**Goal 2B:** Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

**Plan for Academic Year 2016/17:**

1. **Redesign existing online orientation and implementation.**
2. **Continue improving Panther Prep events.**
3. **Continue to review the multiple measures for placement.**
4. **Increase Office of Student Life activities.**
5. **Strengthen student services and academic learning support services.**
6. **Align curriculum with feeder high schools for English, Math, and ESL.**
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**Progress for Academic Year 2016/17:**

1. The online orientation is one of the 3-4 workshops that are facilitated at the high schools during the course of an academic year. The College Pathways Team assists students in logging into the PAWS online student portal for the first time, as well as leads students through the introduction and first segment of the online orientation. The CPT “walks” students through segment 1 of 7, with the intention of showing students what the orientation looks like and how to successfully complete each segment, thereafter. After the collective completion of the 1st segment, it is explained to students that the expectation is that they will complete the remaining 6 segments on their own, and is a requirement for Panther Prep Day participation and Hartnell class registration. The majority of students enrolled in a comprehensive high school have access to a mobile device or desktop computer, at home or within the high school, making the online modality accessible to all students. Further, the online modality includes a Spanish and ADA compliant view option for any student who is need of an alternative language or format. Some alternative high schools and educational programs have requested the facilitation of an in-person orientation to better fit the needs of their students, for the upcoming 2017-2018 academic year. This alternative modality is possible and will be facilitated by the College Pathways Team at the requesting high school site. Moving forward it is the recommendation of the College Pathways Team to update the online orientation for recency, and to provide a more efficient delivery of content within all modalities.

2. Panther Prep Day primary goals are to facilitate the first semester abbreviated educational plan for seniors and first semester full-time registration. While the primary goals of Panther Prep Day will not change, the event logistics are ever changing to better accommodate participants and staff for the most efficient delivery of services. Changes to the Panther Prep Day program have included written RSVP forms (Panther Prep Day 2014 and 2015), requiring manually data entry. Panther Prep Day 2016 and 2017 brought the use of Eventbrite.com, a free event planning and communications website. This process has helped eliminate manual data entry for tracking Panther Prep Day eligibility, as it is easily downloaded
and uploaded into various systems database. Panther Prep Day has also evolved to include *Parent College*, our workshop for parents to assist with the transition from high school to college from a parent and familial perspective. For Panther Prep Day 2017, the use and implementation of Prerequisite Clearance forms before the final Assessment workshops takes place at the high schools in March, was a significant change in streamlining the efficiency in college level math and English placement. Panther Prep 2016 saw the piloting of implementing roughly 120 Prerequisite Clearance forms processed for EAHS, only. As a result of the success from EAHS placement, Panther Prep Day 2017 saw the implementation of over 800 PC forms processed from all 17 feeder high schools. Another significant change was the implementation of counseling by meta-major. In the past, counseling sessions were organized by volume and maximum amount of participants, requiring counselors to switch from major-requirement to major-requirement for every student they encountered during their session. Panther Prep Day 2017 organized counseling session by meta-major, comprised of a team of counselors headed by a full-time “lead counselor” within that subject area. Counseling by meta-major allows students to have a better understanding of their major and career choice at the beginning of their post-secondary experience. Finally, the return of a much needed Financial Aid session was also brought back to the event and included a “front counter”, and open lab where student and parents received a check on their financial aid status and were able to make corrections to processed application, if needed. Suggestions for this portion of Panther Prep day include longer hours of availability with clear staff hours to account for lunch breaks. There were 308 participants who attended Panther Prep Day at the King City Education Center on April 28, 2017. There were 505 participants who attended Panther Prep Day on the main campus in Salinas. A combined total of 813 students registered in person during Panther Prep Days.

3. Over the past year, math, English, and counseling faculty have researched and discussed the benefits of implementing a Multiple Measure assessment model using decision rules based on high school GPA and course completed. As a result, the Counseling Department implemented a preliminary model in Spring 2017 to evaluate its effectiveness. This pilot model integrated a student's GPA as a better predictor in assessing a student's placement. In the meantime, the English and math faculty continue to research and develop discipline specific elements that will help strengthen the pilot version for better efficiency.
4. The Office of Student Life continues to increase the quantity and improve the quality of programing for students, staff, and community. The department provides over thirty (30) cultural, educational and social events throughout the year. Programs and services include: $10,000 awarded for student scholarships, $27,000 awarded for book vouchers, a Monterey-Salinas Transit Free Fare Zone allowing students to travel one-way for free, a calculator rental program, educational and incentive giveaways, free Monterey Bay Aquarium tickets, attendance to sports events and Western Stage plays. In addition, ASHC Officers represent students in the Hartnell College participatory governance structure by attending committee, council and board of trustee meetings.

5. With support and collaboration from multiple state and federal grant resources such as the SSSP, Student Equity, BSI, HSI, and others, Hartnell was able to build an Integrated Academic Support System in 2015-2016. This system was built on a multi-faceted approach to academic support. Included in the system are tutoring through the newly created Panther Learning Labs, Supplemental Instruction in various disciplines, Math and Reading/Writing Academies, and Peer Led Team Learning models, ESI Conversation Groups, and workshops among others. The system also works very closely with the Early Support Program to provide the necessary student support strategies. The Academic Support System is managed through a Director, 4 full-time staff, a half-time staff, and numerous student workers.

6. During 2016-17 Hartnell College hosted a Curriculum Institute where counselors and teachers from feeder high schools and Hartnell College counselors and instructors met to discuss curriculum alignment with in English, Math and ESL. Afterwards, Faculty Inquiry Groups (FIGs) were formed at Hartnell College to evaluate high school course outlines, student learning outcomes (SLOs), and course content. This information was later compared to Hartnell College course outlines, content and student learning outcomes with the aim of aligning curriculum and SLOs.