

Credit

Student Success and Support Program Plan

2015-16

District: **Hartnell College**
College: **Hartnell College**

Report Due:
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.

- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students².

- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.

- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or

College Name: Hartnell College

District Name: Hartnell College

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Dr. Mark Sanchez

Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Dr. Romero Jalomo

Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Lori Kildal

Date: _____

Signature of College Academic Senate President: _____

Name: Carol Kimbrough

Date: _____

Signature of College President: _____

Name: Dr. Willard Lewallen

Date: _____

Contact information for person preparing the plan:

Name: Dr. Mark Sanchez

Title: Dean of Student Affairs, Student Success

Email: msanchez@hartnell.edu

Phone: (831)759-6006

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

During the month of May 2015, the Hartnell College SSSP Committee for 2015-2016 was reconvened to begin the work on the 15-16 SSSP plan. Furthermore, members from different areas on campus were invited to participate, from management, classified staff, student representatives and faculty. The Committee met several times during the Summer session (06/15/15-08/14/15) to strategize on areas the committee needed to focus on for the new program plan. Since faculty members are typically on non-duty over the summer they were compensated with a stipend for their time, effort and writing of the plan.

After analyzing college data, resources, technology, policies, and partnerships the committee began discussing overall parameters of the plan and priority goals were established. One of the priority goals to be included in this year is to develop a Student Academic Support Program (SASS), which will include the institutionalization of our early alert program, follow up services and the establishment of an academic probation and student success workshop.

Reviewing feedback from the team of readers convened by the California Community Colleges

the fact the Hartnell College Pathways (outreach), high school and community partnerships and

- The 15-16 SSSP committee at Hartnell College realized for the current SSSP plan would need to focus on

- Throughout the process of continuing the work

to update the 15-16 SSSP plan, the SSSP Committee Chair provided weekly updates to the campus SSSP/SEP Steering Committee. This provided a valuable venue to solicit input from the SSSP/SEP Steering Committee and ensure the plans are aligning with other institutional initiatives of the college including the colleg . The SSSP committee began

the work of drafting the initial plan this summer 2015 with the schedule to begin presentations to

Timeline for Student Success and Support Program Plan (SSSP) 2015-2016

b. What factors were considered in making adjustments and/or changes for 2015-16?

Romero

c. In multi-college districts, describe how services are coordinated among the colleges.

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d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional

discuss and review alignment with the programs and services outlined in the (SSSP), (SEP)

full-time equivalent students (FTES). Hartnell College also serves 249 distance education FTES (Spring 2015). The ethnicity breakdown of the Hartnell College student population is as follows: sixty-two (62%) percent Hispanic; eighteen (18%) percent White; three (3%) percent Asian/Pacific Islander; two (2%) percent African-American; and zero point five (0.5%) percent American Indian (Spring 2015 enrollment data). The gender breakdown for Hartnell College is fifty-four (54%) percent Male and forty-six (46%) Female (Spring 2015). Hartnell College serves approximately 2,900 new incoming first-time students each year, this group



Hartnell College maintains comprehensive partnerships with all feeder high schools in Monterey County, adult schools, alternative schools, community based organizations, one-stop career centers, foster youth serving organizations, migrant serving organizations, Monterey County Office of Education, Department of Social Services, Rancho Cielo and many more. Our goal in academic year 2015-2016 is to expand our pathway work with organizations the college has historically not had relationships with in the past. The goal will be to develop and implement a broad array of transitional preparation services for individuals interested in enrolling at Hartnell College. Below is a list of current partners the college works with to implement college preparation services for our community:

High Schools:

Salinas Union High School District

Alisal High School

Everett Alvarez High School

North Salinas High School

Salinas High School

Mount Toro High School

Mission Trails ROP Center

El Puente School

Salinas Adult School

Community Day School

Gonzales Unified School District

event in which Hartnell hosted 1,200 fourth graders from AUSD at the Main Campus. Students were introduced to post-secondary education through hands-on demonstrations presented by current Hartnell students in various academic disciplines including, but not limited to STEM, Theater, and Kinesiology. This event and partnership is expected to continue into the next academic year.

Greenfield Union School District: *Cesar Chavez Elementary School*

Cesar Chavez Elementary School is one of three elementary schools in the Greenfield Union School District located in Greenfield, CA, roughly 40 miles south of the Hartnell College Main Campus and 10 miles north of Hartnell South County Campus; the King City Education Center located in King City, CA. The 2014-2015 academic year was the first year of partnership between Hartnell College and Cesar Chavez Elementary School. The College Pathways Coordinator with the accompaniment of a general counselor were invited to provide an introductory post-secondary presentation to every 5th grade class at Cesar Chavez Elementary

filled with items such as the Hartnell College pennant and mascot plush. We look forward to expanding this partnership within the remaining elementary schools of the Greenfield Union School District for the upcoming academic year.

Alternative Schools:

Salinas Union High School District

Community Day School is an alternative educational setting for 7th and 8th grade students in Salinas, CA. This academic year will mark the first year of partnership between Community Day School and Hartnell College. Hartnell will participate in outreach events and provide informative presentations to students and parents through community resource fair events.

El Puente is an alternative school for grades 7-12 located in Salinas, CA. El Puente is a current outreach partner in which the College Pathways team facilitated the Steps to Success process of enrollment for the 2015 senior class. The College Pathways team will again implement the Steps to Success process of enrollment for the 2016 senior class.

Mission Trails Regional Occupational Program (ROP) is an organization of individual vocational school sites affiliated with alternative education in school districts throughout

Soledad Unified School District

Pinnacles High School is an independent study program for grades 9-12. They are located in Soledad, CA. Pinnacles High School is an anticipated outreach partner for the 2015-2016 academic year. The College Pathways team will work to establish a partnership through which PHS faculty, staff, students and parents will become aware of post-secondary education and or career opportunities at Hartnell College.

South Mrtnell Color

opportunities, Girls Inc. takes special interest in promoting post-secondary education. Hart Steps to Success has engaged in conversations with this local chapter to initiate a partnership and promote college awareness from an early age. While Hartnell has partnered with Girls, Inc. for past events, we are interested in solidifying and strengthening our partnership throughout the 2015-2016 academic year.

Community of Caring Monterey Peninsula

Employment Agencies/Organizations/Companies:
One-Stop Career Center

Academic Senate, Student Affairs Council, Associated Student Government, Academic Affairs Council, Executive Cabinet, and Student Affairs Division all Classified Staff meeting. The goal was to ensure maximum input was provided in moving to an online student orientation.

New Media, Inc. When the contract was developed for this vendor in the Fall 2013, the contract outlined upfront costs and included three years of content updates at no additional costs. There is no annual subscription fee for this software. The Dean of Student Affairs, Student Success working with a team of Counselors makes annual updates to the content of the online orientation.

- 4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the**

28. Conclusion

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

1.0	College Pathways Coordinator (High Schools, Adult Schools, Alternative Schools)	Work to develop early college preparation services (Steps to Success) for prospective Hartnell College students.	SSSP
1.0	College Pathways Coordinator (Community Based Organizations, One-Stop Career Centers, Foster Youth serving organizations, Migrant Serving organizations and other)	Work to develop early college preparation services (Steps to Success) for prospective Hartnell College students.	SSSP
.40	Student Success and Support Program Coordinator (Faculty)	Work to develop early college preparation services (Steps to Success) for prospective Hartnell College students.	SSSP
10.0	Full-time General Counselors	Counselors that provide in-person orientations and teach the COU-1: Student Success Seminar course	G/F (Match)

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

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. In academic year 2015-2016, Hartnell Co

Hartnell College accepts assessment scores for students from another California community college taken within the last two years. In academic year 2015-2016, Hartnell College is beginning the work of aligning curriculum and testing criteria for course placement with our community adult education programs.

7. How are the policies and practices on re-takes and recency made available to students?

The Hartnell College policy on retakes and recency is outlined in the college catalog. Students may take the placement assessment a second time under the following conditions: at least fourteen days have passed since the first test (to allow for additional preparation and studying), and the student has talked with the Assessment Center staff or a Counselor about how to better prepare for the placement assessment. The Assessment Center staff will provide study materials and sample questions to help students prepare free of charge or these can be obtained online at <http://www.hartnell.edu/staar-assessment>. Hartnell College recognizes student assessment test scores for a period of two years. EPT/ELM/EAP scores have a recency requirement of five (5) years. AP exam scores do not have a recency requirement.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Assessment Coordinator	To coordinate the function of assessment testing on and off campus. This includes the planning and scheduling of assessment test dates and marketing to students. This position is a higher level function that requires coordination with our feeder high schools, community based organizations and other venues in which assessment services to prospective students is offered.	SM20eP TJETQq391.87 392.01 153.

Schedule below).

Educational Planning Workshops
September-December 2015

November 2015		
Tuesday November 3, 2015	9 am- 12 pm	Student Capacity: 20
Saturday November 7, 2015	10 am- 12 pm	Student Capacity: 20
Friday November 13, 2015	11 am- 1 pm	Student Capacity: 20
Saturday November 14, 2015	10 am- 12 pm	Student Capacity: 20
Tuesday November 17, 2015	9 am- 12 pm	Student Capacity: 20
Friday November 20, 2015	3 pm- 5 pm	Student Capacity: 15
Tuesday November 24, 2015	9 am- 12 pm	Student Capacity: 20

December 2015		
Tuesday December 1, 2015		Student Capacity: 20
Thursday December 4, 2015		



Other questions asked by students;

Education planning workshops are designed with a capacity maximum of twenty students and four Counselors per session. The workshop would begin with a general overview of the content listed above for the first hour. Counselors would then divide the students into groups of five and work with them on the development of either an abbreviated (1 semester) or comprehensive (2+ semesters) educational plan. Campus based student support programs (DSPS, MESA, STEM, EOPS, CalWORKs) offer counseling services to meet the mandate of comprehensive educational planning for every student in the program. Comprehensive educational planning is a built-in component of Math Academy, Chemistry Summer Bridge, CIS in 3, and required activity in each Counseling course. Counselor instructors may also provide abbreviated educational planning. Furthermore, the Transfer/Career Center organized Psychology major and Sociology major workshops to educate students in careers and preparation for these majors. TAG workshops facilitated by the Transfer Counselor provided students with assistance in planning appropriate courses for UC transfer eligibility.

b. Is drop-in counseling available or are appointments required?

The Hartnell College Counseling Department provides express counseling Monday thru Friday between the hours of 8:00 a.m. - 5:00 p.m. Express counseling is available for students that need counselor assistance for services that require 15 minutes or less. Examples of services provided at express counseling are: 1) prerequisite clearance; 2) course repetition appeal; 3) concurrent enrollment process; 4) student registration questions; 5) enrollment process questions; 6) information on academic programs and student support services; 7) information on academic support services; 8) much more.

Students must schedule an appointment to complete the following: 1) abbreviated

Students are introduced to our new Student Planning software from Ellucian, where major, certificate, and general education requirement information is shown. Discussion of appropriate load per semester is determined given students work, family responsibilities, and comfort with academic rigor to define number of classes students should be enrolled in each semester. A semester by semester planning is shown with appropriate coursework. A printout of the Student plan is given to the student with notes to the student attached. Timelines for transfer are explained.

The Transfer center offers workshops for students to complete transfer applications in August for Spring transfer, October through November for Fall semester transfers and September workshops for students wishing to complete a Tag application for the University of California.

There are times when students wish to change their majors. Counseling faculty will offer to students what-if scenarios. New possibilities for transfer regarding target institution and changes to general education. Information will be provided to students regarding the change to

SARS functionality for counseling appointments has been expanded. Students may now go online to schedule an appointment. Students may choose by counselor, day, or time. Additional SARS functionality includes the ability for students to check into the appointment by themselves. Students no longer need to stand in line to talk with the front desk in counseling but go to the dedicated computer to check in and let their counselor know they have arrived.

New wider computer screens and thin client servers were installed for all counselors to increase the speed of updating information for the new Student Education Planners. Larger screens were installed to allow better visual support for information being organized in the student planner.

A new web based student success workshop has been developed and should be implemented by the end of August 2015. This is a first step in our new Academic Probation, Disqualification, Dismissal process. The online Probation workshop will provide students receiving information about: 1) What is Academic probation, 2) How did I end up on Probation, 3) Why is GPA so important, 4) What series exist to help me, 5) What can I do to help myself, and 6) next steps. academic standing to complete a student success workshop from any computer as the first step to help students identify additional services which may be of help to improve their grades or completion status.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

10.0	General Counselors	Provide academic and personal counseling to students enrolling/enrolled at Hartnell College	G/F
1.5	Early Support Counselors		

3. a. What types of follow-up services are available to at-risk students?

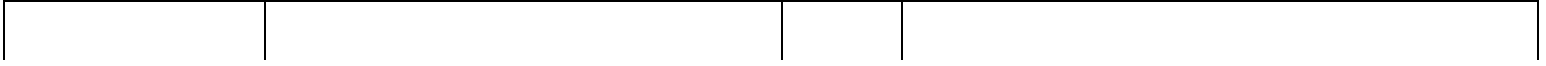
Students considered at-risk can self-refer to counseling or tutorial and other supportive services; they can be referred to a counselor by instructional faculty, or will be referred if they meet probation, disqualification, or dismissal definitions. For those students included in our Early Alert program and referred by instructional faculty, case management will be conducted by a counselor who would email or call the student to meet with them. Follow-up services are then offered to students as they are assessed for academic support services and programs and county services. The pilot Early Alert program created earlier and using the Ellucian system, will be expanded to include other students who need follow-up services. Three program assistants have been hired at the three campuses and will respond to students needing referrals to academic services and programs. A counselor is being identified to help coordinate this effort.

Students receiving a letter indicating they are on probation will receive information about completing the new online probation workshop.

Academic Counseling



Services:



		classroom. The Academic Counselor role and student support resources.	
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5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

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Passed the CSU ELM Math test with a score of 50+. The test must have been taken within the last 5 years;
Passed the CSU EPT English test with a score of 147+. The test must have been taken within the last 5 years;
Having an Associate or higher degree from a regionally accredited college/university;
Passed an appropriate English or Math Advanced Placement (AP) test with a 3 or higher score.

Exemption from Counseling/Advising

Students may be exempt from participating in the Hartnell College COUNSELING/ADVISING if they meet one of the exemption criteria listed below:

- Are taking courses for personal interest(s);
- Are taking courses to maintain a certificate or license;
- Are taking courses specifically outlined by an employer for advancement in a current job/career;
- Are a K-12 grade concurrently enrolled student;
- Have an Associate or higher degree from a regionally accredited college/university and are clear on courses necessary to complete designated educational goal.

Exemption from Educational Plan

Students may be exempt from developing a Hartnell College EDUCATIONAL PLAN if they meet one of the exemption criteria listed below:

- Are taking courses for personal interest(s);
- Are taking courses to maintain a certificate or license;
- Are taking courses specifically outlined by an employer for advancement in a current job/career;
- Are a K-12 grade concurrently enrolled student;
- Have an Associate or higher degree from a regionally accredited college/university and are clear on courses necessary to complete designated educational goal.

2. What percentage of your student population is exempt (list by category)?

Insert exemption numbers here!

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Describe

If these policies are posted on

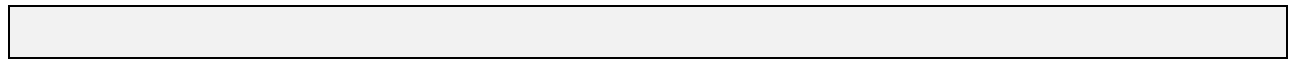
The Board of Trustees of Hartnell College approved Board Policy 5055 Enrollment Priorities on February 7, 2012. The college is currently developing Administrative Procedure

Prerequisite and co-requisite courses may be approved by the curriculum committee only if they meet the specific requirements for content review as indicated below:

involvement of faculty with appropriate subject matter expertise

consideration of course objectives and student learning outcomes

review of course outline of record and methods of evaluation (e.g., number and types of



Des

Attachment A
Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: Dr. Mark Sanchez (Chair) Title: Dean of Student Affairs, Student Success
Stakeholder Group: Administration

Name: Dr. Romero Jalomo Title: Vice-President of Student Affairs
Stakeholder Group: Administration

Name: Mary Dom

