

Student Equity Plan 2022 - 2025

College Planning Council
10-19-2022

Dr. Jay Singh, Director of Academic Affairs -
Academic Support



CA Education Code 78220

- **As a condition of receiving Student Success and Support Program (SEA) funding, the governing board of each community college district must maintain a Student Equity Plan that includes all of the following for each community college in the community college district**

(1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78221:

- (A) Current or former foster youth.
- (B) Students with disabilities.
- (C) Low-income students.
- (D) Veterans.
- (E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
 - (i) American Indian or Alaska Native.
 - (ii) Asian.
 - (iii) Black or African American.
 - (iv) Hispanic or Latino.
 - (v) Native Hawaiian or other Pacific Islander.
 - (vi) White.
 - (vii) Some other race.
 - (viii) More than one race.
- (F) Homeless students.
- (G) Lesbian, gay, bisexual, or transgender students.
- (H) Additional categories of students determined by the governing board of the

SEA Funding Overview



BSI	SEP	SSSP
<ul style="list-style-type: none"> • Academic Support CSEA and Student Ambassadors and Tutors • Academic Support and ESL Software • Supplies 	<ul style="list-style-type: none"> • Adult Ed/Rising Scholars • Veterans Counselor and staff • DSPS Counselor • Guardian Scholars • Academic Support CSEA and Student Ambassadors • Equity Related Professional Development • Student Success and Equity Committee Chair (SPA) • Supplies 	<ul style="list-style-type: none"> • Counseling • Adult Ed/Rising Scholars • College Pathways • Additional Personnel (A&R, PLL, Umoja) • Student Ambassadors • Events (ie Panther Prep, Counselor breakfast, Curriculum Institute, Transfer & Career Fairs) • Software Maintenance agreements/platforms (SARS, Early Alert, TES, Orientation system, etc.)

2021 - 2022 Allocation		
SEP	\$923,174.00	0.26
BSI	\$405,894.00	0.11
SSSP	\$2,246,264.00	0.63
	\$3,575,332.00	1.00



- **Student Success and Equity Committee provided feedback and reviewed draft**
 - **Committee Approved the current draft on October 11, 2022**
- **SEP Draft shared with Academic Senate, AA Council, CPC, SA Council (10/27/22) , and Joint AA/SA for review and feedback**



- The Student Equity Plan Template intended for colleges to develop plans and transfer information to NOVA platform
- SEP Approvers (NOVA)
 - Chancellor/President
 - Chief Business Officer
 - Chief Instructional Officer
 - Chief Student Services Officer
 - Academic Senate President
 - Guided Pathways Coordinator/Lead

Plan Due on November 30, 2022



Metric	Definition
Successful Enrollment	<i>All Cohort Applicants Who Enrolled in the Selected College in their First Year*</i>
Completed Transfer-Level Math & English	<i>All Cohort Students Who Completed Both Transfer-Level Math and English Within the District in the First Year Aligned with SCFF</i>
Retention from Primary Term to Secondary Term	<i>All Cohort Students Who Persisted from First Primary Term of Enrollment to the Subsequent Primary Term</i>
Completion	<i>All Cohort Students Attained the Vision Goal Completion Definition within Three Years</i>
Transfer	<i>All Cohort Students Who Transferred to a Four-Year Postsecondary Institution within Three Years</i>



- Disaggregated data on Student Outcomes provided by the Chancellor's Office and WestEd LanchBoard Team
- Data file shared with each college
- Hartnell College IR office reviewed data and created a summary table for SEP



Metric: Successful Enrollment

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Female students 58% (n=1620), 59 students needed to achieve equity
- Asian students 14% (n=50), 24 students needed to achieve equity
- Black/African American 18%, 10 students needed to achieve equity
- White students 37% (n=259), 64 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase successful enrollment among Female students by 30%, Black/African American, Asian, White students by 30%
Year 2 (2023-24)	Increase successful enrollment among Female students by 30%, Black/African American, Asian, White students by 35%
Year 3 (2024-25)	Increase successful enrollment among Female students by 30%, Black/African American, Asian, White students by 35%

NOVA (2022-2025)

New Activities:

- Revised Panther Prep to include first time Hartnell and returning students
- Determine viability of implementing winter experience offered in person and online
- Allocate resources to Umoja program to develop summer experience cohort similar to existing program structures
- Implement First Year Experience program for first time freshmen and first time Hartnell Students
- Support Pathway Coordinator and outreach efforts to outreach and guide Female Black/African America, Asian and White students from application to successful enrollment
- Implement Follow up structure for students not enrolled with late start and online class offerings
- Expanding dual enrollment opportunities for disproportionality impacted groups

Ongoing Activities:

- Continue to offer summer experience cohorts such as Salinas Valley Promise, TRIO/SSS, EOPS, Teacher Pathway, MESA, Math Academy.
- Continue to provide priority registration to veterans, especially Males, by collaborating with existing programs and services, such as the Veterans Club, to coordinate enrichment and team building activities
- Continue to support College Night, which provide an opportunity for Hartnell and local high school students to obtain information about universities and technical/vocational schools
- Support the Salinas Valley Promise efforts to fund faculty and peer mentors



Metric: Completed Transfer-Level Math & English

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Male students 17% (n=1138), 57 students needed to achieve equity
- Hispanic Male students 16% (n=589), 29 students needed to achieve equity
- Unreported First Generation College Student students 8% (n=562), 82 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 30%
Year 2 (2023-24)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 30%
Year 3 (2024-25)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 30%

New Activities:

- Aligning with College Redesign (Guided Pathway work), integrated academic support system, including student success teams, case management advising, and other high-impact student supports
- Reviewing attendance policies and implications of policies on Male, Hispanic Male and First Generation College Student college students
- Expanding academic support to EOPS/CARES and TRIO program to support First Generation College Student college students
- Provide structured workshops and focused tutoring and study sessions (e.g., embedded tutoring, small group discussion) addressing the learning needs of Male, Hispanic Male and First Generation College Student college students
- Develop strategy to outreach to students receiving a D, F, W in transfer level math and English courses. Encourage participation in Math Academy

Continuing Activities:

- Expand math academy offering to include in person, online and semester-long options
- Continue the efforts of the Academic Standards Workgroup, comprised of the follow-up specialist, counseling faculty, financial aid director, dean of student affairs-enrollment services, dean of student affairs counseling, and director of academic affairs-student academic support services
- Provide integrated early support and academic support through Early Alert and Learning Center Management system
- Develop equity mindedness workshops and professional development for students, staff, and faculty that help to equitize the campus; promote the culture of transfer by embedding cultural responsiveness and by creating a cultural capital awareness program



Metric: Completed Transfer-Level Math & English

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Male students 17% (n=1138), 57 students needed to achieve equity
- Hispanic Male students 16% (n=589), 29 students needed to achieve equity
- Unreported First Generation College Student students 8% (n=562), 82 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 30%
Year 2 (2023-24)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 30%
Year 3 (2024-25)	Increase successful completion of transfer-level Math and English among Male, Hispanic Male and unreported First Generation College Student students by 30%

New Activities:

- Aligning with College Redesign (Guided Pathway work), integrated academic support system, including student success teams, case management advising, and other high-impact student supports
- Reviewing attendance policies and implications of policies on Male, Hispanic Male and First Generation College Student college students
- Expanding academic support to EOPS/CARES and TRIO program to support First Generation College Student college students
- Provide structured workshops and focused tutoring and study sessions (e.g., embedded tutoring, small group discussion) addressing the learning needs of Male, Hispanic Male and First Generation College Student college students
- Develop strategy to outreach to students receiving a D, F, W in transfer level math and English courses. Encourage participation in Math Academy

Continuing Activities:

- Expand math academy offering to include in person, online and semester-long options
- Continue the efforts of the Academic Standards Workgroup, comprised of the follow-up specialist, counseling faculty, financial aid director, dean of student affairs-enrollment services, dean of student affairs counseling, and director of academic affairs-student academic support services
- Provide integrated early support and academic support through Early Alert and Learning Center Management system
- Develop equity mindedness workshops and professional development for students, staff, and faculty that help to equitize the campus; promote the culture of transfer by embedding cultural responsiveness and by creating a cultural capital awareness program



Metric: Retention from Primary Term to Secondary Term

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Male students 56% (n=1500), 84 students needed to achieve equity
- Black/African American students 41% (n=68), 13 students needed to achieve equity
- White Female students 18% (n=473), 86 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase retention among overall Male, Black/African American, White and White Female students by 30%
Year 2 (2023-24)	Increase retention among overall Male, Black/African American, White and White Female students by 35%
Year 3 (2024-25)	Increase retention among overall Male, Black/African American, White and White Female students by 35%

New Activities:

- Adopting restorative approaches to attendance and providing additional support for these subgroups via EAP or other mentoring as an equity-minded practice
- Allocate resources to Umoja program to develop summer experience cohort similar to existing program structures
- Implement First Year Experience program for first time freshmen and first time Hartnell Students
- Implement a Second Year Experience program with specific support for Male, Black/African and White Female students
- Develop strategy to re-engage stop out students including creating an exit survey to capture student experience

Continuing Activities:

- Expand Zero cost textbook and Open Education Resource initiative
- Establish Basic Needs Center
- Crisis counseling and Wellness Services
- Continue planning/implementation of guided pathways to include incentive strategies
- Promote internship opportunities through a stabilized summer internship program, offer cultural capital workshops, and promote career opportunities in high-demand fields through the use of mentoring programs such as MILE and WELL, and STEM-focused programs such as MESA and college infrastructure to encourage and support completion of academic goals
- Continue to provide fall and spring orientation and priority registration
- Use Early Alert software to assist faculty with referring students early and often to academic resources, counseling, and other student support services (Early Support Program and Academic Support)



Metric: Completion

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Male students 9% (n=1429), 71 students needed to achieve equity
- White students 5% (n=536), 46 students needed to achieve equity
- First generation 2% (n=1044), 155 students needed to achieve equity

Areas of Completion

Help Text: Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- Adult Ed/Non Credit Completion
- Degree Completion
- Certificate Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase completion among Male, White and First Generation College students by 30%
Year 2 (2023-24)	Increase completion among Male, White and First Generation College students by 35%
Year 3 (2024-25)	Increase completion among Male, White and First Generation College students by 35%

New Activities:

- Review Program Learning Outcomes (PLO) Student Learning Outcomes (SLO) to address equity and anti-racism. Disaggregate co-curricular program and Service Area Outcomes (SAO) participation by gender race and income
- Provide Professional Development opportunities to support the work in revising courses with equity in mind and award multiple incentives.
- Establish Communities of Practice: Anti-racism and equity efforts can be a means to build community and collegiality between students, classified, admin and faculty. Additionally, it can serve as a means to report out and/or a “feedback loop” for those who have attended workshops and training
- Implement First Year Experience program for first time freshmen and first time Hartnell Students
- Improve access to disaggregated data and data literacy among faculty, staff and administrators

Continuing Activities:

- Continue to offer Panther Prep to graduating high school seniors in the District to provide counseling and support services for ed plan development and registration with an emphasis on completion of educational goals
- Continue planning/implementation of guided pathways to include incentive strategies and college infrastructure to encourage and support completion of academic goals
- Use Early Alert software to assist faculty with referring students early and often to academic resources, counseling, and other student support services (Early Support Program and Academic Support)
- Continue the efforts of the Academic Standards Workgroup, comprised of the follow-up specialist, counseling faculty, financial aid director, dean of student affairs-enrollment services, dean of student affairs counseling, and director of academic affairs—student academic support services



Metric: Completion

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

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- White students 5% (n=536), 46 students needed to achieve equity
- First generation 2% (n=1044), 155 students needed to achieve equity

Areas of Completion

Help Text: Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- Adult Ed/Non Credit Completion
- Degree Completion
- Certificate Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase completion among Male, White and First Generation College students by 30%
Year 2 (2023-24)	Increase completion among Male, White and First Generation College students by 35%
Year 3 (2024-25)	Increase completion among Male, White and First Generation College students by 35%

New Activities:

- Review Program Learning Outcomes (PLO) Student Learning Outcomes (SLO) to address equity and anti-racism. Disaggregate co-curricular program and Service Area Outcomes (SAO) participation by gender race and income
- Provide Professional Development opportunities to support the work in revising courses with equity in mind and award multiple incentives.
- Establish Communities of Practice: Anti-racism and equity efforts can be a means to build community and collegiality between students, classified, admin and faculty. Additionally, it can serve as a means to report out and/or a “feedback loop” for those who have attended workshops and training
- Implement First Year Experience program for first time freshmen and first time Hartnell Students
- Improve access to disaggregated data and data literacy among faculty, staff and administrators

Continuing Activities:

- Continue to offer Panther Prep to graduating high school seniors in the District to provide counseling and support services for ed plan development and registration with an emphasis on completion of educational goals
- Continue planning/implementation of guided pathways to include incentive strategies and college infrastructure to encourage and support completion of academic goals
- Use Early Alert software to assist faculty with referring students early and often to academic resources, counseling, and other student support services (Early Support Program and Academic Support)
- Continue the efforts of the Academic Standards Workgroup, comprised of the follow-up specialist, counseling faculty, financial aid director, dean of student affairs-enrollment services, dean of student affairs counseling, and director of academic affairs—student academic support services



Metric: Transfer

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

- Male students 25% (n=546), 27 students needed to achieve equity
- Perkins Economically Disadvantaged students 27% (n=236), 36 students needed to achieve equity
- First Generation College students 8% (n=172), 41 students need to achieve equity
- Hispanic Male students 23% (n=410), 26 students needed to achieve equity

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase retention among overall Male, Perkins Economically Disadvantaged,, First Generation College Student and Hispanic Male students by 30%
Year 2 (2023-24)	Increase retention among overall Male, Perkins Economically Disadvantaged,, First Generation College Student and Hispanic Male students by 30%
Year 3 (2024-25)	Increase retention among overall Male, Perkins Economically Disadvantaged,, First Generation College Student and Hispanic Male students by 30%

New Activities:

- In collaboration with Institutional Research, develop a process to receive disaggregated data for students who have completed 30 units
- Develop outreach strategies for students who have completed 30 units with additional approaches to reach Male, Perkins Economically Disadvantaged, First Generation College Student and Hispanic Male students
- Provide professional development opportunities for faculty about the transfer process. Focus on faculty teaching transfer level math and English courses
- Modify Early Alert to easily allow faculty to refer students interested in transferring to a Transfer Center counselor
- Ensure Student Success teams proactively outreach to students interested in transfer

Continuing Activities:

- Continue planning/implementation of guided pathways to include incentive strategies and college infrastructure to encourage and support completion of academic goals
- Continue to host Transfer Day, where counselors are available to assist students in completing their CSU and/or UC transfer applications
- Promote institutional (academic and student) support programs and use of the College's Transfer Center to impacted students to improve students' academic persistence in degree applicable/ transferable courses and to transfer
- Strengthen transfer partnerships and programs at the community college level and with public colleges and university transfer programs at the California State University and University of California systems

Next Steps:

Please review the Student Equity Plan. Provide feedback by TBD

Approval	Information/Feedback
Student Success and Equity Committee - Approved 10/11/2022	Academic Affairs Council - 10/12/2022
Academic Senate - Approval TBD	Student Affairs Council - 10/27/2022
College Planning Council - Approval TBD	Joint Academic/Student Affairs - 10/6/2022
Board of Trustees - Approval TBD	Associated Students HC - TBD

Plan is due November 30, 2022