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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<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>Office of Institutional Advancement</td>
<td>04/27/18</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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<tbody>
<tr>
<td>Jackie Cruz</td>
<td>VP of Advancement and Development</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 Office of Institutional Advancement is responsible with connecting external resources to the college in order to further student access, completion, transfer and success. The Office cultivates a strong network of mutually beneficial partnerships with local industry and community, advocates for college improvements that will benefit the student population, and secures funding to support student scholarships, internships, and support programs (e.g. WELI).

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 Office supports- both financially and administratively- several initiatives that further student enrollment. It includes a large K-12 STEM team (which is conducting its own PPA) that is dedicated to reaching youth in the Salinas area via local schools. That team works directly with teachers and parents to not only encourage STEM skills-building, but foster a college-going culture among the community. The Office is also an active participant in the new Bridging the Gap initiative, which is launching efforts to support child education from pre-K through college and beyond. Additional enrollment initiatives supported by the
Office include dual-enrollment, multiple measures and funding for panther prep. Furthermore, the Marketing and Public Relations team actively work to promote the college and its offerings to prospective students and the general community. This includes marketing campaigns through social media, TV, radio, digital media and print.

Going forward, the Office is taking the lead role in launching a Salinas Valley Promise program, which will offer financial assistance (i.e. free tuition for the first year, and potentially the second year as well) and wrap-around support services to qualifying students. It is anticipated that this will attract prospective students and thus boost enrollment, retention and completion.

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 Office funds programs and catalyzes experiences that are relevant and aligned with student, industry and community needs. This includes supporting campus support systems that promote equitable student success and provide guidance about academic and career pathways.

The Office is focused on serving as a connector to the industry. It has developed a strong network of community and industry partners, resulting in resources, initiatives and work-based learning opportunities that support students’ academic and technical work readiness. For instance, the office supports internships, externships, and job shadowing, among others. In addition, students are able to directly connect with community mentors and industry leaders through steering committees and programs (e.g. MILE), in order to gain insight into potential pathways. The office has significantly grown the number of internships, the number of guest speakers/mentors, and the levels of funding that support these efforts. The office also supports initiatives like the Salinas Valley Health Professions Pathway, a cradle-to-career program in the health sciences for students at local middle schools, high schools and Hartnell. Similarly, the office also supports the Ag program’s outreach to high schools. All of these initiatives help students consider future academic and career 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:]
The Office secures resources to provide financial assistance and support services to students so that they can focus on their learning. For instance, the emergency scholarship funds provide relief to students facing unforeseen emergencies that may force them to drop out or miss class. Mentorship programs, such as WELI and MILE, provide underserved students with much needed wrap-around support, scholarships, and leadership training, so that they are more prepared and confident in the classroom. The office also works on developing proposals and obtaining seed funds for new programs. In some cases, these are instructional, e.g. the Ag program, Respiratory Care, Nursing, EMT, Construction, and the Education Pathway. Funding sometimes also goes towards paying faculty.

While the office does not have a say in pedagogy, it does offer knowledge of state and national concerns on equity and student success strategies, which contributes to improving college effectiveness.

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:]

   a. Please see response to Question 4.
   b. The Office of Advancement assists in finding resources and securing funds that support accelerated pathway programs, such as CSin3, the Teacher Pathway program, the Salinas Valley Health Professions Pathways, and the Ag program. Implementing and sustaining these types of programs reduces students’ time to transfer/completion and reduces their costs by significant amounts. The office also promotes, encourages and secures funds for cradle-to-career pathways: The largest body of work that supports college readiness, velocity and completion is Bridging the Gap, which focuses on changing policies and practices at all three education systems. This includes boosting A-G completion, increasing dual enrollment, and expanding multiple measures, which reduces the need for remedial studies and leads to greater student acceleration. The Office also funds a variety of student scholarships, so that students can take more courses and work less.

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:]

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<tr>
<td>a.</td>
<td>The office creates partnerships with four-year universities (often by working with Deans to broker conversations) and drafts proposals to secure funding to support this work.</td>
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<tr>
<td>b.</td>
<td>The Office has developed a strong network of community and industry partners, resulting in resources, initiatives and work-based learning opportunities that support students’ academic and technical work readiness. Public grants and private funds are also secured to support specific pathways, such as Computer Science, and to provide unique internship opportunities in fields like STEM and Agriculture. Students also directly connect with community mentors and industry leaders through steering committees, special initiatives (e.g. the Ag Tech Institute) and programs (e.g. MILE, the SVHPP, the STEM Task Force and the Ag program), in order to foster career connections and gain insight into potential career pathways. The office is also developing strategies to bridge the gap to employment through involvement in 5 Cities, which focuses on workforce development by connecting industry with students. The office is always looking for more funding and for more universities to partner with.</td>
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**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](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:]
The office assessed two SAOs: 1) Donors express satisfaction with communication about their contributions to Hartnell College’s success, and 2) Revenues from public sources exceed $2.1 million. Regarding the first, the office assessed this outcome by conducting informal surveys and focus groups. It also launched a donor communication plan. Regarding the second, the office tracked awarded grant amounts in collaboration with the Business Office and determined that public grant funds exceeded $9 million in the past year, approximately four times more than what was projected.

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 office continued to implement a donor-focused, comprehensive and integrated communication plan that resulted in more responsive donor acknowledgement in writing and by phone. This includes items like the President’s Weekly Report, the eFocus newsletter, and the annual report to the community. Such outreach and communication efforts were recognized with six awards for marketing at the annual Community College Public Relations Organization conference. In addition, the office has made an effort to communicate with donors on a more personal level; e.g. President Lewallen and VP Cruz have sent personal notes to donors and student workers sent hand-written thank you notes to President Circle members and Party in the Library attendees. Leadership has also held in-person meetings with prospective donors, one of which resulted in funding for the nursing program. The Office regularly holds fundraising strategy meetings in order to review communication with donors and to plan major events, which enables the cultivation of new relationships. In terms of possible improvements, the Office is planning to re-strategize its annual appeal process.

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
In terms of connecting community and industry interests with opportunities to give, engage, and share at Hartnell, the office successfully launched an outreach plan to educate the community on Measure T and hired a contract web consultant to update the public-facing website for the office and the Foundation. The passage of Measure T is a huge boon to the college and will directly improve the resources available to students, thereby increasing their success.

The office continued to maintain annual income streams to provide scholarships, sponsor work-based learning opportunities, back ongoing/emerging programs and support foundation operations. The office increased revenues from public funding sources (contracts, and grants), securing more than $9 million this past year, approximately $6.9 million or four times more than projected. Private Funding goals exceeded by $21 million this past year, six times more than projected, resulting in the foundation ranking among the top 5 in California and top 25 in the Country. The office also hired a new Director of Public Grants Development. This will enable the office to continue supporting programs that foster student access and transfer/completion.

In terms of developing long-term recurring revenue streams to secure sustainability for programs and facilities, the office secured numerous planned gifts through a Legacy Campaign. It reached its 2015 goals of $7 million, $1.3 million of which has materialized and $6 million planned. The office also secured a gift of property from the Matsui family, valued at $20 million, the largest single donation ever received by the office. It is also the largest gift ever given to a community college in the state, as well as one of the top 10 gifts to a community college in the country. Ongoing revenue generated by the rental of the property will sustain student support programs and scholarships.

In terms of strategic relationship management and program planning, the office supports the Advancement Council, the President’s Executive Cabinet, the President’s Task Force, the Ag Steering Committee, the Construction Task Force, the Party in the Library Committee, the Employee Giving Committee, the Athletics and Hall of Fame Committees, the Planned Giving Advisory Council, the Women’s Education Leadership Institute, the Nursing and Allied Health Steering Committee, the Council for the Arts, the Scholarship Committee, the STEM Task Force, and the 100th Anniversary Legacy Campaign. The office also recently acquired an annual license renewal for Academic Works, a state-of-the-art scholarship software program. Full implementation of the software is underway and will be completed by July 2018. This will enable more students to access financial resources that will enable greater success and completion.

With regards to the objective of building a top-performing office, every staff member attended at least one relevant workshop or conference. The office space is also being redesigned to more effectively utilize space, thereby increasing worker productivity.

The Office of Advancement Development continues to fund campus support systems, such as scholarships, work-based learning, student mentorships, and college readiness, that promote equitable student success. Thus far, of the 2012-2018 Funding Plan, $45,026,585 has been raised toward the $14,159,500 goal as of October, 2017.