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.

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:]

My office (1) hires all employees in recruitment processes that include an assessment of an applicant’s commitment to student success, (2) hires student workers, and (3) is in charge of coordinating, creating, and administering programs of professional development for all employees.

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:]
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 Human Resources Office processes student hiring paperwork, but it could do more. We are currently in the process of creating a framework for a student worker program, and we are starting with creating a task force of people who should be at the table when we imagine what that program could look like, whether it would include curricular/for credit options or requirements for training students, whether it would require an extended onboarding or mandatory orientation, and whether it would include training for supervisors as well.

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:]

The Human Resources Office’s impact is important but indirect. The AVP is the District’s chief negotiator, and as such, can have an impact on District positions on evaluation and professional development programs and processes for employees. The Chief Human Resources Officer also is the co-chair of the District’s Professional Development Committee, and thus has an important contribution in the kinds of programs of professional development that are offered to faculty and staff, the processes that govern those programs, and the administration of those programs.

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:]
Again, HR’s services are important, but indirect. Because we are involved in formulating and implementing all of the policies and procedures surrounding hiring qualified people to become our faculty and staff, training them, and evaluating them (mostly through collective bargaining), this work has an important but indirect effect on students’ completion of their programs.

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:]

Currently, the HR department has no role in these activities. If we were to participate in the pilot Student Worker Program that we have put out feelers for, and that we envision, we might have a collaborative role in 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:]

Deans, directors, and administrative assistants will learn their part in supporting and implementing the new part-time faculty office hour program, OSCAR.
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:]

| HR Specialist Nora Torres-Zuniga and HR AVP Terri Pyer presented a workshop for deans, directors, and administrative assistants on the part-time faculty office hours program, OSCAR, recently negotiated in the District-HCFA collective bargaining agreement. The workshop, called “Preparing for OSCAR” was delivered on August 17, 2017, along with a handout for the administrative assistants called “OSCAR how to.” Both documents were emailed to participants and to those who were unable to attend. We collected only informal data, which was to log how many individual training sessions that Ms. Torres-Zuniga was asked to give administrative assistants, and how many phone calls related to recording and compensating OSCRA, which was far lower than for other changes made in the past that were not anticipated by having individual trainings. |

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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:]

| We did not conduct any assessments of previous SAOs, and we have never known how to link any of them to program success, let alone student learning. |