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>Nursing and Allied Health</td>
<td>5/1/2018</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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Catalina Gonzales</td>
<td>Administrative Asst. I</td>
</tr>
<tr>
<td>Belinda Saechao-Jimmeye</td>
<td>Program Asst II</td>
</tr>
<tr>
<td>Juan Morales</td>
<td>Clinical Operations Specialist</td>
</tr>
<tr>
<td>Iris Medina</td>
<td>Coordinator Salinas Valley Health Professions Pathway Partnership</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?

Nursing and Allied Health (NAH) has many services designed for student success. Despite limited space, NAH staff has created a welcoming environment for students and guests. Visitors enter the B-Building suite to find comfortable furniture with art and NAH core values on the walls. The physical space has communication boards for announcements and places for students to congregate. Staff provides written and electronic versions of materials requested by students. There are communication boards and gathering areas for students taking courses in the N-Building as well. Students and guests are greeted by staff. Staff has an open door policy and returns phone calls within 24 hours. Among student-focused activities and services are information sessions, electronic and written resources, standardized and fillable forms, tours, counseling, storage and maintenance of clinical agency paperwork, and community outreach events.

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?

A NAH core responsibility is recruitment and community outreach. NAH personnel participate in Panther Prep days, host school tours, staff tabling events, and conduct information sessions in community venues. The coordinator of the Salinas Valley Health Professions Pathway Partnership (SVHPPP) facilitated and managed all high school articulation agreements in 2017-2018, increasing the number of enrollments from approximately 50 to 200 students. The coordinator and the NAH administrative assistant hold monthly information sessions for prospective students interested in NAH programs. They provide written materials, coordinate counseling appointments, and meet with students after the events when necessary. The parent organizer associated with the SVHPPP helps parents with enrollment processes during community events and Panther Pre Days. A dedicated NAH academic counselor creates educational plans with
prospective students interested in a career in healthcare. NAH staff tracks and facilitates enrollments for all enrolled students. In 2017, a standardized multi-criteria scoring system was adopted by Hartnell, Monterey Peninsula, and Cabrillo colleges. Standardization helped applicants navigate the admission and enrollment processes. NAH students mentor new students and conduct outreach, answering questions about enrollment, courses, and student responsibilities. This year, a list of courses that could support an applicant’s preparedness for a NAH program were sent to prospective students.

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

Prospective NAH students are guided throughout the application process by staff, counselors, instructors, and community partners. Admission requirements are posted on the webpage and distributed at outreach events. The purpose of the K-employer SVHPPP is to provide guidance to students interested in healthcare professions. Students and their parents are introduced to a myriad of healthcare occupations and given information on academic requirements, which has helped students align their interests with academic preparation. Hartnell students awaiting admission into a NAH program are given many course options. Public health, emergency medical technician, and health science pathway information is passed on to students via email. Summer Health Institute, a collaborative with Salinas Valley Healthcare System, is a five-week summer internship for 25 area high schoolers. Students earn college credits while participating in classroom and clinical experiences. NAH staff hosts the students during the five-week program. On four Saturdays each fall, NAH welcomes approximately 60 medical assistants from Clinica de Salud. Medical assistants complete clinical skill competency tests while learning with NAH faculty and students. They receive enrollment information and appointments with academic counselors. Based on their recommendation, introductory and Counseling 1 courses are being written for students interested in career exploration. **Is there more that we can do?**

NAH can work more closely with MESA and SIMA. Exposing students to interprofessional simulations might help students understand differences in healthcare provider roles. Students interested in health IT can be mentored by the Operational Specialist. More promotional activities for interprofessional education programs can be directed to campus faculty, which may increase participation from students interested in topic related to health and wellness.

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?**

Convenient class schedules help students balance work and school. Staff assists students with internet and computer issues, always having extra laptops and learning materials
Library resources are kept up to date. Classroom and lab facilities are open after class hours. **Is there more that it can do?** Staff can help instructors with early alert interventions when appropriate. Also, staff can help coordinate student success activities. NAH staff can survey students about their academic needs more frequently.

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:]

   a. **Complete their program?** NAH staff and counselors demonstrate high touch engagement behaviors that encourage persistence such as arranging celebrations, posting successes on plasma screens, and managing all clinical requirements. NAH maintains MOUs and solicits new clinical partners. Planning meetings address all specialty accreditation standards. Students who defer or enroll in success classes are followed by staff. Scholarship information shared by staff has helped students remain in the program.  

   b. **Complete their program on time?** Programs have sequential course offerings. Prerequisite courses have been converted to co-requisite courses in the vocational nursing program and emergency medical technician course, which decreases time to completion. NAH staff will work with RCP faculty to convert prerequisite to co-requisite courses so that students take more units per semester. SVHPPP coordinator will help create a health professions academy for prospective students, which might help students with scheduling and financial aid. **Is there more that it can do?** Continue to encourage students to take transfer-level courses. Become involved in leadership projects that can help students excel.

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:]
NAH has an ADN to BSN transfer agreement with CSUMB and is renewing its agreement with SJSU. College representatives present to student groups and students are encouraged to attend transfer nights sponsored by Hartnell. Students travel to Skyline College to learn about BS Respiratory Care enrollment options. Finding employment opportunities in their field (finding the right employment opportunities and determining what needs to be done to get there)? NAH encourages employers to post positions on the HC website. Also, NAH staff assists with nurse and RCP residency program activities for new graduates. Staff assists faculty with mock interviews with employers and advisory group meetings. Is there more that it can do? NAH can work more closely with the internship, career and transfer center coordinators and host annual job fairs.

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 measureable. 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:]

<table>
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<tr>
<th>Online Application</th>
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<tr>
<td>Customer Service</td>
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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?
Online application process was assessed by survey during April 5-22, 2018. Thirty-two respondents. Applicants were asked about the application and customer service during the application cycle. Quantitative and qualitative Google survey results indicated the following:

93% Application was user friendly
92% Requirements were easy to understand
92% Multi-criteria scoring easy to understand
100% Understood selection requirements

“All of the application information should be on one page, including links to disclosures and student handbook.”

“This year I felt it was easier because of the PDF download.”

“The online application process can be improved by after submitting online application also having a confirmation mailed with detailed information on what to expect next, such as dates, and phone number to contact for any additional questions.”

“I honestly thought it was straight-forward and easy if you gave yourself some time and did not cram.”

“In my honest opinion, being able to start your application, take a break, and then go back to it without having to start all over would be really helpful.”

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)

<table>
<thead>
<tr>
<th>Activity scheduled</th>
<th>What success has been achieved to date on this activity?</th>
<th>What challenges existed or continue to exist?</th>
<th>When do you expect this activity to be completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing/Outreach: Website redesign and production of outreach materials</td>
<td>Updated website contains pertinent information and is intuitively accessed</td>
<td>Multiple ownership of the website leads to lack of standardization</td>
<td>On-going. Need more training on formatting to</td>
</tr>
</tbody>
</table>
Positive feedback via user survey was received about webpage, online admission form, student corner, video, alumni corner. Quick response time to questions asked using web address was appreciated.

Faculty training is ongoing.

**Need MASTER CALENDAR to manage all activities**

meet ADA Compliance standards.

<table>
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<tr>
<th>Facilities: Organization of physical learning and working environments</th>
<th>Supply and equipment inventory was completed in 1/2017 when RCP and EMT programs were moved to N-Building. New cabinets were installed.</th>
<th>Storage and classroom space problems persist New cabinets New storage area classroom B221 faculty offices</th>
<th>On-going</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services: Standardization of forms and procedures</td>
<td>Standardization of NAH Admission/Selection materials and processes. Online admission application was instituted in fall 2016.</td>
<td>2018: 96% of survey respondents found the application easy to understand. 92% reported multi-criteria was easy to understand.</td>
<td>On-going. Will continue to improve process. Will add a confirmation screen to the application.</td>
</tr>
<tr>
<td>Staff Training: Faculty and staff cross-training</td>
<td>Orientation and mentorship of substitute administrative assistant was completed.</td>
<td>Goal is for staff to attend a minimum of 2 non-mandatory trainings per year</td>
<td>On-going</td>
</tr>
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