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>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>6/11/18</td>
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</tbody>
</table>

*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>Suzie Payne</td>
<td>Controller</td>
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<td>Dora Sanchez</td>
<td>Payroll Supervisor</td>
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<tr>
<td>David Techaira</td>
<td>Accounting Manager</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:]

We focus on students by providing the following services to/for students:
Process FA and refunds, provide customer service at cashier’s and mail room, issue payroll for student workers, process CAT card refunds and adjustments, process stipends, host/train student workers in our office.

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:]

We volunteer our time at Panther Prep and welcome events. We process payments that support marketing to the students and the community. The cashiers, mail room and business office staff answer questions directly in person and by telephone.

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:]

We are the back-in support and do not counsel students.

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:]
Purchasing and AP process items that support classroom innovation and technology. We ensure a positive budget that ensures funding for support such as instruction, supplies, custodial and maintenance of/for classrooms.

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:]

N/A

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:]

We support FWS and CalWORKS students by employing them in the Business Office. We have written letters of recommendation for our graduating students.

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:]

| District travel. We discussed the inefficiencies in our own system. We contracted with the state Cal Travel Store to use their travel software to negotiate better airline, hotel and car rental rates. |
| Position Control. We contracted with the county office of ed to utilize their personnel budgeting. We are in the process of migrating to this system to better budget for fixed staff costs. |

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:]

| For Cal Travel, the executive assistants were trained on the system. Others will be rolled out over the summer. |
| For Position Control, we met with MCOE and will be attending more training over the summer. |

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)

| The procurement card has not be further considered. |
| The bond accounting is currently processed with existing staff. No bond accountant has been hired to date. |
| ACA continues to be implemented. |
| The management comp and class study has not been finalized to convert the payroll supervisor to manager. |