Be sure to include input from faculty, staff, and administrators

Directions: For the following SSSP services, (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students,

campus facilities, and how programs and facilities can be accessed by students. This information also maintains in on available education planning services, including how to schedule an appointment with a Counselor, prerequisite and/or co requisite challenge process, maintaining the Board of Governors (BOG) fee waiver eligibility, Satisfactory Academic Progress (SAP), Academic Calendar and important timelines, and registration process and college fees; 4) Academic Support including information on tutorial services, educational planning for success, study strategies, balancing a work/school schedule, an communicating with instructors; 5) Student Success Basics - information on course load recommendations, course repetition policy, college catalog information, how to read a schedule of classes, and the college course numbering system; Life - Associated Student Government, clubs, organizations and activities on campus, athletics, theatre productions, musical events, and cultural activities on campus; 7) Student Conduct and Safety - This section outlines the expectations of student conduct on campus including academic honesty, district policy on cheating and plagiarism, including discipline process for students who violate these policies, classroom etiquette, the district discrimination and non-harassment policy, district policy on sexual harassment, information on the campus safety office, campus policy in the event of an emergency including natural disasters, campus safety as it pertains to the Clery Act, information on the Family Educational Rights to Privacy Act (FERPA), information on the Violence Against Women Act (VAWA), and information on campus parking policies.

Due to the comprehensive nature of the new interactive online student orientation, the tool is offered in English, Spanish, and Accessible formats for students with disabilities. Offering the orientation in these three modalities is critical to ensure we provide access to a broad constituency of students based on the demographic of students that enroll at Hartnell College. Since the orientation is designed to provide a full range of critical college and district information prior to a student's full enrollment, completion of the online orientation is mandated as a part of the Hartnell College "Steps to Success" program. Once a student completes the Hartnell College application for enrollment, students receive an email on information needed to activate a Hartnell College email account and information on completing the subsequent steps in the "Steps to Success" process. In order for a student to complete the third step in the "Steps to Success" process which is making an appointment for an assessment test, they must first complete the second step in the process which is completion of the online student orientation. Hartnell College has implemented an "orientation services" hold in our Colleague database system which prevents a student from moving through the "Steps to Success" process until they complete each step in sequential order. This process is designed to ensure students move through a "learning process" to be fully prepared for the expectations both inside and outside of the classroom as a Hartnell College student, including programs and services designed to assist them in achieving educational and personal goals.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

Hartnell College has begun preliminary work with our feeder high school English, Math, and Counseling faculty to embed our new interactive online student orientation into the high schools common core curriculum for college readiness. This is an important service strategy as Hartnell College has identified the fact that 80% of graduating high school students from the Salinas Union High School District ultimately enroll at Hartnell College. By embedding our online orientation tool for students into their senior year curriculum, Hartnell College is aligning with student success best practices by developing early college preparation programs

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1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Hartnell College serves a diverse spectrum of students that range from concurrently enrolled high school students, full time employed students, full-time non-employed stts,(r)-4(e) c4ull

transcripts, student participation in the college's math academy, and other criteria. Counselors use a holistic approach to place the student into the most appropriate coursework based on their Math and English content preparation. offer assessment testing on campus three times a week with alternating Saturdays and evenings

In academic year 2013-2014 a lot of work was done with our community based organizations to ensure ac assessment testing services. We have been able to calendar assessment times that meet the needs of our based commun organizations and they have been able to find the right to ensure transportation for their student populations.

Hartnell College offers assessment testing at our community high schools typically the March before the students fall enrollment. This means our high school assessment testing is offered to students while they are still enrolled in high school (senior year) as a pre-enrollment service provided they applied to Hartnell College. This work will continue to ensure students have a seem less pathway to enroll at the college.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

District wide Hartnell College has four part-time Classified staff members that provide assessment testing services to our feeder high schools, community based organizations, and on campus for all incoming students. Their role is to schedule and conduct assessment testing services in English and Spanish, input assessment test scores int process multiple measure assessment test exemption criteria process, scan, and email ESL scan sn Tw( )Tj M521(ai98(r)-

Accuplacer assessment scores are accepted from other California Community Colleges, provided that the s within two years. If a student has taken an assessment at another college, they are advised to make an appointment with an academic Counselor prior to registration to review the results and determine appropriate placement utilizing multiple criteria.

Hispanic; eighteen (18%) percent White; four (4%) percent Asian/Pacific Islander; two (2%) percent African American; and zero point five (0.5%) percent American Indian (Fall 2013 enrollment data). The gender breakdown for College is fifty-two (52%) percent Male and forty-eight (48%) Female (Fall 2013). Hartnell College serves approximately 2,900 new incoming first-time students each year, this group consists of first time freshmen (recent high school graduates) and first time postsecondary enrolling students. All counseling courses offered at Hartnell College require students to complete a comprehensive educational plan as part of their coursework.

Educational planning workshops include Registered Nursing, Vocational Nursing, and

ESARS is in the final stages of being implemented summer 2014. This scheduling appointment program will post counseling appointment availability online for students to see and select. This will increase access to counseling availability as a student will be able to

Web Services (PAWS) student portal.

In the event there are technological issues with the educational plan Colleague, issues with the network on campus, or other system issues, counselors will use the internally developed electronic educational plan. Once these plans are completed they are stored on a shared drive for future counselor access.

Career and Transfer Center provides assistance to students on information regarding transfer to the various colleges and universities. They provide support to help student's career decisions. Software used in the Transfer and Car include Eureka, and free online assessmen www.careerzone.org, www.kiersey.com, www.mynextmove.org.

a. Types of services are available to these students; how they are notified and when.
b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
d. How teaching faculty is involved or encouraged to monitor student progress and develop or participate in early alert systems.

Target Population

According to Title V section 55525: "Follow-up services shall be targeted to at risk students, specifically students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students who are on academic or progress probation or facing dismissal." Based on this definition, at-risk students at Hartnell College can be identified by several means:

A. They are enrolled in basic skills course sections (including ESL course sections)
B. They have not received academic counseling
C. They have not developed an education plan
D. They have not received matriculation follow-up services
E. They have fallen into academic probation (rising in Financial Aid probation for those receiving aid)
F. They are not making progress to recover from academic probation
G. They are facing academic dismissal

Through the Management Information Systems (MIS) data collected from Hartnell College for California Community Colleges Chancellor’s Office (CCCCO), we can examine the statistics of these groups. The college tracks and monitors students who are on academic probation and facing academic dismissal through the financial aid office aid; however, the college has not kept that kind of statistical data on non-financial aid students. A process for addressing and following up on non-financial aid students under academic probation is currently under development implementation by Fall 2015. From a student services context, matriculation enrollment count data shows that Hartnell enrolled an average of 8,880 students in credit courses from the Fall and Spring terms of 2012-2013-14. Based upon this data, basic skills course level students comprise 18% of students on average per term. That data alr (e)-3(l -3(r)(e)-3(r

with outreach, enrollment, instruction, counseling and social support activities in a variety of locations wit service areas at times when these are intensive to the growing and harvesting seasons;

- x Academy for College Excellence (ACE) offers students a one semester program designed to help them achieve more in college and in their lives by teaching them the skills that stay with them for life and help them provide for themselves and their families. The first two weeks are spent in the Foundation Course where students le themselves and how to work with other students in their class to succeed. Students then attend full time and stay together as a cohort taking all of their next classes together;
- x Disabled Students Programs & Services (DSPS) provides assessment for learning disabilities, counseling, classroom accommodations, interpreting and note taking, and access to adaptive software for students with physical and psychological obstacles to learning;
- x Extended Opportunity Programs & Services/Cooperative Agencies Resources for Education (EOPS/CARE) recruits, retains graduates and/or transfers educationally disadvantaged, low income, and educationally underrepresented students pursuing degrees. This includes DSPS and California Work Opportunity & Responsibility to Kids (Cal Works) student participants. Students receive assistance with their admission, registration, financial aid, book purchases, curriculum planning, academic and personal counseling, and other support services from counselors; administrative staff, and a team of trained peer advisors. Specifically, the Cal Works program offers coun develop an educational plan in accordance to the student's welfare-to-work plan, book vouchers, student success workshops, a calculator lending program, and on-campus Cal Works work study opportunities;
- x TRIO Student Support Services is so named as part of a trio of federal programs, Upward Bound, Talent Search and Student Support Services, designed to foster increased educational opportunity and attainment by providing close academic, financial aid, and personal counseling, advising and monitoring of student cou(eer)-(,)-9(a)-oou()-3(e)-5(

risk students to assist them in selecting an education goal and course of study for large and specific student populations:

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work with re-entry and transfer students. Other counselors are assigned to programs such as DSPS, EOPS, TRIO and others.

Crisis counseling is another service for at-risk students. Crisis Counseling Services have had from four to five

Hartnell staff providing follow-up services include the following:

- Dr. Romero Jalomo, Vice President of Student Affairs, oversees the provision of Enrollment, Student Success, Student Life, Categorical Programs, School and Community Relations, and TRIO services.
- Dr. Mark Sanchez, Dean of Student Affairs (Student Success) oversees the delivery of Course, Career and Transfer Counseling, Assessment, Orientation and Support, and HEP services.
- Kathy Mendelsohn, Dean of Library, Learning Resources, and Languages
- 8 full-time counselors: Laverne Cook- full-time Nursing and GE (General Education); Aron Szamos- GE; Tony Anderson- GE; Liz Estrella- GE; Mercedes Quintero- Transfer and Career; Mitzi Alexander- EOPS; Millicent Madrigal- EOPS; and Theresa Carbajal- DSPS. They are complemented by 24 part-time (adjunct) counselors: Gabriel Bravo- GE; Flora Payne- GE; Atanacia Malagon- GE; Miguel Malagon- GE; Dolores Christensen- GE; Nancy Saldana- GE; Elvia Guzman- GE; Tammie Attaway- GE; Martha Pantoja- GE; Rich Givens- Sports; Denyss Estrada- STEM; Monica Galvan- STEM; Sergio Diaz- ECE; Joe Martinez- Computer Science; Gemma Uribe- VA; Berta Carbajal- HEP; Norma Nichols- TRIO; Nancy Reyes- TRIO; Vince Lewis- DSPS; Amy Barrett-Burnett- DSPS; Emily Zuniga- GE KCC (King City Campus); Gabriela Lopez- GE KCC; Alicia Fregoso- GE KCC; Violeta Wagner- Ag, Automotive, Construction, and GE Alisal Campus- provide academic and personal counseling, write individualized student education plans, carry out matriculation activities, teach study skills courses and workshops, refer students to on-campus and off-campus services and resources, and serve counseling needs of students in their assigned areas or programs.
- Denyss Estrada, Monica Galvan, and Brooke Foley, part-time counselors, duties include assist in the coordination and processing of the pilot Early Alert System under the Title V project. This includes ensuring a system for interaction between the instructional faculty member, faculty counselor, and student.
- Laverne Cook, Articulation Officer and counselor, and Elizabeth Estrella, a counselor, are currently assigned to process one-time, emergency grant allocations through the Women supporting Women and Emergency Grant Fund.
- Carol Kimbrough, MFT: Supervisor Crisis Counseling, coordinates the provision of free, confidential counseling by trained Marriage & Family Therapist Counseling Interns to help students feeling overwhelmed by the stresses of school and life.
- Maria Schlotthauer, Veteran's Program Assistant, provides assistance to Student Veterans and eligible dependents in maintaining compliance with the Veterans Administration while Student Veterans are receiving their educational benefits.
- Frank Henderson, Tutorial Services Coordinator, recruits, hires, trains, and supervises student tutors and coordinates student peer tutorial services.
- Paul Casey, EOPS/CARE Director, directs the Hartnell College Office of Extended Opportunity Program and

The initial investigative research includes key demographic metrics of students and Hartnell College personnel, student performance metrics, student financial aid information, and existing college success factors. We have established this information as a baseline from which to measure future performance. Hartnell College is currently employing Cognos reporting that allows for real time analysis of performance. This reporting capability permits assessment of project implementation as improvements occur and variation in the indicated metrics will be monitored.

The Office of Institutional Planning and Effectiveness is currently developing criteria for strategic decision support. The office is working with each division on campus to develop specific metrics that will allow for the evaluation of division performance and ultimately, student success. Once these key performance indicators are determined, will be developed to allow for data collection and reporting. These reporting capabilities will be implemented campus wide to empower faculty and staff to stay abreast of student success factors.

In June of 2014, Hartnell College hired an Institutional Data Analyst, the purpose of which is to transition 1af[(h)5(ir)-5(f)7(

English or math prerequisites and their academic goal is personal development.

- x English and/or Math Accuplacer placement assessment scores taken at another CA community college within last 2 years.
- x English and/or Math courses taken and completed with a "C" or better at a regionally accredited college/university and documented with transcripts.
- x Passed the high school early assessment program assessment (EAP) assessment with an Exemption or Ready for College Level English or Math course.
- x Passed the CSU ELM Math test with a score of 50+. The test must have been taken within the last 5 years.
- x Passed the CSU EPT English test with a score of 147+. The test must have been taken within the last 5 years.
- x Having an Associate or higher degree from a regionally accredited college/university.
- x 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

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

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

Describe the college's student appeal policies and procedures.

The Board of Trustees of Hartnell College approved Board Policy 5055 Enrollment Priorities February 7, 20

college is currently developing Administrative Procedure 5055 Enrollment Priorities which will include appeal proces
for the loss of enrollment priorities as well as loss of eligibility for BOG Fee Waiver that will be approved through our
shared governance committees and ultimately approved by our Board of Trustees. In addition, the Admi
Proœdure will include the re-established eligibility criteria. Students will continue to have the opportunity to receive
counseling and educational planning services.

Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances. Students may challenge/appeal any alleged violation of section 55522(c), through the already existing student grievance process.

Provide a description of -4(ces)6(sh)5(7H3in)5(u)5ro

accessible educational planning systems that will better assist students in preparing for college expectations. T
also allow the college to partner with our community education sites, industry bs, and one-stop career centers which
aligns with the college's strategic priority number six. For a full review of the Hartnell College's Strategic Priorities
including goals and outcomes please see attachment 2.

In districts with more than one college, describe how policies and Student Success and Support Prograr
are coordinated among the colleges.

TheHartnell CollegeDistrict is comprised of the Main Campus, Alisal Campus, and King City Educational Center. In
the integrated planning model for the District; administrators, staff, faculty, and students work together to develop a plan
for implementing instructional programs and student services across the District that are comprehensive and consistent.

The District planning committees consistently involve faculty, staff, students, and administrators from acr
District to ensure comparability of services so all of our District students have access to critical programs and services
The District maintains a strategic planning process that analyzes the needs across all of the campuses. This i

committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials

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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

¾ Senate Bill 1456

¾ California Code of Regulations, Online

¾ Student Success and Support Program Student Equity Plan

¾ Accrediting Commission for Community and Junior Colleges

¾ Chancellor's Office Basic Skills web site