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.

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<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/18)*</th>
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<tr>
<td>Languages, Learning Support and Resources</td>
<td>6.26.18</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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<th>Name</th>
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<td>Kathy Mendelsohn</td>
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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?

The Languages, Learning Support & Resources (LLS&R) office supports outcome assessment for four levels of outcomes at the college (SLOs, PLOs, SAOs, and CCs), all of which directly or indirectly facilitates student learning and conversations/interventions for improvement. The Outcomes & Assessment (O&A) team has developed processes, training, and support to create user friendly access to input and analyze assessment data. The number of assessments at all levels has continues to improve from each previous semester/assessment period.

In addition, the LLS&R office supports Panther Academic Support Services (PASS), which includes individual and group tutoring as well as Supplemental Instruction. The Panther Learning Lab (PLL) shares two locations (A214 and E217) to offer these services. The Director, Coordinator, and Specialists continue to focus on improved support.

The LLS&R office also works closely with the Salinas Valley Adult Education Consortium (SVAEC), which has goals of decreasing learning opportunity gaps throughout the consortium’s member districts as well as eliminating competing duplication of efforts.

The LLS&R office is staffed with the dean and one administrative assistant, both of whom consider helping students a priority. Providing excellent customer service to both our “external” customers (students) and to our “internal” customers (Hartnell staff who ) who support our students is reflected by our interactions with these groups. For example, the dean has conversations with students who need a petition for late enrollment signed to help them avoid registration issues in the future.

The dean of LLS&R is also responsible for oversight of two Senate committees (Student Success and Outcomes and Assessment) as well as Student Equity Plan (SEP) and Basic Skills Initiative (BSI) funding, all of which support student success.

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?

The LLS&R office indirectly supports student enrollment. Outcome assessment informs college faculty and staff of the areas where improvement is needed (based on assessment expectations) so that interventions can be applied to increase success. With the addition of the new O&A Specialist, assessment practices and documentation is expected to improve, which should also result in better success rates and throughput of students, especially in math and English.

Our academic support services provide tutors and Supplemental Instruction Leaders (SIs), who primarily offer academic assistance to math and English students but also to many academic areas. The turnover of the Director of Student Academic Support Services has created some consistency issues, but with the support of the Tutorial Services Coordinator...
and Academic Support Specialists and the hiring of a new director, the expectations are that services will grow and strengthen and result in an improvement of success for students (which, evidenced through assessment, has already been experienced). The PLL staff will be working more closely with both math and English to develop strategies to support AB 705 requirements and to ensure that both students and faculty are well informed about the learning support that can be provided.

The Director of the SVAEC and the Director of Continuing Education work well with the Consortium districts to promote pathways, but implementation is challenging, especially with the temporary redirection of pathway coordinator support. That issue will be rectified by new staff (a program assistant and new transition/pathway coordinator). Promoting and enrolling students in ESL classes continues to be an issue, and expectations are that these new support positions will help to assuage this. Collaboration with Hartnell ESL faculty will continue to be important, especially with the implementation of AB 705.

Funding from the initiatives that the LLS&R office supports continues to provide support for student enrollment and success. Areas that might not otherwise have assistance are helped by this funding, especially those that serve impacted areas, such as Veteran’s Services, Foster Youth, and students with disabilities or financial need.

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

The LLS&R supports pathways by supporting students through outcome assessment and intervention and by providing library resources, tutorials support, and funding.

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?

The LLS&R office impacts/supports students’ learning in the classroom by providing
- services for consistent assessment collection and analysis to support learning;
- PLL services to support instruction in (SIs) and out (tutors) of the classroom;
- library resources (reference and orientation to library services/resources);
- funding mechanisms to support a variety of student learning support activities

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?

The LLS&R office makes every attempt to ensure that scheduled courses meet student needs and program demands. The implementation of AB 705 will greatly impact this process for English and ESL courses along with the implementation of the 16-week calendar. In addition, other areas, such as Spanish and Communication Studies will be affected by these legislative mandates. Faculty Inquiry Groups will develop strategies to
provide acceleration and support to increase success in transfer-level courses with co-
requisite education. Collaboration and communication needs to be increased to assure
focused, directed, and accurate information is being shared.

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?

Discipline faculty are well versed in the sequencing requirements for transfer programs
(e.g., awareness of university completion requirements of ENG 1B vs. ENG 2). Library
resources are available to support student research needs.

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?

   Improving turnaround time for staff on needed documentation, forms and projects for the
department. A survey was conducted with LLS&R staff.

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?

Survey data were reviewed for patterns of usage and for specific comments and feedback by departmental staff. The Dean was presented with options for process improvement for documentation and turnaround time and implemented several that have increased efficiency and lessened wait time by staff for paperwork.

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

In last year’s PPA, a full-time eLumen technician was highlighted as a position that the President had approved but had not been filled. This past year we were able to identify and hire an Outcome and Assessment Specialist to help further our processes for assessment for Learning and Service Area Outcomes. There has been an immediate improvement in O&A services because of this addition (e.g., the O&A Specialist has been meeting individually with non-instructional areas to assist in outcome assessment and documentation of service area outcomes (SAOs).