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>Facilities &amp; Operations</td>
<td>6-12-18</td>
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</tbody>
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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>Marc A. Riggillo</td>
<td>Director of Facilities &amp; Operations</td>
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<tr>
<td>Art Alvarado</td>
<td>Grounds Supervisor</td>
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<tr>
<td>Shaune Burke</td>
<td>Custodial 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:]

Our focus in the Maintenance office is to provide a safe, comfortable environment for all students in and around the campus, while assisting students with any needs such as directions on campus or guidance to someone that can help. Making sure the facility is clean and the grounds look good providing a positive atmosphere for the students.

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 we have student workers in our areas we provide a positive atmosphere letting them know to be involved in the community and reach out to others in the community.

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:]
As we have student workers in our areas we provide a positive atmosphere letting them know to be involved in the community and reach out to others in the community. I am not sure how much more we can do other than mentor and create a good working environment for our student workers.

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:]

Personal mentoring student workers.

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:]

I am not sure how we can help with this.

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:]

I am not sure how we can help with this.
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:]

   Faculty, Staff, and students will report they are satisfied with the cleanliness, maintenance of the campus buildings. The system took longer than expected to implement. One major roadblock that we did not expected/anticipated was that not everyone takes the time to fill out the assessment sent to them after the work order has been closed out. This is something we are working on improving. Assessment is planned for Spring 2016.

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:]

   Refinements and modifications made include the following.
   • Set up auto reply in system for low, medium and high priority work orders.
   • Removed access for team’s ability to re-assign work orders to other team members, supervisors will only have access.
• Provided additional training to team members that included access to view history of past work orders.

• Ability to run a report to see how many work orders are open / closed / suspended / reopened. This report goes out once a week to all team members as a reminder.

• System created to inform Director generated work orders placed in que by email, Director then assigns in a timely manner.

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:]

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