.

Metric: Completed Transfer-Level Math & English

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Male students 17% (n=1138), 57 students needed to achieve equity
- Hispanic Male students 16% (n=589), 29 students needed to achieve equity
- Unreported First Generation College Student students 8% (n=562), 82 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes
Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 30%
Year 2 (2023-24)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 35%
Year 3 (2024-25)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 35%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Hartnell College implemented AB705 in 2019. With the leadership of four faculty leads, faculty reviewed and revised math and English curriculum to include a corequisite course and additional academic support. Additionally, revisions were made to the placement tool in order to place students in courses that supported their academic goals. Analysis of throughput data suggested that students were still placed into below transfer level courses and as a result increasing the amount of time and units they would need to complete transfer level math and English. In fall 2022, the college developed a plan to offer transfer level math and English courses to students placed below transfer with additional support and tracking to ensure students were supported. Plans to improve placement tools have also been established for future implementation. The English faculty created a faculty work group for improving the efficacy of ENG1AX and better integrating existing college supports into the classroom experience of students in that course. STEM faculty formed a workgroup for student success and developed a series of virtual "brown bag" discussions surrounding Equity and Student Success that any faculty member will be able to participate in and contribute to. This will be a virtual asynchronous community of practice.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Hartnell College began implementation of AB 705 in 2019. Since then, faculty have redesigned the curriculum, developed corequisite courses, additional support outside the and coordinated with academic support to expand co curricular support such as embedded tutoring and Math Academy and utilize early alert systems to identify students struggling early in the semester. With the approval of AB1705, the faculty, staff and administrators are developing strategies to ensure students enrolled in transfer level courses have the support they need to be successful.

The Hartnell College Task Force for Race and Equity recommended that Hartnell College will support faculty in reviewing current curriculum including implementation of the systemic use of the Equity Rubric on all courses and identification of courses that already meet the Online Education Initiative, Student Success Equity Rubric, support ongoing work for the development of guidelines for equitable curriculum, identify courses adopting Open Educational Resources/Zero Textbook curriculum, and become trained in how to implement cultural curricular audits.

The college was awarded a federal grant to increase the capacity of Basic Needs services including more support for mental health services. HERF funds have allowed the college to allocate resources such as book vouchers and money that can be used to purchase books, food or other items on campus. Additionally, an emergency scholarship fund was established to alleviate financial burdens and barriers students experience during the semester. The college continues to offer a combination of online, hybrid, late start and in person classes so students have class options that meet their needs. Finally, College Redesign has continued implementation of guided pathways.

PLANNING & ACTION

Intended Audience/Recipient:
Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:
Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

New Activities:
- Aligning with College Redesign (Guided Pathway work), integrated academic support system, including student success teams, case management advising, and other high-impact student supports
- Reviewing attendance policies and implications of policies on Male, Hispanic Male and First Generation College Student college students
- Expanding academic support to EOPS/CARES and TRIO program to support First Generation College Student college students
- Continue faculty work group for improving the efficacy of ENG1AX and better integrating existing college support into the classroom experience of students in that course. Discuss

strategies to support Male, Hispanic Male and First Generation College students
- Provide structured workshops and focused tutoring and study sessions (e.g., embedded tutoring, small group discussion) addressing the learning needs of Male, Hispanic Male and First Generation College Student college students. Create a survey to identify learning needs
- Develop strategy to outreach to students receiving a D, F, W in transfer level math and English courses. Encourage participation in Math Academy
- Professional development on best practices for male, Hispanic male, and first generation college students.
- Expanding dual enrollment offerings for math and English at high schools within Hartnell College district

Continuing Activities:
- Expand math academy offering to include in person, online and semester-long options
- Continue the efforts of the Academic Standards Workgroup, comprised of the follow-up specialist, counseling faculty, financial aid director, dean of student affairs-enrollment services, dean of student affairs counseling, and director of academic affairs-student academic support services
- Provide integrated early support and academic support through Early Alert and Learning Center Management system
- 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

SUPPORT NEEDED

Support Needed
Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?
- ☐ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed
Help Text: You may use the space below to explain your selections. (2,500 character max)

Ongoing professional development opportunities and guiding practices from other colleges, access and review of data.

Metric: Retention from Primary Term to Secondary Term

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Male students 56% (n=1500), 84 students needed to achieve equity
- Black/African American students 41% (n=68), 13 students needed to achieve equity
- White Female students 18% (n=473), 86 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes
Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase retention among overall Male, Black/African American, White and White Female students by 30%
Year 2 (2023-24)	Increase retention among overall Male, Black/African American, White and White Female students by 35%
Year 3 (2024-25)	Increase retention among overall Male, Black/African American, White and White Female students by 35%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure
Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☒ Instruction ☐ Business Services
☒ Student Services ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Currently, Hartnell College has not implemented a yearly review of stopped out student data to systematically analyze attrition to further develop strategies to focus on retention and persistence. However, individual programs have implemented retention strategies to reduce attrition such as the cohort model for CSin3, TPP, TRIO, EOPS and Salinas Valley Promise

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☒ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Hartnell College has implemented several strategies and initiatives to address retention and persistence. The college was awarded a federal grant to increase the capacity of Basic Needs services including more support for mental health services. HERF funds have allowed the college to allocate resources such as book vouchers and money that can be used to purchase books, food or other items on campus. Additionally, an emergency scholarship fund was established to alleviate financial burdens and barriers students experience during the semester. The college continues to offer a combination of online, hybrid, late start and in person classes so students have class options that meet their needs. Finally, College Redesign has continued implementation of guided pathways. Instructional areas and the Academic Senate representatives have aligned with Meta Majors, a program mapper was developed for students, initial review and update of the website started in fall 2022, and plans to develop "Guiding Panthers to Success'' student success teams focused on assisting students establish meaningful connections through wrap-around student support services. Additional Professional development or Faculty Inquiry Groups on equity minded practices for faculty and professional development on serving non-traditional college students for staff could further facilitate a shift to equitable outcomes.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

New Activities:
- Adopting restorative approaches to attendance and providing additional support for these subgroups via ESP or other mentoring as an equity-minded practice
- Allocate resources to Umoja program to develop summer experience cohort similar to existing program structures
- Implement First Year Experience program for first time freshmen and first time Hartnell Students
- Implement a Second Year Experience program with specific support for Male, Black/African and White Female students
- Develop strategy to re-engage stop out students including creating an exit survey to capture student experience

Continuing Activities:
- Expand Zero cost textbook and Open Education Resource initiative by offering certification/endorsements of courses utilizing ZCT or LCT options.
- Establish Basic Needs Center
- Crisis counseling and Wellness Services
- Continue planning/implementation of guided pathways to include incentive strategies
- 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 and college infrastructure to encourage and support completion of academic goals
- Continue to provide fall and spring orientation and priority registration
- Use Early Alert software to assist faculty with referring students early and often to academic resources, counseling, and other student support services (Early Support Program and Academic Support)

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Ongoing professional development opportunities and guiding practices from other colleges, access and review of data.

Metric: Completion

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

> - Male students 9% (n=1429), 71 students needed to achieve equity
> - White students 5% (n=536), 46 students needed to achieve equity
> - First generation 2% (n=1044), 155 students needed to achieve equity

Areas of Completion
Help Text: Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

⊠ Adult Ed/Non Credit Completion   ⊠ Degree Completion
⊠ Certificate Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes
Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase completion among Male, White and First Generation College students by 30%
Year 2 (2023-24)	Increase completion among Male, White and First Generation College students by 35%
Year 3 (2024-25)	Increase completion among Male, White and First Generation College students by 35%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure
Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select

the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☒ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

> Hartnell College recognizes the need to evaluate existing structures and practices that result in inequitable outcomes. The Task Force for Race and Equity recommended "Campus wide review and revision of essential institutional practices to ensure anti-racist and equity advancing practices are engrained within the structures and systems at Hartnell College. Improving access to disaggregated data would allow for faculty and staff to make informed decisions specifically when addressing barriers to completion."

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☒ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

> Hartnell College implementation of Guided Pathways through College Redesign is an equity-minded practice that results in culture and policy changes. For example, the creation of Student Success teams would allow the college to proactively identify barriers to completion and work with the student to identify solutions that align with their academic goals. Moreover, the college has increased the capacity of basic needs resources and established the basic needs center. Food and pantry items are available at each campus location for students. The college continues to provide equitable support and resources to each satellite campus such as providing access to financial aid and registration staff, library faculty, academic support and counseling.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☐ Students

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

New Activities:
- Review Program Learning Outcomes (PLO) Student Learning Outcomes (SLO) to address equity and anti-racism. Disaggregate co-curricular program and Service Area Outcomes (SAO) participation by gender race and income
- Provide Professional Development opportunities to support the work in revising courses with equity in mind and award multiple incentives such as the cultural curriculum audit
- Establish Communities of Practice and/or FIG opportunities: Anti-racism, equity minded grading and other equity efforts can be a means to build community and collegiality between students, classified, admin and faculty. Additionally, it can serve as a means to report out and/or a "feedback loop" for those who have attended workshops and training
- Implement First Year Experience program for first time freshmen and first time Hartnell Students
- Improve access to disaggregated data and data literacy among faculty, staff and administrators

Continuing Activities:
- Continue to offer Panther Prep to graduating high school seniors in the District to provide counseling and support services for ed plan development and registration with an emphasis on completion of educational goals
- Continue planning/implementation of guided pathways to include incentive strategies and college infrastructure to encourage and support completion of academic goals
- Use Early Alert software to assist faculty with referring students early and often to academic resources, counseling, and other student support services (Early Support Program and Academic Support)
- Continue the efforts of the Academic Standards Workgroup, comprised of the follow-up specialist, counseling faculty, financial aid director, dean of student affairs-enrollment services, dean of student affairs counseling, and director of academic affairs—student academic support services

SUPPORT NEEDED

Support Needed
Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?
- ☒ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐x   Pilots & Building Communities of Practice

Description of Support Needed
Help Text: You may use the space below to explain your selections. (2,500 character max)

Ongoing professional development opportunities and guiding practices from other colleges, access and review of data. Funding to establish Communities of Practice and/or FIG opportunities on Anti-racism, equity minded grading and other equity efforts

Metric: Transfer

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Male students 25% (n=546), 27 students needed to achieve equity
- Perkins Economically Disadvantaged students 27% (n=236), 36 students needed to achieve equity
- First Generation College students 8% (n=172), 41 students need to achieve equity
- Hispanic Male students 23% (n=410), 26 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase retention among overall Male, Perkins Economically Disadvantaged,First Generation College Student and Hispanic Male students by 30%
Year 2 (2023-24)	Increase retention among overall Male, Perkins Economically Disadvantaged, First Generation College Student and Hispanic Male students by 30%
Year 3 (2024-25)	Increase retention among overall Male, Perkins Economically Disadvantaged, First Generation College Student and Hispanic Male students by 30%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☒ Instruction	☐ Business Services
☒ Student Services	☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Hartnell College has a dedicated transfer center with faculty coordinator and support staff to assist students with transfer. A few barriers that the college continues to address is ensuring students have access to transfer information and meet with the counselor early in their transfer process. Additionally, students might not be aware they are eligible for transfer while enrolling and completing transfer level courses and also have doubts about transferring which is compounded with financial concerns. Information about transfer also needs to be communicated with faculty so they are also aware of the timeline and process. Lastly, application deadlines change for UC and CSU campuses. Although there is an application window, each college has the option to implement local deadlines for their respective college. The information does not always make it to Hartnell College. However, the Transfer Center staff work closely with regional colleges and universities to meet Hartnell college student needs.

STRUCTURE EVALUATION: Ideal Structure
Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☐ Instruction	☐ Business Services
☐ Student Services	☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Hartnell College Transfer Center created a self-paced, asynchronous Canvas course, Apply for Transfer. The course is available to all students interested in learning more about the transfer process and timeline. Communicating with students enrolled in the Canvas page has been effective. The number of students accessing the page also increases each year. Staff and faculty collaborate with instructional faculty to conduct class presentations either in person or sharing pre-recorded videos. This outreach helps with building connections with faculty and students. Making a connection with faculty and students results in students following up with the Transfer Center and meeting with the counselor to discuss their educational goals.

PLANNING & ACTION

Intended Audience/Recipient:
Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

☒ Administrator	☐ Partner (K12, Transfer, other)
☒ Faculty	☐ Students
☒ Classified Staff	

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

New Activities:
- In collaboration with Institutional Research, develop a process to receive disaggregated data for students who have completed 30 units
- Develop outreach strategies for students who have completed 30 units with additional approaches to reach Male, Perkins Economically Disadvantaged, First Generation College Student and Hispanic Male students
- Provide professional development opportunities for faculty about the transfer process. Focus on faculty teaching transfer level math and English courses
- Modify Early Alert to easily allow faculty to refer students interested in transferring to a Transfer Center counselor
- Ensure Student Success teams proactively outreach to students interested in transfer
- Learning communities and cohort models to support DI groups.

Continuing Activities:
- Continue planning/implementation of guided pathways to include incentive strategies and college infrastructure to encourage and support completion of academic goals
- Continue to host Transfer Day, where counselors are available to assist students in completing their CSU and/or UC transfer applications
- Promote institutional (academic and student) support programs and use of the College's Transfer Center to impacted students to improve students' academic persistence in degree applicable/ transferable courses and to transfer
- 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

SUPPORT NEEDED

Support Needed
Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?
- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed
Help Text: You may use the space below to explain your selections. (2,500 character max)

Ongoing support with data and guiding practices from other colleges regarding transfer

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

Guidance: This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

Help Text: By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

Hartnell College has continued Guided Pathway implementation through College Redesign. The College Redesign Steering Team guides the development and implementation of Guided Pathways for the college. Three faculty co-leads and an administrator chairs the group. Members include faculty, staff and administrators. Equity continues to be embedded in the program planning process, student learning outcomes and professional development. For example, Discipline faculty make presentations at annual Student Success Conferences on ways in which assessment is occurring within their discipline. In addition, professional development presentations have been made to faculty which address equity in teaching practices. A Student Success and Equity Rubric, developed by the Student Success and Equity Committee has been shared campus wide. This rubric identifies five dimensions for equity minded teaching and learning. In the 2019 – 2020 year, all disciplines reviewed their program learning outcomes as well as the aggregated data from courses aligned with those outcomes. Mastery of learning outcomes as well as sequencing of courses and other curriculum considerations were reviewed. Program action plans were developed. CTE programs are in the process of bringing all certificates and degrees through the curriculum. The standing committees of the Academic Senate are being asked to look at the work that they do and find the ways that guided pathways principles can be embedded in that work. A group of faculty including members of the Curriculum Committee, the Outcomes and Assessment Committee, and the Student Success and Equity Committee attended the Cultural Curriculum Audit training hosted by Long Beach City College. They will be working on developing materials to do in-house training for faculty.

FINANCIAL AID

FAFSA Participation

Help Text: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

Hartnell College Financial Aid Office offers in person Money Monday lab, offers extended in person and online services at each of the campus locations to better assist students with their FAFSA application and increased marketing through social media, website and outreach efforts at the high school.

PELL Grant Participation

Help Text: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

Hartnell College Financial Aid Office has coordinated with the Office of Communications to create a marketing campaign of services available to the community. In addition, the department will offer Summer Workshops through the months of June and July. The goal of the workshops are to educate students on how to receive their FA money and how to maintain eligibility. The workshops are intended to target Financial Aid Students who have completed the FAFSA for the 22-23 academic year. The workshops will cover NEXT STEPS in the FA process. Topics include: Verification (what is it?), CampusLogic (how do I create my account and how do I upload my documents?), Bankmobile (how do I set up my direct deposit to receive my funds?), SAP (Satisfactory Academic Progress) and Return to TITLE IV (what happens if I drop my classes, do I have to pay back my FA?)

Lastly, the Financial Aid Office implemented a Campus Logic system intended to help alleviate the verification process for students. It allows students to submit verification documents electronically without ever having to set foot in the financial aid office. It speeds up the Verification process for staff, as it automates some of the manual file review, which in turn allows students to be paid Pell grants funds sooner than later

Additional Aid for Students
Help Text: The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.
- ☒ Yes
- ☐ No

Description of Additional Aid (2,500 character max)

For the 2021-2022 academic year, Hartnell College offered the Emergency Financial Aid Supplemental award and the Golden State Education and Training Grant Program. For 2022-2023, State Fiscal Recovery Funds Emergency Financial Assistance Grants would be available

BASIC NEEDS
Help Text: The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center
Help Text: Has your college established a Basic Needs Center and designated a staff person as a coordinator?
- ☐ Yes
- ☒ No

Services
Help Text: What services are you providing or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

Hartnell College is in the process of hiring a Director of Basic Needs and Coordinator. However, the college is continuing to work on establishing a center that would support students at each campus while recruiting and hiring for the director and coordinator position. Currently, the college offers a pop-up-pantry twice per month for students to pick up groceries. Students also receive money on their CAT card (Hartnell Student ID Card) that allows the purchase of food and other items from the campus food services. Lastly, the college offers Timely Care, a 24/7 mental health and wellness service available to students.

Participation
Help Text: How do you plan on increasing participation in your college's Basic Needs Center? (2,500 character max)

Hartnell College has formed a work group with faculty, staff, student and administrator representatives to develop plans for implementing a Basic Needs Center. Part of the work includes identifying space and approval of Director of Basic Needs and Coordinator job descriptions

Food Pantry
Help Text: The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

Hartnell College currently offers a pop up pantry twice a month to students at each campus location. In addition, several student and academic support programs offer pantry items such as small snacks and fruit for students utilizing the program. Lastly, SEAP funding was allocated to additional food pantry items at the satellite campuses.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program
Help Text: The 2021-22 Budget Act provided $115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

The Hartnell College Academic Senate has appointed an Open Educational Resources Coordinator (OERC) who fulfills all the responsibilities set by the Academic Senate for California Community Colleges. The OERC also works to enhance and solidify the Zero-Cost and Low- Cost Textbook Program at Hartnell College.

 The OERC has established a web page to support Zero-Cost and Low-Cost textbooks with information and resources for both faculty and students. Students have been surveyed, and the results are posted and available for review. In addition, students have access to a ZTC/Low-Cost newsletter, a current and frequently updated list of all course sections that have adopted ZTC and Low-Cost textbooks, and a video showing students how to search the online schedule for course sections with affordable textbook options.

Faculty have also been surveyed, and the results are disaggregated by discipline and by course. In addition, faculty have access to the two local resolutions relating to ZTC and Low-Cost, ASCCC resolutions relating to ZTC and Low-Cost, informational webinars, an explanatory PowerPoint, and a Canvas shell replete with resources to help faculty locate, curate, and adopt ZTC or Low-Cost. The OERC helps faculty individually when requested, and sends pertinent information about ZTC and Low-Cost textbooks to all faculty when available.

To further integrate a Zero Textbook Cost Program at Hartnell College, the OERC will explore credentials available with ZTC and Low-Cost course adoptions, and will also discuss working with the Curriculum Committee, Board of Trustees, and students to promote equity and student success by ensuring every student at Hartnell College will have access the resources they need.

LGBTQ+

LGBTQ+ Support
Help Text: In 2011, Assembly Bill 620 amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, California Education Code Section 66271.2 also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated $10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

The Hartnell College overarching goal of the plan is to ensure that Hartnell is a safe and welcoming environment for the full spectrum of current and prospective LGBTQIA+ students. Specific objectives include: building a stronger sense of belonging among LGBTQIA+
students and connections between LGBTQIA+ students and Allies; providing supportive resources on campus and via the College website; and identifying an ideal location and space for a Pride Center. The one-time funding will primarily be allocated to hiring part-time staff and/or faculty for the purpose of oversight and making concerted progress in fulfilling these specific objectives, achieving the overarching goal of the plan, and more broadly demonstrating Hartnell's long-term commitment to providing visibility for, serving, and elevating the LGBTQIA+ College community.

MENTAL HEALTH

Mental Health-Related Programs
Help Text: The 2021-22 Budget Act included ongoing funding of $30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

Crisis Counseling & Emotional Wellness Services

Hartnell College has developed several programs to address the mental health needs of students, including those who are hard to reach and/or underserved. Hartnell's Crisis Counseling and Emotional Wellness program provides emotional support through face-to-face and telehealth modalities to any enrolled student. These services are confidential and free of charge. A team of 6 associate therapists

(associate marriage and family therapists and associate social workers) plus 2 licensed therapists provide crisis intervention and on-going therapy services under the clinical supervision of an experienced licensed marriage and family therapist. Students have quick and easy access to these services via the Crisis Counseling/Emotional Wellness website with a direct link to application materials. Therapists are available to all students in our service area through telehealth modalities using computer or smartphone as well as face-to-face therapy services at our main Salinas campus. Students are initially approved for 10 therapy sessions to address crisis issues and provide needed emotional support. If students require longer-term therapy, we can provide these services as needed and/or refer them to community resources such as Monterey County Behavioral Health. Supplementing the services provided by Crisis Counseling & Emotional Wellness, Hartnell has recently subscribed to TimelyCare, a web-based program that has aligned with the California Chancellor's Office. TimelyCare is available for immediate student needs in case of an extended wait period or a mental health crisis that simply cannot wait. To access TimelyCare students can click on a number of links found throughout the Hartnell College Webpage or go to timelycare.com/hartnell to register with their name and school email address. Students can then have visits from any web-enabled device (smartphone, laptop, or desktop) from anywhere in the U.S. Services are available 24/, on demand access to mental on-demand access to a mental health professional to talk about anything at any time, schedule counseling sessions, psychiatry referral services, health coaching, basic needs and group sessions.

It is sometimes difficult for students to reach out for mental health assistance. To reduce the stigma sometimes attached to mental health problems and to provide important knowledge to all of the campus community (students, staff, instructors and administrators), Hartnell has offered several courses in Mental Health First Aid. Mental Health First Aid provides instruction in identifying, understanding, and responding to signs of mental illnesses and substance use disorders. The 8-hour training is designed to provide skills needed to reach out and provide initial help and support to someone who may be developing a mental health or substance use problem or experiencing an emotional crisis. In addition, the Office of Student Life coordinates Mental Health Awareness month including activities that promote mental health and wellness services and resources for students

GENERAL ACCESSIBILITY

Accessibility
Help Text: Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

Hartnell College DSPS Office has provided training and transition efforts to community partners who work with Students With Disabilities (SWD). Community Partners include MCOE/SELPA, Regional Centers, Interim Inc., Hope, Department of Rehabilitation, and Salinas Unified High School District. Students who qualify for DSPS accommodations and services are determined on a case by case basis, with the intent to level the playing field for individual students. DSPS provides testing and classroom accommodations, as well as program modifications to provide access to district curriculum, programs and activities. The DSPS office also offers Learning Skills classes to support students who need additional skill sets in Learning Strategies, Emotional Management, Memory Skills. , Adaptive PE classes, Adaptive Core Strengthening, Adaptive Swimming, Adaptive Circuit, and Endurance Training. Faculty are regularly updated regarding accessibility through the Section 508 Guidance Memos,

including captioning requirements, from the Chancellor's office, Institutional responsibilities from the Department of Education, CCC Accessibility Center Workshops and procedures for providing testing accommodations.

Additional improvements for accessibility include purchasing laptops for SWD, increased licenses for adapted software such as Glean Note-taking/Recording and Texthelp, expanded Learning Skills curriculum to support the needs of our SWD and given the new guidelines of AB1705, Professional Development Center Accessibility Trainings, Campus-Wide access to Innovative Educators Training, Online Summer Training and Open Educational Resources

INSTITUTIONAL PLANNING

Ongoing Engagement
Help Text: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

As part of the Task Force Recommendations, the Student Equity Plan will be reviewed on an yearly basis. Updates and recommendations will be provided to the Board of Trustees and governing councils.

Integrated Budgeting
Help Text: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

Hartnell College will continue to leverage general, categorial and federal funding to reach institutional goals. As a Hispanic Serving Institution, the college receives federal funding to increase the capacity of equity-advancing practices that align with the college strategic plan and institutional goals of completion, completion efficiency, transfer and employment. The HSI leadership group consists of Deans, Directors and staff to coordinate and leverage funding resources. This group is one example of a cross-functional team collaborating to leverage various funding sources in an effort to reach equity goals. The Hartnell College foundation and development office provides support to faculty and administrators seeking external grant opportunities. The college will continue to integrate funding sources throughout the 2022-2025 SEP.

Student Voice
Help Text: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

As part of the Task Force for Race and Equity, Hartnell College will continue the Student Centered Inclusion in Shared Governance and Council model. The Task Force identified that students are largely unaware of how to participate in college governance and how to effectively advocate on behalf of their constituents. The model focuses on providing intentional opportunities for student voice. The outcome would result in strengthening the capacity of students from disproportionately impacted groups to participate in shared governance, through intentional preparation, training and ongoing support.

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2022-2025 Student Equity Plan Executive Summary

Hartnell College's Student Equity Plan is meant to be a dynamic planning document which highlights the college-wide initiatives undertaken to reduce equity gaps and achieve more equitable student outcomes. The plan is a guide that will be reviewed on a yearly basis to ensure the college-wide initiatives continue to align with the college's strategic plan, institutional goals and student needs. For each student success metric, Hartnell College has highlighted promising practices and programs. Examples of key initiatives include

- Expand the Early Alert program and Academic Support efforts to provide wrap-around services for Male students, specifically Hispanic Males, completing transfer level math and English courses
- Support faculty in reviewing current curriculum including the implementation of the systemic use of the Equity Rubric on all courses and identification of courses that already meet the Online Education Initiative and Student Success Equity Rubric; support ongoing work for the development of guidelines for equitable curriculum, identify courses adopting Open Educational Resources/Zero Textbook curriculum, and become trained in how to implement cultural curricular audit
- Implement an annual review of student outcomes data and integrate findings into all aspects of the college, including budgeting and resource allocation processes
- Establish first year seminar for first time freshmen and first time Hartnell College students focused on student success strategies, fostering community and connection, sense of belonging and peer mentoring program
- Develop retention strategies that include high impact practices such as internship, cohorts, on-campus jobs and scholarships with particular focus on improving retention among Female and Male and Black/African American students
- Establish Communities of Practiceand/or Faculty Inquiry groups: Anti-racism and equity efforts can be a means to build community and collegiality between students, classified, admin and faculty. Additionally, it can serve as a means to report out and/or a "feedback loop" for those who have attended workshops and training
- Continue planning/implementation of guided pathways to include incentive strategies and college infrastructure to encourage and support completion of academic goals
- Provide structured workshops and focused tutoring and study sessions (e.g., embedded tutoring, small group discussion) addressing the learning needs of Male, Hispanic Male and First Generation College Student college students
- Develop strategy to outreach to students receiving a D, F, W in transfer level math and English courses. Encourage participation in Math Academy
- Provide/promote professional development opportunities for equity minded practices?

Hartnell College acknowledges that Student Equity Plan funding alone cannot sustain equity-related activities. The college has committed to leveraging funding for equity-related activities using federal, categorical and general funds.

For more information regarding the Student Equity Plan please contact Dr. Jay Singh at jsingh@hartnell.edu . For more information regarding Student Equity and Achievement plan (SEAP) funding please contact Carla Johnson, Dean of Student Affairs (cjohnson@hartnell.edu) or Dr. Jay Singh, Director of Academic Affairs – Academic Support (jsingh@hartnell.edu)

Student Equity Plan Projected Budget	
Academic Nonteaching Full-time	8.63%
Academic Non Teaching Management	17.77%
Acad Non Teach Special Projects	2.73%
Classified CSEA	17.22%
Classified Permanent Instructional Aides	14.22%
Classified Student Dist Non-IA PT	5.47%
STRS Nonteaching	2.90%
PERS Teaching	3.61%
PERS Non Teaching	4.83%
OASDHI (FICA) Teaching	0.88%
OASDHI (FICA) Nonteaching	1.18%
Medicare Teaching	0.21%
Medicare Nonteaching	0.52%
H & W Teaching	4.50%
H & W Nonteaching	8.48%
SUI Teaching	0.07%
SUI Nonteaching	0.18%
WC Teaching	0.26%
WC Non Teaching	0.67%
Other Benefit-Non Teaching	0.11%
Supplies & Materials	1.37%
Training & Seminars	1.37%
Travel, Conference, & Meetings	1.82%
Printing & Duplicating - Inhouse	0.09%
Other Costs	0.00%
Capital Books & Software	0.91%
Projected Total	100.00%

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