

Instructions

- Please review draft plan document
- Comment with feedback or suggestions directly on the document
- Second reading for Academic Senate 10/28

Presentations scheduled:

Student Success & Equity Committee 10/17
Equity Assurance Council 10/17
Associated Students of Hartnell College 10/24
Get Connected Forum 11/3
Hartnell College Council 11/14
Board of Trustees 12/2

ASSURANCES

1. Please attest to the following assurances and answer its associated question:

- ☐ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ☐ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ☐ I have read and given special consideration to [Education Code 78220](#) section (b), which states, “Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.”

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals. (2,500 characters max)

This Student Equity Plan was developed with the active involvement of all stakeholder groups on campus as required by law. Writing teams were composed of approximately 50 individuals representative of all stakeholder groups. Individuals not assigned to writing teams had multiple opportunities to provide input, feedback and reflections that were utilized by the writing teams to develop the plan. Interactive campus forums including “Get Connected” were utilized to gather feedback from the campus community at large. Writing teams were also provided with data sets and qualitative feedback from events such as the Black Student Success Data Summit, materials from the Student Equity Planning Workshop hosted by the CCHALES research group that a cross-functional group attended in February 2025. Further, the plan has been routed through the appropriate campus governance groups for approval and input including the Student Success and Equity Committee, Equity Assurance Council, Academic Senate, and the Hartnell College Council. Informational presentations were also made to the Associated Students of Hartnell College. Students have voting members on all major councils at Hartnell College. As such, their participation is valued and crucial and will continue to be part of the implementation process for the Student Equity Plan. Apart from formal roles and responsibilities as members of participatory governance councils, student voice is also gathered through their participation in open forums and data summits throughout the academic year.

- ☐ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”

- ☐ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [*Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans*](#) provides information on race-consciousness strategies and student equity planning. (2500 characters max)

Hartnell College invested in sending a team of ten to the CCHALES Student Equity Planning Workshop in Long Beach held in February 2025. Using student data dashboards created by our Institutional Research team, we were able to disaggregate our student metric data and have deeper conversations around racial and gender equity with data at our finger tips. This is a huge step forward for our institution. In April 2025, the College hosted our inaugural Black Student Data Success Summit where faculty, students, and staff came together to review data and had rich discussions about our student outcomes and systemic barriers. This summit produced difficult questions and uncomfortable realities while also producing tangible strategies and visibility for a population of students on campus that is often invisible. The spirit of this data summit carried through in the development of this plan as a mini-data summit and writing day was hosted for writing teams in August. [The President's Task Force report](#) from 2020 continues to be a guiding document in the implementation of equity activities and initiatives at the College. Significant progress has been made in implementing many of the recommendations made by the task force. A revision of the College's Student Equity Policy is moving through the governance process which reaffirms our commitment to developing a race-conscious student equity plan.

I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include
a schedule and process of evaluation.

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place. (2,500 characters max)

The Equity Assurance Council has assumed responsibility for monitoring and evaluating the progress of the Student Equity Plan and supporting continuous improvement. Progress reports will be delivered by responsible parties on a semesterly basis by the final monthly meeting for the council. Evaluation of progress will be completed by the Dean of Student Equity & Pathways in collaboration with the Vice President of Institutional Equity, Effectiveness and Success and shared with the Equity Assurance Council. Reports to the campus community will be made annually via 'Get Connected' forums, data summits or similar venues.

1.Data Collection & Analysis:

- Disaggregated equity data from DataVista, institutional research reports, and student surveys will be assessed within the program review cycle to track progress on SEA metrics (enrollment, transfer-level math and English completion, retention, completion, and transfer).
- Feedback from stakeholders including student leaders, Equity Assurance Council, Student Success & Equity Committee, Academic Senate and constituent groups will be solicited.

2.Evaluation & Discussion:

- Equity Assurance Council will analyze equity data as part of program review discussions to determine needed adjustments.
- Findings will be shared with faculty, student services, and administrators to ensure cross-campus collaboration.

3.Continuous Improvement & Adjustments:

- Based on evaluations, strategies will be refined or expanded through program review to enhance effectiveness.
- Initiatives will prioritize scalability, innovation, and collaboration across disciplines.

Evaluation & Reporting Schedule

- End of each semester: Equity Assurance Council will conduct equity data review.
- Annually by June 30th: Equity progress reports will be integrated into program review documentation and shared with the Academic Senate, Hartnell College Council, and President's Office.
- Each fall semester (December due date): College will submit annual updates to the SEA Plan, ensuring ongoing assessment and continuous improvement.
- Ongoing (as needed): Equity-related presentations, workshops, and forums will provide updates and solicit feedback.

			Goal 1:		Goal 2:	
			Eliminate Disproportionate Impact		Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian	5.2%	13	17.8%	45	20.6%	52
Male	23.5%	854	1%	37	3%	111
White	5.8%	98	23.1%	395	25.2%	429
Completed Both Transfer-Level Math & English - DI Student Populations						
DSPS	8.8%	11	12.3%	16	17.3%	22
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Asian	25%	10	21.2%	9	34.6%	14
Black or African American	34%	16	12%	6	25.5%	12
White	27.4%	82	30.6%	92	35.7%	107
Completion - DI Student Populations						
Hispanic Male	12.3%	128	0.4%	5	2.4%	25
Male	10%	152	5.6%	85	7.6%	116
White	4.2%	20	9.4%	45	11.4%	55
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	28.7%	214	3.1%	23	6.3%	47
First Generation	26.1%	134	4.8%	25	8.6%	45
Hispanic Male	24.7%	78	3.1%	10	7.9%	25
Male	24.8%	105	5.4%	24	9.5%	41

1. Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

- What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan. (2500 characters max)

Through implementation of the 2022–25 Student Equity Plan, Hartnell College has deepened its understanding of the systemic factors contributing to persistent equity gaps across all five metrics. Analysis of student data, faculty input, and program reviews revealed several root causes: outdated and fragmented support systems; misalignment between academic and student services; and blind spots in serving adult learners, male students, and African American students entering through nontraditional pathways. While the college effectively supports direct high school graduates, adult learners and unaffiliated students often lack coordinated, holistic services. In addition, legacy policies such as disqualification and appeal processes and inconsistent follow-through on equity commitments limited institutional responsiveness. Finally, developmental pipelines in

English and math previously created barriers to completion, now mitigated through AB 705 and AB 1705 reforms.

In response, the college has undertaken structural, cultural, and process-level changes to advance equity-minded transformation. The integration of Equity Rubrics into the annual Program Planning and Assessment process has embedded reflection and accountability across instructional and service areas. The SWIM Digital/One Hartnell initiatives, in partnership with Achieving the Dream and Caring Panthers, have fostered more coherent, student-centered systems of care.

Organizational restructuring has further strengthened equity leadership and coordination through the establishment of a Vice President for Institutional Equity, Effectiveness, and Success, a Dean of Student Equity and Pathways, and the Equity Assurance Council. The creation of Student Success Specialist positions and El Centro has increased access to culturally responsive, identity-affirming support. Expanded Umoja and Rising Scholars programs, including a new juvenile justice initiative, have deepened engagement with disproportionately impacted populations.

Complementary institutional actions such as modernization of academic policies, degree audit clean-up, expansion of basic needs and OER access, and increased professional learning for classified professionals have reinforced a culture of equity and continuous improvement. Collectively, these efforts reflect Hartnell College's commitment to dismantling systemic barriers, strengthening belonging, and improving outcomes across all equity metrics.

- b. Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan. (2500 characters max)

Building upon the progress achieved through the 2022–25 Student Equity Plan, Hartnell College has identified several institutional practices and discoveries that have proven effective in advancing equity and will continue to anchor the 2025–28 plan. These practices have strengthened the college's structural commitment to equity, improved accountability, and deepened collective ownership of student success outcomes across all areas of the institution.

1. Structural Integration of Equity Frameworks.

The adoption of the Equity Rubric within the annual Program Planning and Assessment (PPA) process has successfully embedded equity-minded reflection and continuous improvement into instructional and service area planning. This tool has helped faculty, classified professionals, and administrators identify disproportionate impact, assess progress on equity goals, and implement targeted interventions. The college has implemented and will continue to evaluate the SERVE (Seminar for Equitable, Restorative & Validating Education) faculty cohort model. This program increases dialogue around equity in performance evaluation and reinforces a culture of inclusive excellence. Both tools will remain core to Hartnell's equity infrastructure, ensuring equity considerations are systematically integrated into decision-making processes. The college has also adopted an Equity Framework to collectively organize equity related initiatives, programs and mindsets. The Office of Institutional Equity, Effectiveness and Success serves as the main hub for the implementation and monitoring of equity related initiatives, activities and strategies.

2. Expansion of Data Literacy and Evidence-Based Practice.

A key lesson learned is that data must be accessible, actionable, and regularly discussed to drive improvement. The college plans to expand its Data Literacy and Equity Summit model to engage broader campus participation—including faculty, classified professionals, and student leaders. These summits will focus on Student Equity Plan metrics and disproportionately impacted groups, providing professional learning opportunities and fostering cross-departmental accountability. with the Teaching and Learning Center will further strengthen engagement with equity data and outcomes assessment.

3. Sustaining Equity Accountability and Institutional Alignment.

The college has learned that maintaining focus on equity metrics throughout the year rather than only during reporting cycles is essential to sustaining progress. The Equity Assurance Council will continue to serve as the central body for monitoring SEP goals, coordinating follow-up actions, and ensuring that equity remains a shared institutional responsibility.

Together, these practices (equity frameworks, data literacy expansion, and year-round accountability) will provide continuity between plans, strengthen institutional capacity, and ensure sustained, measurable progress toward equitable student outcomes in the 2025–2028 Student Equity Plan.

1. Executive Summary

GUIDANCE: Per Education Code 78220 (c), the Student Equity Plan **must be adopted** by the governing board of the community college district and **include an executive summary**. The Chancellor of the California Community Colleges is required to publish all executive summaries and send it to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision(b) that so requests, and additional individuals and organizations as deemed appropriate.

As your college plans and develops the 2025-28 Student Equity Plan, please keep in mind the required elements of the executive summary listed below. The executive summary is a summary of your Student Equity Plan and is a public-facing document.

Although colleges may format the executive summary in ways that best meet their local design needs, per Ed Code 78220, the executive summary must include, at a minimum, the following information:

- Student groups for whom goals have been set
- Goals set for these student groups
- Initiatives that the community college or district will undertake to achieve these goals
- **Resources that have been budgeted for that purpose** (referring to goals/key strategies in this 2025-28 Student Equity Plan) [COMING SOON]
- Community college district official to contact for further information
- Detailed accounting of how funding was expended (expenditures from 2022-25 Student Equity Plan)

SEAP Funding 2022 - 2025	
Row Labels	Sum of Actual
51 - Instructional Salaries	\$ 3,467,794.29
52 - Non Instructional Salaries	\$ 4,059,621.90
53 - Benefits	\$ 3,287,986.94
54 - Supplies	\$ 241,395.91
55 - Other Operating Expenses	\$ 299,458.26
56 - Capital Outlay	\$ 25,851.07
Grand Total	\$ 11,382,108.37

- Assessment of the progress made in achieving identified goals (goals/outcomes from 2022-25 Student Equity Plan)

Assessment of Progress in Achieving 2022-2025 Goals

2022-2025 Goals

- **Successful enrollment:** Increase successful enrollment among female students, Black or African American, Asian and White students by 30-35% annually
 - The DI groups from 2022-2025 continue to be identified as disproportionately impacted in the 2025-2028 plan. Panther Prep efforts have continued to support the successful transition of high school students and have expanded to offer online and in-person evening workshops for post-high school students. While Umoja has existed, permanent

staffing has not been funded until recently. Despite this challenge, participation in the program has increased significantly and we expect that Umoja will be a strong partner in the recruitment of African American students now that a more stable infrastructure is in place. Further, work began to reform the onboarding process with the support of the SWIM Digital consulting firm. As a result, several projects including First Year Experience, and Strategic Recruitment are moving into implementation this academic year.

- **Transfer-level Math and English:** Increase successful completion of transfer-level math and english among male, Hispanic Male and unreported First generation college students by 30-35% annually
 - Equity gaps for all DI groups from 2022-2025 plan have all completely closed thanks in part to successful AB 705 and AB 1705 implementation, academic support and ongoing professional development provided for faculty in these areas. Further, program maps for degrees and certificates (where applicable) include math and English in the first year.
- **Retention from Primary Term to Secondary Term:** Increase retention among overall Male, Black or African American, White and Female students by 30-35% annually
 - Equity gaps for Black and White students persist related to retention. During the course of the 2022-2025 plan, a basic needs center was established and services scaled across all district sites. While program maps were developed and faculty representatives assigned to represent metamajors in campus governance, student success teams have yet to be successfully implemented. First Year Experience is just now moving into the implementation phase and while the Salinas Valley Promise program expanded to offer students a second year of financial and wraparound support, targeted second year experience programs do not exist for DI populations.
- **Completion:** Increase completion among Male, White and First Generation College students by 30-35% annually
 - Male and White students continue to be disproportionately impacted in the 2025-2028 plan. Despite this, the college has made significant progress in improving access to data and increasing data literacy across the campus. Program Learning Outcomes, Service Area Outcomes and Student Learning Outcomes are assessed using disaggregated data and significant professional development.
- **Transfer:** Increase transfer among male, economically disadvantaged, first generation college student and Hispanic Male students by 30% annually
 - All DI student groups from the 2022-2025 plan continue to be disproportionately impacted. During the 2022-2025 plan period, Transfer services were restructured including the assignment of a full-time program coordinator and a full-time student success specialist to the area. The college established two new transfer pathways with local CSU and UC campuses that will help to increase support for students who have indicated transfer as a goal. Increased field trips and programming on campus has helped to begin to build a stronger transfer culture on campus.

SECTION 6: METRIC - SUCCESSFUL ENROLLMENT

SUCCESSFUL ENROLLMENT DATA

Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	25%	1812	N/A	N/A	N/A	N/A
DI: Asian	2.5%	13	17.8%	45	20.6%	52
DI: Male	23.5%	854	1%	37	3%	111
DI: White	5.8%	98	23.1%	395	25.2%	429
Additional Student Population Black or African American	6.0%	9	19.4%	29	44%	66

*The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

Example: In our local strategic master plan, we have a goal of increasing successful enrollment with equity for our student veterans by 25% by Spring of 2028.

In our local Strategic Recruitment Plan, we have identified a goal of restoring student headcounts of adult learners/non-traditional students from a baseline of 3,200 students to 4,000 students (2017-2018) by 2027. This is significant for our region as 78% of enrollments are students below the age of 25, yet more than 70% of adults over the age of 25 in our service area lack a college credential.

KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT– Disproportionately Impacted Student Population(s)

Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.

Example: Ensure, track, monitor, and evaluate intentional onboarding and career services for student veterans, including the promotion of credit for prior learning.

Outreach and Community Engagement

- Intentional partnerships with Asian American and African American communities to build awareness and sense of connection
- Foster community partnerships to increase awareness of course offerings and college resources
- Partner with K-12 districts to identify schools serving Asian, African American and White students to increase our presence at their college and career events and to invite to campus to build awareness and connections

Leverage partnerships with Dual Enrollment to intentionally recruit DI groups, in particular male, African American, and Asian students and host co-curricular learning activities primarily focused on DI student groups to build awareness, interest and motivation to complete the enrollment process.

Leverage technology to track applicants from inquiry to enrollment and beyond, while this strategy will support successful enrollment for all students, particular attention can be directed to DI student groups

- Identify a SRM (student relationship manager or CRM) to assist the college in tracking potential students from inquiry to enrollment, providing relevant guidance at every step
- Implement communication templates to nudge students through the enrollment process.

Align efforts with the Loss Momentum Framework (ATD) by prioritizing strategies at the entry point to support adult learners over the age of 25:

- Expand non-credit ESL and workforce preparation offerings at all campus locations to meet community needs and increase access.
- Promote clear and accessible pathways from non-credit to credit programs, with emphasis on Career Education and General Education readiness.

Increase Access through System Improvements for adult learners:

- Implement a non-credit application through CCCApply to streamline entry for adult learners and reduce onboarding friction.
- Develop targeted orientation and onboarding workshops tailored to adult students in partnership with Panther Connect and Panther Prep.

Build Internal Capacity and Cross-Campus Collaboration to better support adult learners and their unique needs:

- Deliver professional development and collaborate across departments to build institutional awareness of adult learner needs and offerings.
- Create structured, intentional collaboration between CTE, Mi CASA, Admissions & Records, and other departments to support seamless transitions.

SECTION 7: METRIC - COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

<https://datavista.cccco.edu/resources/39> (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA

Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	25.2%	590	N/A	N/A	N/A	N/A
DI:DSPS	8.8%	11	12.3%	16	17.3%	22
DI: See NOVA						
DI: See NOVA						
Additional Student Population African American Males	0	0	32.1%	12	50%	18
Additional Student Population Students aged 35+	3%	4	31.3%	23	40%	54

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population(s)

Example: Establish and deploy data-driven systematic case management and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.

Local Biennial study of DSPS students indicates that students do not value support services provided by DSPS in English or math. To counter this, we will create a non-credit certificate of achievement in Academic Excellence to include: participation in a math or english academy, Learning Skills (LSK) course and supervised tutoring to encourage participation in multiple interventions.

Revise Learning Skills (LSK) coursework, taught by DSPS faculty, to more closely align with English, and math curriculum to provide an integrated experience and facilitate the cohorting of courses to provide multiple points of support for students.

Create a Writing Seminar series, mirroring our successful Math Academy and integrate DSPS support, intentionally recruit men of color, and students over the age of 20 to participate as staff, peer mentors and participants. Academies will be offered flexible times who may need evening or weekend hours, and locations including South County to better serve adult learners.

Continue to scale Math Academy to support the successful completion of transfer-level math for all DI groups. This successful program effectively utilizes culturally relevant pedagogies to prepare students for math both academically and affectively.

Expand professional development with a focus on equity-centered pedagogy, Universal Design and strategies for working with students with learning accommodations, different learning styles and disabilities to build faculty and academic support staff capacity to to support this population.

Implement tracking and advocacy software within the DSPS department to track student progress through Math and English and create opportunities for intrusive counseling and early interventions.

Continue to build partnerships with the Umoja program to offer tutoring support in the Umoja Village Space--bringing tutorial services to where the students are spending time and feel comfortable. Host annual Black Student Success Data Summit and focus on this metric specifically. Support the professional development of faculty to attend the Umoja Faculty Institute to support the implementation of African American centered pedagogies in Math and English.

Nearly half of our African American and Black students enrolled are housed in correctional facilities. The college will increase the offerings of transfer level math offered in adult and youth facilities by at least one additional section annually.

Expand existing academic support interventions and services to support the successful completion of English and Math in the first year for our adult learners specifically. Explore offering additional flexible weekend, evening, and virtual service hours for: Panther Learning Lab (PLL) tutoring, counseling, student life, faculty office hours, and course offerings.

SECTION 8: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. <https://datavista.cccco.edu/resources/40> (453C)

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA

Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	59.7%	1547	N/A	N/A	N/A	N/A
DI: Asian	25%	10	21.2%	9	34.6%	14
DI: Black or African American	34%	16	12%	6	25.5%	12
DI: White	27.4%	82	30.6%	92	35.7%	107
Additional Student Population: 35+	54.8%	74	13.9%	19	21.2%	29
20-24	53.7%	87	15.5%	25	22.3%	36

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

Example: In our local strategic master plan, we have a goal of increasing with equity our overall persistence of first primary term to secondary term from 72% to 85% by Spring 2028.

In our local Strategic Enrollment Management plan, we have identified a goal of increasing fall-to-spring persistence rates among part-time students from 40% to 42% by 2027, with a stretch goal of 45%.

KEY STRATEGIES FOR STUDENT PERSISTENCE – Disproportionately Impacted Student Population(s)

Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.

Implement local qualitative study to investigate the experiences of students who began as full-time students & did not persist or those who enrolled in less than 12 units to identify potential systemic and institutional barriers. Student researchers will be employed to complete the study and disseminate results to the campus community with the support of Institutional Research. DI student groups will be prioritized in the study and results will be disaggregated to identify patterns and trends.

Operationalize and expand Credit for Prior Learning by revising local policy to be more equitable for students utilizing work experience or previous educational training, providing professional development for faculty to implement policies and for counselors to advise students on CPL opportunities. Policies and opportunities will be advertised via the catalog, campus website and be shared with community and industry partners.

As part of the ongoing implementation of a First Year Experience program, develop a professional development program for faculty with a focus on becoming ‘first-year friendly’ and meeting the needs of our DI student populations. Professional learning will focus on pedagogical practices relevant for first-time college students. Training will ensure alignment with the principals established by the Equity Rubric for Student Success adopted by Hartnell College faculty.

Continue to invest in the Umoja program, faculty professional development and create cohorted Umoja courses to support Black and/or African American students. Institutionalize Umoja 1.0 FTE professional staff and implement priority registration for Umoja program participants beginning Fall 2026.

Further refine the Summer Momentum Program for summer 2026 and beyond by closely monitoring success, retention and persistence rates. Initial results from 2025 implementation indicate favorable increases in both headcount and persistence for participating students. The program incentivizes continuous enrollment for student groups regardless of income, is inclusive of part-time students and encourages both education planning and the completion of financial aid applications.

Continue scaling the Salinas Valley Promise program which captures nearly 70% of first time-full time college students. The program features a robust peer mentoring program that matches students with peer mentors. Efforts will be made to ensure peer mentors reflect the lived experiences and identities of incoming students.

Implementation and operationalization of annual schedule informed by Degree Audit clean up work and utilizing student education plan data to drive scheduling/ course offerings.

ADDITIONAL KEY STRATEGIES FOR STUDENT PERSISTENCE — Overall Student Population (if applicable)

Continue to develop Student Success Center and the role of Student Success Specialists to work in tandem with Counseling and metamajor faculty to provide academic support and interventions for students on Academic and Progress Notice and Disqualification and field early support referrals.

Establish academic program maps that reflect the part-time student experience and are easily accessible via the college website. Program maps allow students to visualize their academic journey before they have met with a counselor to develop an individual student educational plan and begin to visualize what their path to completion may be given their lived experience (parenting student, working full-time, etc.).

SECTION 9: METRIC - COMPLETION

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years.

<https://datavista.cccco.edu/resources/41> (619C)

COMPLETION DATA

	% of Students	# of Students	GOAL 1 Eliminate Disproportionate Impact	GOAL 2 Fully Close Equity Gap
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Student Population	Completed selected journey for 2019-20 (Baseline Year)	Completed selected journey for 2019-20 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	13.9%	425	N/A	N/A	N/A	N/A
DI: Hispanic Male	12.3%	128	.4%	5	2.4%	25
DI: Male	10%	152	5.6%	85	7.6%	116
DI: White	4.2%	20	9.4%	45	11.4%	55
Additional Student Population Adult Students	2.8%	6	11.9%	25	19.8%	42

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.

Example: Establish “equitable enrollment management group,” focused on interrogating the course schedule according to course completion, course length, time offered, and establish course patterns that will increase equity access and success—e.g., short-term course scheduling, night-time and online completion cohorts, etc.

Survey male alumni to determine barriers, considerations, and obstacles preventing completion within the three-year time frame. In addition, the institution will organize focus groups of male students currently enrolled (but attending past the three year completion mark) to obtain further qualitative data of the male student experience at Hartnell College.

Create additional outreach, registration and continuity support programs focused on students ages 25 and older that emulate the benefits provided via “traditional aged” efforts (Panther Prep, Panther Connect, Salinas Valley Promise, etc.).

Expand Dual Enrollment options in CTE Pathways to include Ag Business, Ag Mechanics, and Administration of Justice with the goal of broadening our appeal and reach to programs that have been traditionally popular with male students.

Expand work-based learning opportunities including micro internships across disciplines to facilitate the connection between academic programs and career pathways and engage both industry and faculty partners.

Flexible and strategic scheduling to accommodate adult learner's diverse schedules. Conduct an audit of course offerings and support services to assess the number of weekend, online and evening offerings with the lens of the adult learner who may be working while attending school. Complete analysis of course offerings on an annual basis to ensure that courses are being offered in regular rotation to allow for students to persist and complete their goals in a timely manner.

Intentional holistic Early Support that is highly collaborative with Basic Needs, instructional faculty, Panther Learning Lab (tutorial support),

SECTION 10: METRIC – TRANSFERRED TO A FOUR-YEAR

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

<https://datavista.cccco.edu/resources/42> (620C)

TRANSFERRED TO A FOUR-YEAR DATA

Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	29.8%	269	N/A	N/A	N/A	N/A
DI: Econ Disadvantaged	28.7%	214	3.1%	23	6.3%	47
DI: First Gen	26.1%	134	4.8%	25	8.6%	45

DI:Hispanic Male	24.7%	78	3.1%	10	7.9%	25
DI: Male	24.8%	105	5.4%	24	9.5%	41
Additional Student Population (see Note below)						

KEY STRATEGIES FOR TRANSFER – Disproportionately Impacted Student Population(s)

Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.

First-gen students are supported through the Salinas Valley Promise, a last-dollar program covering tuition gaps, providing laptops or book vouchers, peer mentors, and workshops, and boasts 93% retention. Cohort-based transfer programs, Panther Otter Pathway (CSUMB) and Pathways to Success (UCSC), deliver wraparound advising, community building, and warm hand-offs to ensure students confidently transfer, persist, and complete their bachelor's degrees on time.

Year-round transfer support programming such as alumni panels, transfer celebrations, field trips, information sessions and hands-on transfer workshops are provided in a variety of modalities and campus locations. We will continue to build a culture of transfer excellence that reflects the student populations that we serve including first generation, Black and African American students, Latinx and Asian students, and male students.

Through Umoja and community partners, we amplify Black excellence by connecting students with Black professionals, academics, and alumni. We engage students where they are — Umoja Village, athletic practices — building trust and access to resources. Partnerships with Sac State's Black Honors Program, HBCU agreements, and state scholarships create clear, inspiring transfer pathways, empowering Black students to envision, pursue, and achieve their bachelor's degrees.

Latinx students are 83% of our campus, yet Latino males face transfer gaps. We'll launch a focused study—tracking post-Hartnell outcomes, running surveys, and holding focus groups—to design culturally relevant support. We will highlight Latinx bachelor's and graduate degree earners as role models and expand HSI partnerships, including UC Davis, to boost belonging and remove barriers like housing and cost in the transfer process.

For adult learners, we offer one-on-one advising, a chatbot built by transfer experts for 24/7 guidance, and a comprehensive Canvas library that mirrors all in-person workshops with equal quality and care. We're expanding online transfer options, including ASU agreements with in-state tuition, and securing family housing with partners like UCSC. These efforts remove barriers of time, access, and housing, creating clear, stable pathways to bachelor's completion.

ADDITIONAL KEY STRATEGIES FOR TRANSFER — Overall Student Population (if applicable)

Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.

In Summer 2025, the college implemented an institution-wide Transfer Case Management system, now undergoing continuous refinement. This strategy leverages institutional data to systematically identify transfer-eligible students. A centralized platform monitors progress and facilitates targeted interventions through a combination of automated outreach and personalized support. This ensures comprehensive, equitable support to increase transfer rates for the entire student population.

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

1. ***GUIDANCE:*** After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan. ***(minimum of one population is required, maximum of three)***

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)
Males & Hispanic Males

Note: The following two questions will be repeated for each of the populations colleges selects above.

a. Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

- Aside from the Men’s Institute for Leadership & Education program which serves approximately 25 male students, there are not any other programs that serve male students explicitly or bring light to the unique challenges of this student population.
- Male students, and especially males of color, continue to lag behind their counterparts in enrollment, completion, and transfer. Understanding why these equity gaps exist locally requires some additional investigation. Anecdotally, pressure to work to contribute towards the high cost of living, mental health challenges paired with stigma of seeking help, and employers hiring students before they finish highly sought-after CTE degrees and certificates may lead to some of these disparities.

b. Action Plan for Ideal Institution

What is your college’s action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

- 1) How will your college address and overcome the challenges and/or barriers shared above?
 - 2) What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
 - 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?
- Bolster peer mentoring opportunities beyond first year and MILE cohort to serve students across their academic journeys beginning with a Transfer focus using Mentor Collective platform. This work will be supported by Hispanic Serving Initiatives grant funds and the Transfer Center.
 - Implement data-informed and proactive support outreach via El Centro and meta major student success specialists.
 - Develop a research project to investigate the lived experiences of male students to determine how to prioritize support services and interventions.
 - Provide professional development opportunities on best practices for male, Hispanic male and first generation college students with particular attention to implicit bias and culturally relevant pedagogies.
 - Continue to expand the Math Academy with the goal of scaling services and targeting male students and male students of color to support their completion.
 - Develop a Writing Academy with built-in cohort support to encourage students to build strong peer connections to strengthen their network of support throughout their academic journey.
 - Partnering with our existing Basic Needs Center to create a campaign to target male students specifically to destigmatize utilizing services including mental health.
 - Strengthen the connection between academic programs and post-graduation outcomes and career to help students stay motivated and on track to completion. This should be done in a multi-pronged approach including all student facing materials, presentations, and on program maps.
 - Engaging in data-centered discussion on an annual basis to review lagging indicators as well as key performance indicators for male students. These discussions will involve faculty, staff, and students and help to inform targeted interventions.
 - When identified, utilize Student Relationship Manager (SRM) to deliver targeted nudges, micro surveys and reminders to male students to keep them on track and engaged.
 - Conduct a deeper dive into which introductory major courses are completed with a higher frequency by male students and male students of color and target outreach efforts related to transfer and career to these courses.
 - Whenever possible, funding will be braided to ensure accountability and maximum reach (e.g. Basic Needs, AB19, HSI grants, Umoja, SEA, and Strong Workforce)

SECTION 12: STUDENT EDUCATION PLANS

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1657	762	46.0%	879	53.0%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	422	125	29.6%	181	42.9%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1921	987	51.4%	1129	58.8%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	895	232	25.9%	377	42.1%

- Using local college data and the CCCCO Percentage Point Gap Minus One (PPG-1), identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year. (2,500 characters max)

Starting Term	PRIMARY_DISAGG	PRIMARY_DISAGG_SUBGROUP	Denominator	Numerator	Sub-group Rate	Comparison of threshold (MOE) and PPG-1	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Students Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2023FA	Gender	Male	1023	582	56.9%	DI	4.0%	41	18.1%	185
2023FA	Ethnicity	Black or African American	61	15	24.6%	DI	35.3%	22	50.4%	31
2023FA	Ethnicity	Unknown	41	13	31.7%	DI	27.7%	11	43.3%	18
2023FA	Ethnicity	White	129	45	34.9%	DI	25.6%	33	40.1%	52
2023FA	Age	20-24 years	182	80	44.0%	DI	16.4%	30	31.0%	57
2023FA	Age	25-29 years	91	31	34.1%	DI	25.9%	24	40.9%	37
2023FA	Age	30-34 years	64	19	29.7%	DI	30.1%	19	45.3%	29
2023FA	Age	35 and Over	180	54	30.0%	DI	31.7%	57	45.0%	81
2023FA	First Generation	Not First gen	675	316	46.8%	DI	18.4%	124	28.2%	190
2023FA	Economically Disadvantaged	Not Economically Disadvantaged	807	364	45.1%	DI	23.6%	190	29.9%	241
2023FA	Foster Youth	Not Foster Youth	1910	1121	58.7%	DI	14.0%	268	16.3%	312
2023FA	DSPS	Not DSPS	1843	1078	58.5%	DI	6.9%	127	16.5%	304

2. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. (2,500 characters max)
 - Counseling support for justice-involved students provided on site at facilities
[Pending analysis by Counseling & Transfer Services][5]
3. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility. (2,500 characters max)
 - Active registration holds in tandem with proactive outreach to ensure check-ins for students who do not have plans on file
 - Proactive messaging for students at key milestones using educational plan data in conjunction with annual scheduling and registration
 - Continuing practice: initiating educational planning as part of Panther Prep for students participating in the program
 - Counseling services provided at all district sites with online appointment availability.
 - Increased counseling hours offered in evenings (after 5 pm) and on Saturdays in order to better serve working and parenting students.
 - Integration of education plan requirement for Summer Momentum program paired with outreach to encourage plan completion
 - Recently updated Counseling contact form to capture education plan completion and immediately clear education plan-related holds

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDANCE: [Education Code 78220 \(a\)\(4\)](#) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. **Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.**

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or to complete a baccalaureate degree. Vision 2030 asks us to consider “what access means when we lead with equity,” centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice-impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have completed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in *Vision 2030: A Roadmap for California Community Colleges*.

1. GUIDED PATHWAYS

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most^[6], the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code [88920](#) and [88921](#).

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework. (2,500 characters max)

- Creation of El Centro de Excelencia/Student Success Center housing five Student Success Specialists who support students and act as liaisons between students, metamajor faculty and counselors and other critical support services. The next step will be the successful implementation of full cross-functional student success teams.
- Implementation of revised academic policies and language with an equity lens (e.g. Academic Probation to Academic Notice, updated academic renewal, catalog rights policies, etc.)
- Continued implementation and refinement of the Early Support Referral process to facilitate academic intervention and holistic student support.
- Continued attention to One Hartnell initiative and reform of onboarding experience to streamline access and placing students on an academic pathway.
- Continued clean up Degree Audit work to facilitate completion by providing accurate degree progress checks accessible by students and allowing for implementation of more student-centered graduation petition processes and transfer credit evaluation.
- Implementation of Annual Scheduling which allows students to plan for an entire academic year and register for courses for three terms at once.
- Implementation of First Year Experience to provide a common set of experiences and learning outcomes for students regardless of their academic background, level of enrollment or chosen campus.
- Provision and regular updates of mapping pathways for all degree programs and certificates as well as transfer pathways to BA/BS programs with established partnerships.

2. **STUDENT FINANCIAL AID ADMINISTRATION**[7][8]

In coordination with your Financial Aid Department, please summarize the college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.). (2,500 characters max)

- Active collaboration with Department of Supportive Programs and Services (DSPS) to target students who may be eligible for Pell under new regulations
- Embedded Financial Aid support within Equity Program spaces to provide familiar, one-on-one support to students from marginalized groups.
- In partnership with categorical programs, share financial aid application data to facilitate outreach, and provide support to encourage completion of applications
- Adjusted the cost of attendance budget in 2024 based on the high cost of living in Monterey County resulting in increased student eligibility for aid.
- Centralizing student emergency grants/scholarships in the Financial Aid office to the extent allowable increasing access to students in need.
- In partnership with the Hartnell College Foundation office, we offer 200 of local scholarships on an annual basis.
- Administration of California Promise program (AB 19) that captures approximately 70% of incoming first-time, full time college students and provides free tuition for two years. Wrap around and technology support are provided by a dedicated department/team.
- Administering Federal Work Study on campus to provide employment opportunities for over 50 students on campus totaling more than \$250,000 in compensation for students who qualify for this award.
- Established a Program Assistant who serves as a liaison to our NextUp program, specifically assisting with Foster Youth.
- Partner directly with non-traditional high schools such as Mount Toro, El Puente, and the Salinas Adult School to help complete FAFSA Applications.
- Host weekly Money Monday workshops to provide support to all our current and returning students which includes adult learners.
- Host financial aid application labs at our Alisal, Soledad, and King City Centers to provide support to all our current, continuing, and potential students who may not be able to travel to our main campus.
- Collaborate with our district's high schools to host Cash for College events on each high school's campus, providing support at their locations where many of our students are first-generation college students.

3. STUDENTS WITH DISABILITIES (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

- Revision of Learning Skills Courses to support completion of Transfer Level Math & English within two years. Developed in collaboration with subject area faculty to align with student needs, and articulated with the Math and English curriculum.
- Collaboration with K-12 districts to build student independence and understanding of their disability as early as 8th grade, as well as seamlessly onboard students and ensure they receive accommodations in a timely manner.
- Targeted professional development for staff & faculty to build capacity & enhance service delivery.
- Dedicated full-time counselor and two part-time counseling faculty to support students and provide services at the main campus and south county sites.

4. EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

- EOPS and CalWORKs will continue to lead a proactive outreach effort approach to increase enrollment and engagement among disproportionately impacted students, including but not limited to, undocumented, foster youth, formerly incarcerated, Black/African American, first-generation, and economically disadvantaged students.
- Through intrusive counseling[9][10] and services, book and supply assistance, and early interventions, both programs address barriers to persistence, retention, and completion.
- Staff work closely with DSPS, Veterans Resource Center, Rising Scholars, and Financial Aid to ensure wraparound services for students, including adult learners and single parents.
- Continuing to further strengthen collaboration with the transfer center and community partners ensures students have clear, supported pathways to transfer or employment, aligning with Vision 2030.
- Disaggregated data is regularly reviewed to identify equity gaps and guide targeted program enhancements that close achievement gaps.

5. NextUp/FOSTER YOUTH

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

- Hartnell College's NextUp and Foster Youth programs are integral components of our institutional equity strategy, designed to eliminate disproportionate impact and advance the goals identified in our Student Equity Plan. Our coordinated approach centers on culturally responsive, data-informed, and relationship-driven practices that ensure current and former foster youth have equitable access to academic, financial, and social supports that promote persistence, completion, and transfer.
- NextUp and Guardian Scholars provide holistic case management, priority registration, transportation assistance, aid for critical unmet need, access to technology, and dedicated academic counseling. These wraparound supports are aligned with the California Community Colleges' Vision for Success and directly address barriers that disproportionately affect foster youth—including housing insecurity, financial instability, and lack of family networks.
- Our Foster & Kinship Care Education (FKCE) program extends this impact upstream, training over 500 foster parents annually to create stable and nurturing environments that increase youth readiness for postsecondary education. The Independent Living Program (ILP) complements this work by providing workshops on self-advocacy, budgeting, and college navigation for more than 70 pre-college transitional-age youth each year. Together, these programs create a comprehensive pipeline of support that bridges care, college, and career.
- Using disaggregated student data, we identify and address opportunity gaps in access, persistence, completion of transfer-level math and English, and degree attainment. The NextUp team collaborates closely with Institutional Research to track outcomes, while Student Success Specialists and Panther Learning Labs provide coordinated academic support to ensure foster youth thrive in and beyond the classroom.

- Finally, our programs intentionally center belonging and community cultural wealth. Through mentorship, peer leadership, and identity-affirming events, we cultivate spaces where foster youth see themselves reflected, valued, and supported.

6. PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

- Veteran's Services Center staffed by a dedicated full time counselor and program coordinator who ensure education planning and coordination of resources and benefits for eligible student veterans and their dependents.
- The VRC will continue to outreach to student veterans to better connect with veterans who are also adult learners, or at times economically disadvantaged, ensuring these students are supported from application through completion, as well as raise awareness of services available.
- Counseling services intentionally integrate credit for prior learning (CPL) when appropriate to accelerate degree completion and recognize veterans' existing skills and experience.
- Peer mentoring, veteran-centered programming, and affinity spaces foster belonging and connection to campus life, which are key to persistence and success for student veterans.
- The VRC leverages tools, online and in-person appointments, and dedicated study spaces to meet the diverse needs of student veterans.
- Collaboration with EOPS, basic needs, and other support programs supports a holistic approach to addressing DEI outcomes and ensuring equitable student experiences.

7. JUSTICE-INVOLVED and JUSTICE-IMPACTED STUDENTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

- A significant portion of justice-impacted and justice-involved students are male, students of color, economically disadvantaged, first-generation college students and adult learners.
- Inreach efforts to provide incarcerated individuals with educational opportunities in a variety of institutional settings including level four facilities, and in-person instruction.
- Plan to expand knowledge and practice of technological skills for students with access to laptops, access to tutoring and DSPS services and coordination with transfer to baccalaureate programs while still incarcerated.
- Provide no-cost textbooks for all courses at all facilities.
- Access and enrollment--including clearer pipelines from custody to campus, evaluation of transcripts by a dedicated part-time counselor, and monitoring of transfers to maximize chance of completion and minimize disruption to learning for students.
- Holistic support--academic counseling, mental health referrals for on-campus students, coordination with Basic Needs, dedicated Juvenile Justice emergency fund, and textbook lending library.
- Instructional flexibility is provided by expanding late start courses for incarcerated populations, asynchronous coursework and working with custody to identify best days/times to offer courses to minimize disruptions, and delays for students.
- Planned efforts to focus on transfer and career pathways to baccalaureate programs for incarcerated students as well as exposing on-campus students and building pipelines to programs such as Project Rebound (CSU) and Underground Scholars (UCSC).
- Faculty and staff professional development on trauma informed practices and teaching, examining the intersection of incarceration and race, bias training.
- Increased visibility for faculty who are teaching justice-involved and impacted students by partnering with Marketing and Communications to spotlight their experiences and raising awareness of the work.
- Expanding Dual Enrollment into juvenile justice and non-traditional high schools that serve a high percentage of justice impacted students including Rancho Cielo Youth Academy, Pinnacles Continuation High School, Salinas Community School, and Monterey County Juvenile Hall and Youth Center.
- Partnering with community agencies such as Monterey County Probation, and Sheriff's Office to promote Hartnell College to individuals who would never have considered attending in the past.

8. LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student

- Implementation of a Family Friendly Study Room to foster a sense of belonging and community among parenting and caregiving students and removing barriers for students who need access to child-friendly space while studying. [11][12]
- The Hartnell College Zero Textbook Cost program promotes economic justice by removing financial barriers to Degree and Certificate attainment, transfer, and job placement; and supports affordable textbook options for all courses at Hartnell College.
- College Administrative Policy 5030 allows for non-resident tuition exemption for non-resident students enrolling in 6 or fewer units.
- Commitment to operationalizing Credit for Prior Learning, especially for adult learners with work experience
- SOUL Center (Basic Needs) acts as a hub that provides and connects students to essential services relating to food, stable housing, financial stability, and wellness security.
- Basic Needs supports multiple food distribution efforts at all district sites and collaborates extensively with campus programs to ensure student awareness of resources.
- Flexible Course Scheduling to accommodate adult learner's diverse schedules. Evaluating course offerings to ensure equitable availability of evening, weekend, hybrid, online and in-person courses. The flexibility enables working students and caregivers to enroll in courses that align with their availability, reducing scheduling conflicts that can impede persistence.
- Implementation of Annual Scheduling to allow students to plan for an entire academic year and register for courses for three terms at once.
- Distance Education Hubs are provided at the centers in South County to provide both technical assistance and academic support to students who are enrolled in Distance Education courses

9. CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Hartnell College is committed to expanding Credit for Prior Learning (CPL) as an equity-driven strategy to recognize students' existing knowledge and accelerate degree and certificate completion. This initiative aligns with the California Community Colleges Chancellor's Office CPL Framework, the MAP (Mapping Articulated Pathways) initiative, and Vision 2030's call to redefine access by valuing learning that occurs both inside and outside the classroom.

Our focus is on equitable implementation to support all students—especially Veterans, Adult Learners, students with prior work or life experience, former noncredit or continuing education students, and students from disproportionately impacted groups.

- Policy Revision to Remove Barriers: Hartnell is revising Administrative Procedure 4235 Credit for Prior Learning to remove GPA requirements, eliminate CPL-related fees, and ensure inclusive access for all eligible students.
- Early Structural Development: Formal CPL processes will be developed, including faculty-led workgroups to create assessment rubrics, consistent evaluation criteria, and cross-disciplinary standards that prioritize equity.
- Faculty, Counselor, and Staff Training: Professional development emphasizes equity-minded CPL evaluation, cultural competency, and guidance for DI students to ensure fair and transparent credit awards.
- Integration into Student Onboarding and Educational Planning: CPL will be introduced during orientation, advising, and education planning, allowing students to identify and apply prior experience early in their academic journey.
- Transparent CPL Pathways: Each CTE and academic program will clearly list CPL-eligible courses and accepted evidence types, such as industry certifications, portfolios, challenge exams, and military transcripts, to guide students.
- Outreach and Awareness: SEA, CTE, Student Services, and Counseling offices coordinate campaigns to raise awareness among DI students about CPL's benefits in shortening time to completion and lowering educational costs.
- Data and Continuous Improvement: CPL participation and outcomes will be disaggregated by DI group to identify gaps, inform resource allocation, and improve access and success for underrepresented students.

By removing barriers, developing faculty infrastructure to integrate CPL into the student journey, and formalizing credit transcripts input from the Admissions and Records/Evaluation Office, Hartnell College will ensure equitable recognition of prior learning, empowering students from all backgrounds to achieve their goals faster, at lower cost, and with pathways leading to family-sustaining careers.

DRAFT

10. DUAL ENROLLMENT[13]

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - *Vision 2030: A Roadmap for California Community Colleges (page 2)*

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2,500 characters max)

Hartnell College’s Dual Enrollment program aligns with the Strategic Plan and institutional values by expanding equitable access, strengthening student success, and building sustainable partnerships. With 88.63 percent of participants identifying as Hispanic or Latinx, the program advances equity while enabling students to complete transfer-level math, English, and pathway courses during high school. Students achieve an 89 percent course success rate, save families over \$1.05 million dollars in tuition, and perform 8.4 percent better than their peers once enrolled at Hartnell.

- Dual Enrollment is offered at every comprehensive high school in the district
- Dual Enrollment serves disproportionately impacted adult populations through Salinas Adult School partnership that is building a pipeline to Hartnell and college coursework.
- Expanding Dual Enrollment into juvenile justice and non-traditional high schools that serve a high percentage of justice impacted students including Rancho Cielo Youth Academy, Pinnacles Continuation High School, Salinas Community School, and Monterey County Juvenile Hall and Youth Center.
- Expansion of Dual Enrollment options in CTE Pathways to include Ag Business, Ag Mechanics, and Administration of Justice with the goal of broadening our appeal and reach.
- Continued focus on building relationships with local high school district partners to share information with high school counselors through annual events such as the HS Counselor Breakfast and attending more than 50 outreach events annually including back to school nights, parent information sessions, college fairs, etc.

11. STRONG WORKFORCE PROGRAM/PERKINS[14]

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - *Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)*

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Hartnell College’s Strong Workforce (SWP) and Perkins programs are intentionally aligned with the Student Equity Plan (SEP) to advance the goals of Vision 2030, particularly the commitment to increase, with equity, the number of community college students earning a living wage. Our joint efforts focus on removing barriers and creating accessible, high-tech/high-touch pathways for Black or African American students, adult learners, Asian American students, Hispanic male students, DSPS students, first-generation students, and economically disadvantaged students.

- Equity-Centered Workforce Development: SWP and Perkins support CTE program expansion in high-wage, high-demand fields (Administration of Justice, Agriculture, Automotive/Diesel Technology, Business Technology, Construction Management, Computer Science, Early Childhood Education, Nursing, Respiratory Care, Welding) that directly address economic mobility for DI students.
- Integrated Academic and Student Supports: SEA and CTE faculty collaborate to embed tutoring, academic coaching, and contextualized learning assistance within CTE classrooms, helping DI students persist and complete.
- Targeted Outreach and Recruitment: Joint campaigns focus on adult learners, first-generation, veterans, justice-impacted, and Hispanic male students, using multilingual and culturally relevant materials to increase access and participation.

- **Employer and Industry Partnerships:** Collaboration with local employers and workforce boards ensures CTE Programs align with real-world competencies and industry needs, enhancing employability for adult and working learners.
- **Faculty and Staff Professional Development:** Perkins and SWP fund training in equity-minded pedagogy, inclusive practices, and industry-aligned curriculum design, ensuring teaching strategies meet the diverse needs of DI populations.
- **Work-Based Learning Expansion:** Employer partnerships and career exploration events expand internships, job shadowing, and apprenticeships, offering DI students direct pathways to employment and career growth.
- **Cross-Program Collaboration and Data Sharing:** SWP, Perkins, and SEA teams share outcome data and use disaggregated metrics to identify gaps and implement responsive supports for DI groups.

Through these collaborative strategies, Hartnell ensures that all disproportionately impacted students have equitable access to quality workforce training, degree attainment, and living-wage employment, advancing Vision 2030's Equitable Workforce and Economic Development goals.

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12. ADDITIONAL PROGRAMS (OPTIONAL)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)