Non-Instructional Guided Pathways
Program Review

As Hartnell College is embarking on a journey to join a growing national movement aiming at improving student success called “Guided Pathways,” the Guided Pathways framework is incorporated into the Spring 2018 Program Review. The Guided Pathways framework “creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.” (California Community College Guided Pathways, http://cccgp.cccco.edu/About-Guided-Pathways)


Please note that resource requests will occur in fall 2018.

<table>
<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/18)*</th>
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<tbody>
<tr>
<td>Academic Affairs Division - Offices &amp; Campus Center Services – Dean of CTE and Workforce Development</td>
<td>4/27/18</td>
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*Please note that you should work with your colleagues and supervisor/director/dean to ensure that this report is completed, revised as needed, in its final form and submitted no later than April 27, 2018.

List of Contributors, including Title/Position

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A. STUDENT SUCCESS

1. As Hartnell is a student-focused college, how does your service/office/non-instructional program focus on students?

   [Enter your response in the table cell below. The box will expand as you enter text:]

   The Academic Affairs Division - Offices & Campus Center Services – Dean of CTE and Workforce Development is focused on student learning through instruction, grant management and facilitating student engagement.

   A major focus is the scheduling and facilitation of credit and not for credit programs located at the Alisal Campus and other locations. This includes the creation of master schedules designed to maximize efficiency while facilitating student access and completion. Ensuring facility availability and supervising the site is another large service conducted by this office.

   Grant management is another area in which this office is focused on students by strengthening opportunities for student engagement and learning. These opportunities include Strong Workforce, iAgriculture, Monterey Bay Startup Challenge, NSF ATE, Hardin Foundation and other public and private funding sources.

   Strengthening opportunities for student engagement and learning is also accomplished by facilitating interaction between the College, regional industry and students. Office staff and faculty work with advisory committees and guest speakers to embed real-world experiences and needed job skills into curriculum and student activities. Faculty and staff work with industry to facilitate and host national industry conferences and workshops such as the Salinas Valley Ag Tech Summit, California Automotive Teachers (CAT) Conference, and the Western Food Safety Summit. The Career Preparation and Placement Services are focused on
preparing students for the employability skills needed within industry and to place those students with jobs/internships. In addition, students with jobs and internships can earn academic credit through Cooperative Work Experience.

2. **How does your service/office/non-instructional program interact with prospective students in the community and assist/support students to enroll? Is there more that it can do?**

[Enter your response in the table cell below. The box will expand as you enter text:]

The Academic Affairs Division - Offices & Campus Center Services – Dean of CTE and Workforce Development interacts with prospective students in the community to support student enrollment through outreach activities and the availability of student support services.

In an effort to recruit students from within the community and provide awareness of program offerings, the Dean of CTE and Workforce Development works closely with Mission Trails ROP disseminating information with CTE Coordinators. Faculty provide outreach at local high schools to discuss their programs and increase student interest in continuing education and Hartnell programs. Student groups are able to visit Hartnell College and participate in Hands-On Friday workshops with CTE programs. CTE programs coordinate closely with Rancho Cielo and the Monterey County Office of Education to ensure secondary programs are aligned with Hartnell curriculum and that potential students are aware of the opportunities available at Hartnell. In addition, student support services are located in the Dean’s Office, including Admissions, College Counseling and Financial Aid support.

Currently, prospective student needs are being adequately met, but with the proposed growth identified in the ABTI strategic plan more may need to be done to increase student support and align support with the needs of non-traditional students.

3. **How does your service/office/non-instructional program support students in choosing their pathway? Is there more that it can do?**

[Enter your response in the table cell below. The box will expand as you enter text:]
The Academic Affairs Division - Offices & Campus Center Services – Dean of CTE and Workforce Development supports students in choosing their pathway through a variety of methods. Hands-on Fridays increase student awareness of Hartnell programs and allow students to practice the trade for the day. Faculty and staff outreach at regional high schools disseminate program information and provide high schools students and teachers with information regarding possible pathways available at Hartnell College. Faculty and staff advise students regarding possible careers and provide information about the future outlook for those careers. Additional student activities, including FFA Field Days, Agriculture Industry Tours and guest speakers engage students in discussion and activity regarding careers in the pathways available at Hartnell. Furthermore, the Career Preparation and Placement Center provides students with information regarding pathways and connect students with industry professionals for job shadowing and placement to allow students to explore careers aligned with Hartnell CTE pathways.

There has been great progress in supporting students as they choose their pathway, but this support can be improved with the creation of a simple webpage where students can compare CTE and workforce development programs at a glance. The creation of documents outlining all of the pathways available through the CTE and Workforce Development areas that allow for more integrated career exploration, including labor market projections and providing a clear roadmap to complete those programs will be essential.

4. What does your service/office/non-instructional program do to impact and/or support students’ learning in the classroom? Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]
instructional equipment. These grants include: NSF ATE, USDA, Strong Workforce and private funding.

As programs grow and student demographics change there need to be measures to ensure student learning needs in the classroom are being met.

5. How does your service/office/non-instructional program support students to
   a. Complete their program?
   b. Complete their program on time?
   Is there more that it can do?

   [Enter your response in the table cell below. The box will expand as you enter text:]

   The Academic Affairs Division - Offices & Campus Center Services – Dean of CTE and Workforce Development supports students to complete their program and complete on time through course scheduling. Scheduling courses in a manner that students can access and complete their program is essential; ensuring the right faculty/staff are in the right rooms at the right time is a large factor in allowing students to complete on time. Block scheduling and expanding instructional modalities to increase student access and equity are two areas in which this office can do more to support student completion.

6. What does your service/office/non-instructional program do to assist students in
   a. Transferring to a four-year institution (finding the right institution and determining what needs to be done to get there)?
   b. Finding employment opportunities in their field (finding the right employment opportunities and determining what needs to be done to get there)?

   Is there more that it can do?

   [Enter your response in the table cell below. The box will expand as you enter text:]

   The Academic Affairs Division - Offices & Campus Center Services – Dean of CTE and Workforce Development assists students with transferring to four-year universities. Applicable courses are aligned with C-ID to provide for articulation with California State Universities. Faculty and Staff work with universities offering programs in which students can transfer to help with articulation. This year the
Dean and faculty/staff met with deans from Cal Poly, SLO; CSU Fresno; CSU Monterey Bay; and UC representatives to discuss articulation and transfer issues. Students interact with University representatives at campus events such as Seed Central and Salinas Valley Ag Tech Summit and tour campuses through programs such as iAgriculture.

The Academic Affairs Division - Offices & Campus Center Services – Dean of CTE and Workforce Development assist students with finding employment opportunities in their field. Strong Workforce funding is being used to staff a full-time Cooperative Work Experience Instructor and a Coordinator of Internship and Job Placement at a new Career Prep and Placement Services Office to assist students with acquiring job placement skills, job search, and to promote and coordinate internship programs. These efforts are led by working with employers, collaborating with faculty, and promoting workshops in job preparation in resume, cover letter, job search, and interviewing skills to prepare them for potential opportunities. Formalized internship programs between employers and Hartnell College are a key area in which we are developing pathways for our students to gain experience, network, and find employment. The Career Preparation and Placement Services Office faculty/staff have presented to all CTE faculty and approximately 80% of CTE course sections to increase the awareness of job placement support. In addition, the strong level of industry contact and support ensures that program development and redesign include relevant skills needed for employment. Courses and programs are developed in conjunction with and reviewed by industry partners through the Ag Steering and Advisory Committees.

The ability for students to complete transfer and career exploration online, will increase student access and equity in these efforts.

B. SERVICE AREA OUTCOMES

Each service unit/office/non-instructional program develops its own Service Area Outcomes (SAOs). The outcomes should be directly related to the work of the service unit/office/non-instructional program, challenging but attainable, and measurable. SAOs should articulate what specifically is to be achieved; their measurement should assess how well the service unit/office/non-instructional program is performing.

http://www.hartnell.edu/service-area-outcomes
Please answer the following questions:

1. Which service area outcome did you assess? How did you assess it?

[Enter your response in the table cell below. The box will expand as you enter text:]

Due to the reorganization of duties and creation of new positions within the Academic Affairs Division - Offices & Campus Center Services, this office is in the first year of program planning and assessment and is in the process of developing Service Area Outcomes.

2. Describe how service area outcomes were specifically addressed by the service/office/program during the past year.

Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program? What did you find?

[Enter your response in the table cell below. The box will expand as you enter text:]

This is not applicable as Service Area Outcomes are in the process of being developed.

c. PREVIOUSLY SCHEDULED ACTIVITIES (Linked to previous PPA)

1. Evaluate the success of each completed activity since your last PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success? Your previous PPA can be found through this link:  [http://www.hartnell.edu/2017-program-planning-and-assessment-reports-1](http://www.hartnell.edu/2017-program-planning-and-assessment-reports-1)

[Enter your response in the table cell below. The box will expand as you enter text:]

Due to the reorganization of duties and creation of new positions within the Academic Affairs Division - Offices & Campus Center Services, this office is in the first year of the program and no activities were previously identified.