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://cccgpp.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>Tutorial Services (Panther Academic Support Services)</td>
<td>6/27/18</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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Jeannie Kim-McPherson</td>
<td>Director</td>
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<tr>
<td>Frank Henderson</td>
<td>Tutorial Services Coordinator</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?

Panther Academic Support Services (PASS) supports student learning and achievement by providing a wide range of learning support resources for a wide breadth of subjects/courses at our Main Campus, Alisal Campus, and King City Education Center locations. The college’s academic support services include the following: drop-in individual and group tutorial support, Supplemental Instruction, and Math Academy. In addition, our staff conducts workshops and orientations to directly support classroom instruction.

PASS currently serves over 1,000 students per semester, providing learning support during daytime, evening, and Saturday hours. Though on a smaller scale, comparable services and resources are available at the Alisal Campus and King City Education Center.

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?

Within the college community, we target outreach via in-class orientations and promotions, collaboration with academic and student service areas and events (such as Panther Prep.) and work with instructors to bring students to the academic support areas. We also work closely with ESP and the Computer Center to provide a multi-pronged approach to connecting students with the support they need. One goal is to continue to collaborate with other academic and student service areas on first-year experience and to further pursue ways in which we can further promotion and outreach to our students.
3. **How does your service/office/non-instructional program support students in choosing their pathway? Is there more that it can do?**

Our program is not part of the formal process for this aspect of Guided Pathways. However, our staff and tutors will provide information, clarity, and, in the case of tutors, personal experience to offer informal assistance in support of students choosing their pathways.

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?**

Data shows that students who receive tutoring and other academic support services are likelier to succeed at Hartnell than those who do not receive tutoring. Moreover, students surveys show that the perception comports with the data. Students believe that tutoring positively affects their knowledge and confidence, and ultimately their success, in their courses.

Moving forward, PASS will need to address challenges of space and the limitations of funding for tutors/SIs versus increasing demand.

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?**

PASS services support student course completion. Data shows that 89% of Hartnell students who received tutoring persisted to the next term, and success and persistence for disproportionately impacted populations increased.

In light of the changing academic support landscape resulting from changes in compliance regulations related to AB705, PASS will continue to align with English and math students’ academic support needs. We anticipate that not only the need for support will increase, but that the need to evaluate the types, approaches, methods, and timing of support and services will increase as well.
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?**

Though no formal program is in place, tutors and staff communicate and assist students with these processes noted above. In addition, often the student worker positions in PASS represent the first job opportunity for many individuals, and mentorship in professional expectations and behavior are part of the on-the-job training our student workers receive.

**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](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?**

Though no formal outcomes are noted on the 2017 PPA, the report indicates that “measurable outcomes need to be identified that are more about the service area now that the model is working through the piloting phase rather than the planning phase.” In response, PASS established ongoing SAOs, ones measurable by a systematic analysis not only of data but also of annual surveys administered to students and faculty.
The SAOs have been shared with the Outcomes and Assessment Coordinator and are as follows:

1. PASS services will directly support student success.

2. Hartnell College students will report that they agree or strongly agree that they feel more confident after they receive tutorial support while faculty will report that they agree or strongly agree that tutorial support benefits their students.

3. Students will report that they feel welcome in the areas offering academic support.

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?*

**SAO #1: Supporting Student Success**

*PASS services will directly support student success.*

Initial data shows higher rates of success in English and math courses by students receiving tutoring than by those who do not receive tutoring.

The data also shows that 89% of students who received tutoring persisted to the next term, and success and persistence for disproportionately impacted populations increased. Student survey results comport with the data; 84% of students either agree or strongly agree that academic support directly supported their success in their classes.

In meetings and through informal discussion, PASS staff continually discusses the ways to improve our support to students and to continue to align with math and English in particular as programs and planning continue to evolve related to AB 705. We also communicate regularly with English and math department faculty as well as administrators overseeing these disciplines. The need for more tutors and sufficient support staff in PASS will be critical to support content development and
an anticipated increase in student need for academic support on and off campus.

SAO #2: Increasing Student and Faculty Confidence

Hartnell College students will report that they agree or strongly agree that they feel more confident after they receive tutorial support while faculty will report that they agree or strongly agree that tutorial support benefits their students.

Assessment of this outcome is based primarily upon annual student and faculty surveys. In 2018, a significant majority of students responded that they felt more confident in their classes and/or with their course material after receiving tutorial support.

SAO #3: Welcoming Academic Support Environment

Students will report that they feel welcome in the areas offering academic support.

This outcome is assessed based on annual student surveys and continued feedback from instructors, staff, and administrators. Results from the 2018 surveys indicate positive respondent ratings of friendliness and helpfulness of tutorial staff. However, survey results align with faculty observations that limited space continues to pose significant challenges to sustain a focused academic environment.

As the program continues to grow, PASS will need to address the issue of constrained space. In the intervening time, we have piloted a plan to separate our labs not by activity but by discipline. Though this only mildly alleviates our space challenges, we have seen an initial improvement in overcrowding, at least during the intersession. Further observation by and discussion among our staff and with Hartnell students, faculty, staff, and administrators will be required to evaluate the effectiveness of the pilot.
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)

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<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>
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<tr>
<td>Evaluation of usage and student need in Panther Labs in order to identify how to best modify or increase services</td>
<td>As noted, PASS is currently piloting re-organization of academic support on main campus in two areas (E217 and A214) based on discipline rather than based on activity. This has helped to re-distribute students traffic somewhat in our initial assessment during Summer 2018.</td>
<td>Though some potential progress has been made in relationship to space, due to ongoing space and funding limitations, PASS will continue to pursue ways in which it can adequately staff our programs within an appropriate and sufficient space that allows for effective tutorial support sessions and activities.</td>
<td>Though this activity is ongoing, it will be important to assess and potentially increase staffing in 2018-2019. Currently, there is a plan to move PASS to the B Building in 2019.</td>
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<td>Coordinating tutorial services at Alisal and King City Center</td>
<td>Due to limited funding, we have not succeeded in addressing this need stated in the</td>
<td>As the caseload system is in its pilot stage, PASS will need to evaluate whether it’s</td>
<td>Though this activity is ongoing, it will be important to assess and potentially increase staffing in</td>
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<td><strong>Restoration of Tutorial General Fund to increase the breadth and depth of tutorial services across the district</strong></td>
<td>2017 PPA. Currently, we have one Tutorial Services Coordinator. Moving forward, PASS will need to continue evaluating and revising our mentoring/oversight system of tutors. Though we have not added a staff member to this end, we have established a caseload system that will allow for existing staff to fulfill the needs of oversight, mentorship, and coordination.</td>
<td>2018-2019. Moreover, review and possibly full implementation of the caseload program (with possible revisions) should be completed by the end of Spring 2019 if not sooner.</td>
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<td><strong>This activity did not occur through use of general funds; however, that activity was carried out through the use of leveraged grant funding.</strong></td>
<td>Space, funding, and the need for revamped curriculum are challenges that must be addressed in order to be more effective and to continue to provide substantive and sufficient academic support in the long-term,</td>
<td><strong>This activity is ongoing.</strong></td>
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particularly as we anticipate the conclusion of at least two significant grant sources (BSSOT and HSI) in the future.