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>Cafe Grill</td>
<td>6.6.18</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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<tr>
<td>Jill Sweeney</td>
<td>food service manager</td>
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<td>Gloria Flores</td>
<td>Supervisor</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 offer food, snacks beverages from 7:30am-7:30pm Monday through Thursday and Friday 7:30am-2:00pm. A variety of choices which include, vegetarian, vegan, healthy sandwiches and salads and of course burgers, fries and burritos. Offer friendly support and welcoming to the campus. |

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:]

| As a Cafe-Grill we employ student workers up to 20 hours a week. This can help with some of the financial issues some of the student have and a good job training environment for them to learn as well. Doing some of the caterings for the bridge program has also been a pathway for some of the students to learn about us and get jobs. Some times when we are not working and at the store conversations may arise and we ask what the kids are doing? Have they thought about college and Hartnell has many programs that can help. |

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 here to offer food items and beverages that keep the students going. Those who do work with us learn many skills that are transferable skills which can help them to transfer, graduate and get jobs. |
The cashier hears all kinds of stories and can often help by calling a department and directly talk with the person in charge by passing the phone and making it easier.

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:]

With our student workers we are able to see them almost everyday. We can see ups and downs and know when they have papers due or exams. I personally try and help redirect and guide them so that they stay up with their homework, practice breathing to calm them down while letting them practice with us. We also encourage them to apply for scholarships.

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:]

This is difficult to measure with us. If they choose healthier items and less energy drinks they will live healthier lives, but I don’t think that is going to make them complete their program on time. If they are student workers we understand and can give them time off for exams and many jobs off campus may not be as understanding.

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:]

a. NA
b. The student worker gain confidence, learn good work ethics, the importance of being on time and responsible, were some of the other students who are not working may not be as ready for the work field.

c. Something that may be done in the future is have more mentoring programs and apprenticeship programs so that students can have real experiences and know if that is something they really want to do. Perhaps more ROP programs before they enter Hartnell.

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:] 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:] This is difficult for us to assess.

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

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

We cannot evaluate the success as we do not see the same students everyday of follow them other than graduation time when they come and let us know they are transferring or graduating.