Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Plan for Academic Year 2016/17:

1. Write and implement the Integrated Student Success and Support Program Plan, Student Equity Plan, and BSI Action Plan to improve student success.
2. Hartnell College will continue to implement and refine its "Steps to Success" student enrollment process (instituted in Fall 2014). As a result of modifying that process and implementing services focused on increasing student readiness, including Accuplacer Test preparation workshops, students will continue to demonstrate increased success. Student Academic Support Services will continue to be centrally coordinated and systematized across the District.
3. Faculty, staff, and management will engage in continuous, broad-based dialog to assess outcomes at the course, program, institutional, and service area levels.
Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Progress for Academic Year 2016/17: (Due By: 09/05/17)

2016-2017 (1):

- Faculty, staff, and administrators attended webinar and face-to-face (IEPI, 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program, Sacramento) training for integrated planning.
- The Integrated Planning Steering Committee meets twice a month; the Integrated Planning Workgroup had a “kick-off” meeting in May that was attended by over 40 representatives of faculty, staff, and students.
- A timeline for presenting the integrated plan to constituent councils and committees as well as for Board approval has been development to meet the submission date of the integrated plan.
- The SEP/SSSP/BSI integrated plan goals align with the College’s strategic goals.
- The resource allocation structure has been more refined to ensure fair and equitable funding to provide for activities that meet the goals of the integrated plan.
- The activities scheduled in the previous plan are being assessed to determine the effectiveness and success of activity outcomes.

2015-16 (1):

- The 2015 Student Success and Support Program Plan, Student Equity Plan, and BSI Action Plan were presented to and approved by designated campus councils, committees, and groups and submitted to the Chancellor’s Office by plan deadlines. Feedback from previous plans was reviewed and incorporated in the creation of 2015 plans. Workgroups (SSSP and SEP) and committees (SSSP/SEP Steering Committee and Student Success Committee) meet on a regular basis to assess plan activities and to determine if activity “milestones” are being met according to plan timelines; in addition, new undertakings that align with plan guidelines and the College’s strategic plan are discussed. College constituents are invited to submit proposal requests for funding, and
funding and evaluation rubrics are provided and are used by workgroups/committees to allocate funds. While expenditure reporting for all three plans is required, narrative components updates are not mandated for 2016.

- The Director of Student Academic Support position was filled in November 2015 and three Academic Support Specialists were hired in Summer 2015. These three positions have already begun to enhance the academic support services provided by the college’s tutorial program. In Summer 2015, “Panther Learning Labs” was opened in Room E217; this centralized location, housed near the Computer Center, has been providing support to English and math students as well as students from other disciplines. In addition, the proximity to both the Computer Center and the Academic Follow-up Services Specialist has allowed a synergy to develop, with follow-up personnel’s ability to “walk” students into either “Panther Learning Labs” or the Computer Center for support.
- Because of increased funding provided by SEP, SSSP, and BSI, the number of tutors and Supplemental Instruction Leaders has almost doubled. Support staff, including the Coordinator of Tutorial Services, are collaborating to ensure that service gaps are closed through efficient, effective scheduling.

**2014-15 (1):**

- Plans were presented to and approved by appropriate councils, committees, and the Board prior to being submitted to the Chancellor’s Office by submission deadlines. Plan revisions (SEP) and new plans (SSSP and BSI Action Plan) are being developed and will be vetted through appropriate councils committees/BOT prior to submission to the Chancellor’s Office.

**2016-17 (2):**

- Fourth annual Panther Prep Day was held April 28 at the South County King City Educational Center with King City, Soledad, Greenfield, and Gonzales high schools participating. Panther Prep Day was held April 29 on the Main Campus.
  - King City Parent College and Financial Aid Follow Up was held on Saturday, May 6, 2017, at the King City Education Center from 1-3 p.m. There were 19 students and 26 parents who participated.
  - The agenda included a brief presentation from the Adult Education Program, a Parent Panel Discussion, Financial Aid Workshop, Next Steps, and a Question-Answer session.
  - There were 308 students who participated in Panther Prep Day at the King City Center; there were 505 students who participated in Panther Prep Day on the Main Campus.
  - There was a combined total of 813 students who registered in person during both Panther Prep Days.
• Steps to Success & Enrollment Statistics (As of 5/7/17--IT report)
  ○ 2,429 completed Fall 2017 Admissions Application
  ○ 1,443 completed the Online Orientation
  ○ 1,384 completed the Assessment

○ **Summer 2017**
  ➢ 433 enrolled in Summer 2017 @ 3.0 or more units
  ➢ 397 registered through Panther Prep Day Event
  ➢ 37 registered on their own

○ **Fall 2017** (878 Overall Fall 2017 enrollment (in-person and at home--as of 5/7/17 IT report)
  ➢ 40 enrolled in FA17 @ 3.0-5.5 units
  ➢ 28 enrolled through Panther Prep Day Event
  ➢ 12 enrolled on their own
  ➢ 24 have Reg Fees over $30
  ➢ 269 enrolled in FA17 @6.0-11.0 units
  ➢ 241 enrolled through Panther Prep Day Event
  ➢ 28 enrolled on their own
  ➢ 134 have Reg Fees over $30
  ➢ 569 enrolled in FA17 @12.0 units or more
  ➢ 537 enrolled through Panther Prep Day Event
  ➢ 32 enrolled on their own

2015-16 (2):

• Held Third Annual Panther Prep day (Approximately 1,000 students registered at Main Campus and King City Center and over 100 parents came to support their students)

• The Early Support Program launched major efforts to target students on probation and in high attrition classes starting in summer and fall 2016.
  ○ Approximately 800 academic probation students were contacted to help prevent students get off of probation and avoid dismissal. Approximately 200 students came in for one-on-one appointments or
student success workshops and were walked over to the Panther Learning Labs to get familiar with the services and the staff.

- The ESP team and PLL staff visited approximately 700 unique class sections to provide presentations on both Early Support and Academic Support programs.

2014-15 (2):

- Hartnell College has continued to develop a more structured process to provide incoming students with the tools to achieve educational success, such as:
  - Implemented degree audit and student planning modules
  - Held Second Annual Panther Prep day (Approximately 1,000 students registered at Main Campus and King City Center)
  - An additional counselor was added to our ESP (Early Support Program). The College is defining ways to increase the functionality of the Early Alert program in Ellucian to other faculty interested in using this program for their students.
  - In academic year 2014-2015, a total of 4,082 students received initial orientation services. This number represents 60.79% of the target population of students. This number will increase significantly for academic year 2015-2016 as the College has mandated completion of the online orientation for all new first-time Hartnell College students.
  - Provided ESL instructions for assessment in Spanish.
  - In academic year 2014-15, 14,489 students were provided with counseling, advising and educational planning services at Hartnell College.
  - In September 2014 and January 2015, Hartnell College hosted a “Curriculum Institute” forum focused on enhancing curriculum alignment in math, English as a Second Language (ESL) and English content with our county high schools. The next “Institute” is scheduled for October 2015.
  - In academic year 2014-2015, Hartnell College planned, developed and implemented a College Pathways (Outreach) function for the College. The team partnered with all feeder high schools, alternative schools, and adult schools in our service area to plan and schedule assessment testing for high school seniors and transitioning students planning to enroll at Hartnell.

2016-17 (3):

- The two faculty in Special assignment positions continue to create and improve easy-to-use assessment processes that supply meaningful and useful results to improve teaching and learning. The provision of a special assignment position for eLumen processing in Fall 2016 has helped to streamline processes. This is challenging
because of the infrequency that faculty use the assessment software (once a semester), the number of adjunct faculty, some remaining confusion in using eLumen for reporting, and the negative “stigma” associated with this process. Progress continues, and the addition of a full-time, classified eLumen employee and the scheduling of time during our fall “convocation” will help us to improve.

- In Fall 2017, 100 percent of the courses calendared for SLO assessment were assessed. Our catalog shows 85 programs (certificates and degrees), 57 of which were assessed in PPA reports; the 2016 PLOs were derived from discipline PPAs, so missing PPA reports are negatively skewing PLO assessment data. The LLS&R dean will be working with the new CTE deans to improve PLO reporting for CTE courses. Service Area Outcomes continue to be assessed (86 percent of SAOs have been assessed), and staff and managers continue to develop and assess their outcomes and to ensure evidence of “closing the loop.” Managers will calendar their assessments and complete summary reports similar to PLO summaries (What we looked at, what we found, what are next steps are), which aligns with PLO reporting.

- At the end of Fall 2016, 100 percent of the college’s Core Competencies were assessed in the first successful online survey. Results from this assessment were shared with faculty during the Spring 2017 Convocation. The survey was repeated in 2017 with the addition of an optional writing assessment. The survey “closed” June 19. There are concerns that there will be fewer participants, especially with the added writing component (although this is optional and at the end of the survey). This process will be assessed to determine what interventions are necessary to improve participation.

- The addition of the new full-time eLumen support staff, the continuation of the two O&A Specialists, the expected collaboration with the Curriculum Committee in removing “old” courses from the catalog, the refinement of assessment reporting and processes, and improvement of eLumen software, it is expect that participation in assessment processes will continue to expand.

2015-16 (3):

- Based on the data collected by Outcomes & Assessment team, 625 of 762 (82 percent) of Hartnell College courses have ongoing assessment of learning outcomes. The Dean of Languages, Learning Support & Resources is working with other deans and faculty and the Curriculum Committee chair to review courses to ensure that courses no longer relevant are removed through from the College’s catalog through the official process.
• Training faculty to use eLumen, especially adjuncts continues to be a challenge. The adjunct population changes from semester to semester, and eLumen is a tool that is typically used only once during each term; therefore, training needs are constant. The Outcome & Assessment Specialists and the eLumen training team work diligently to provide training and materials for “anytime, anywhere” use.

• The Office of Academic Affairs has funded an eLumen Specialist position for Fall 2016 and Spring 2017 to provide eLumen support.

• Service Area Outcomes have not yet been entered into eLumen and are tracked using an accepted four-column form that indicates the outcome being assessed, how the outcome will be assessed (tool), the criteria or expectation of assessment results, the procedure and target semester for assessment, assessment results, and refinements/modifications. Currently, 74 of 84 outcomes have been assessed (88 percent!).

• Summary documents reflecting Service Area Outcome and Program Level Outcomes have been created.

• In Spring 2016, the O&A Committee worked with the IPRE office to refine the “Graduation Survey” used to assess attainment of the College’s Core Competencies, which had previously been completed by graduates in Spring 2012 and Spring 2014 using a paper questionnaire and Scantron forms. In Spring 2016 over 200 students responded to the “Graduation Survey.” ALL of Hartnell’s Core Competencies have been assessed AND the instrument can be used to regularly reassess these competencies. In addition, we will use core competency questions that are also included in CCSSE when that survey is administered again.

**2014-15 (3):**

• Service area staff and faculty have continued to meet and discuss outcomes, assessment, and interventions to improve student learning. Assessment data has been entered into eLumen or recorded on the four-column form used for Service Area Outcome (SAO) reporting. Action planning for improvement is also recorded on SAO forms (R Drive) and in Section- and Course-level Action Plans in eLumen.

• The CCSSE was administered in the spring of 2014 and received in the summer of 2014. Success and equity planning work groups used survey data in developing the 2014-15 Student Success and Support Program Plan, Student Equity Plan, and BSI Action Plan. Survey data continue to be analyzed and interventions are incorporated into college planning.