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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<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/17)*</th>
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<tbody>
<tr>
<td>VP Academic Affairs</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, 2017.

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Lori Kildal, Ph.D.</td>
<td>VPAA</td>
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<td>Dina Hayashi</td>
<td>Executive Assistant</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?**

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

   The VPAA Office supports all instructional and non-instructional programs in the Academic Affairs Division. This office supports off-site locations, such as Alisal Campus, King City Educational Center, Inmate Education, AB 288 (Dual Enrollment), etc. All curriculum and scheduling of classes are approved by the Vice President.

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 Instructional office is typically open from 8:00am - 5:00pm, Monday through Friday. During the semester, additional support is provided from an “evening administrator” on the Main Campus from 5:00 - 7:00pm Monday through Thursday, and a “weekend administrator” on Saturday morning (8:30am - 1:30pm Fall/Spring; 8:00am - 12:00pm Summer). Phone and face-to-face customer service are provided for 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 Vice President is working closely with the Deans to finalize the mapping of all programs that are offered. The catalog identifies when courses will be offered, and what the requirements are for each degree or certificate. A new software system that tracks students’ progress and courses for completion would assist in guiding students to complete their program. Dual Enrollment Programs (AB288) are being offered at all high schools in our service district. Each school has selected one or
more pathway, based on student surveys. Programs and services are being offered at Monterey County Jails, Correctional Training Facility, and Salinas Valley State Prison (SB1391). Specific pathway programs are being offered based on student surveys. Both programs, Dual Enrollment and Inmate Education, are guided 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?

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

This office indirectly supports student learning in the classroom by providing In-Service Training for all faculty.

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:]

Mapping of all academic programs will assist students to complete their program based on their schedule.

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:]

There are various offices in the Academic Affairs Division that directly deal with students on transferring, finding employment opportunities, and internships.
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:]

1. Provide in-service training opportunities for all adjuncts, faculty and managers. A three-pronged Satisfaction Survey, which consisted of: 1) Relevance of content, 2) Clarity of presentation, and 3) Relevance to your learning was administered after each presentation. Surveys were collected at the end of each training session (Student Success Conference) and results aggregated.

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:]

The data was reviewed by my office and the Professional Development Committee. The surveys that were collected indicated that the conference exceeded the expectations of the attendees.

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:**

| Combining the Educator in Residence with the Student Success Conference provided consistency centered around a focused theme. |  |