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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<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/18)*</th>
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<td>South County Education Services</td>
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List of Contributors, including Title/Position

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<th>Name</th>
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<tr>
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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?
South County Education Services focuses on a large variety of student populations in the Salinas Valley between Gonzales and San Ardo – those still in high school, those entering college, those working and attending classes at night or on Saturdays, and those currently incarcerated.

New programs at the high schools (AB 288 College & Career Access Pathways) and prisons (SB 1391 at the Salinas Valley State Prison and the Correctional Training Facility) have been piloted and expanded by the Dean – from one high school to four, and from five prison sites to seven in South County – with added help by Counseling, Bookstore, and Placement Center staff.

Starting in Fall 2018, Soledad prison employees finishing their shift at 2:00 pm will be able to take classes at the Soledad Adult School taught at 2:30 pm.

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 King City Center offers one-stop services to prospective and current students, including assistance with enrollment, financial aid, cashiering, placement testing, counseling, and access to computers, printers, on-loan textbooks, periodicals and library databases. Based at the King City Center, Student Services staff assists with matriculation at high schools in Gonzales, Soledad, Greenfield, and King City.

Pioneered in 2014, the annual *Panther Prep* orientation to incoming high school graduates has doubled in scope, matriculating some 400 students in one day at the King City Center and the adjacent Cinema. The *College Pathways* team has also intensified its outreach to high school students. Implementation of AB 288 and SB 1391 has allowed to offset enrollment decreases in South County that are partly due to lacking lab facilities, as shown in the table below.
More to do:
The limited access to inmates and the preponderance of college correspondence-course providers requires complex capture of prior coursework, and more enrollment and educational planning services need to be exported to the prisons to comply with SB 1391 stipulations.

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

One full-time and three part-time counselors administer Educational Planning; Counseling courses in Student Success (COU-1) and Career Exploration (COU-23) are offered in rotation several times a year at several South County locations.

The Teacher Pathway Program, with Cohort 1 to finish its two-year cycle toward the HC transfer degree in Education in Spring 2018, will continue in Fall 2018 with 3rd and 4th year classes taught at the King City Center by CSUMB faculty.

Select pathways are offered at South County locations in coordination with the discipline deans, with course rotations in ADJ, BUS, PSY, ECE, for regular students and increasingly those taking pathway courses concurrently under AB 288.

**More to do:**
The *College Readiness* program (under construction) should include subject-specific outreach to the schools that will help make the pathways come alive for high school students – ideally featuring Hartnell students from specific majors.

The Sociology and Psychology transfer degree pathways implemented at the Soledad CTF and SVSP offer two new F2F courses each semester. To ensure dedicated faculty, gate-clearing, training, onboarding, and support must occur on an ongoing basis – to be done by an assigned incarcerated education coordinator.
4. **What does your service/office/non-instructional program do or how does it support students’ learning in the classroom? Is there more that it can do?**

The newly piloted *Opportunities for Student Consultation and Reinforcement* (OSCAR) program has expanded student access to faculty. Largely adjunct, instructors are now compensated for one to two weekly hours of student contact, in person or online – the latter helping students from remote areas in S. County.

Students at the King City Center also may check out calculators and textbooks, and obtain healthy snacks made possible through food pantry funds. Textbook grants through the King City Rotary Foundation and *South County Educational Leader* scholarships funded through Chevron provide students with additional support.

*Early Support* staff is coordinating interventions with at-risk students between South County faculty and the *Panther Lab*, now staffed with a permanent learning specialist and several tutors. Services also include help with navigating *NetTutor*, available through the *Online Education Initiative*.

**More to do:**

Given South County demographics, many students use English as their second language and are still developing college-level reading skills. Access to self-paced software such as *Reading Plus* should be provided again, and its use incentivized by faculty.

Additional study skills workshops for Note-Taking, Test-Taking, and DE Navigation, should be made available in a variety of formats, both F2F and asynchronously, possibly via recorded presentations posted online, to account for transportation and time issues; tutors for subjects other than English/Math should be hired.

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?**

   a) Students are required to meet with a counselor when reaching 15 degree-applicable units. As a support to the students of South County, the King City Education Center is offering more user friendly appointment times including late evening and weekend hours. This allows the students to meet with a counselor without taking away valuable time from work or classes. During these appointments, our counselors help students to map out their education and determine the classes that need to be taken to complete their goals.
b) Counselors meet with students to help them navigate the courses required for completing their degree and provide them with updated education plans as necessary. To help students stay on track to completion, counselors will recommend additional support, as through the Early Support Program and the Panther Learning Lab which provides comprehensive tutoring services as well as study sessions for the Elementary Teacher Preparation Program Cohort classes. The Panther Learning Lab and the Early Support Program also offer workshops to students geared to improving their study skills, and hold study-a-thons each semester in collaboration with faculty.

More to do:
Request subject-specific tutors (notably for natural and social sciences).

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?

   a) Transferring to a four-year institution (finding the right institution and determining what needs to be done to get there):
      At the King City Center, counselors work with students to determine their major choice and explore four-year institutions they may be interested in. The counseling department then works with students utilizing transfer resources such as Assist.org or the CCC Transfer Counselor website to help them develop an education plan that meets the needs of the institution(s) they are interested in. Counselors also direct students toward university visits conducted through various support programs such as the Career & Transfer Center, TRiO and EOPS. In addition to connecting students to campus tours, they also refer students to Academic Advisors from the Universities that come to visit Hartnell College. This past year, CSUMB, UC Davis, and UC Santa Cruz visited.

   b) Finding employment opportunities in their field (and determining what needs to be done to get there):
      At the King City Center, students are directed to complete interest profiles through MBI or through the Monterey Bay Internship Center to help guide students towards a career field they may be interested in. They are also provided Resume and Cover Letter Writing workshops to help prepare them for the Career Fair that is offered on the Hartnell College Main Campus.
More to do:
Many times students in South County do not have the opportunity to participate in the campus tours that are provided through the special programs on Main Campus as they fill up extremely fast. It would benefit South County Students greatly if they could be given priority for University campus tours.

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?

   Library Services Survey conducted by Dean Mendelsohn, data to be provided.

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?

   Additional textbooks were ordered and made available for in-house checkout at the King City Center.

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?

   1) Establish Math learning support with Math instructional specialist (PPA 2017). A general learning support specialist was finally hired in fall, 2017. To measure impact in terms of student learning (success/retention rate increases), Panther Lab staff will be establishing a baseline for future evaluation.