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, Link here)


Please note that resource requests will occur in fall 2018.

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<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/17)*</th>
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<tr>
<td>Office of College Readiness</td>
<td>5/15/19</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, 2017.

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Laurencia Walker</td>
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<table>
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<tr>
<th>Typed Name of Manager</th>
<th>Date</th>
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<tr>
<td>Laurencia Walker</td>
<td>5/15/19</td>
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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 College Readiness supports Hartnell’s efforts to offer early college credit via dual enrollment, concurrent enrollment, and high school articulation. The College Readiness Director also serves as the Project Manager for the Bridging the Gap Initiative funded by the James Irvine Foundation to streamline intersegmental college-going and completion efforts (high school, to Hartnell, and/or to California State University, Monterey Bay).

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:]

Hartnell College’s Dual Enrollment efforts (AB288/CCAP courses) are a relatively new initiative (Fall 2016) and our Office has been established for one year, thus promoting the courses available to students during their regular school day and engaging them in the enrollment process is still in its infancy. The enrollment process is all paper-based with the exception of the online application, which requires multiple levels of follow up with students and their respective schools/districts to successful enroll the students in their courses. Creating more print materials and a webpage on the Hartnell websites are area in which we expect to grow to improve in recruitment and to support the enrollment process.

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:]

Dual Enrollment courses are expected to align with an academic pathway. Dual Enrollment courses may be the first opportunity students in our service area are able to identify a program of study to pursue and/or a career pathway. We plan to work with the various departments to better understand and promote the various pathways that can be pursued via the courses offered with Dual Enrollment. These discussions include appropriate course sequencing and exposing students to the guided pathways model.

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:]
In partnership with our high school districts, we share in the cost of textbooks for students. Having individual copies of the latest textbook enables students to work and learn independently as well as aids in being prepared for group activities associated with achieving learning objectives of the course. We are looking into ways we can collaborate with the Director of Academic Supports to explore other in-class supports such as supplemental instruction if feasible.

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:]

   All forms of early college credit that our office facilitates (dual enrollment, concurrent enrollment, and high school articulated courses) can reduce time to degree. We are working with various departments/programs to identify programs of study (i.e., Administration of Justice; Early Childhood Education; Teacher Preparation Pathway) and appropriate course sequencing so that students can identify which courses are most appropriate in the context of early college credit.

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:]

   Four-year institutions look favorably upon early college credit for first-time freshman; in that same vein, should students decide to attend Hartnell first, their time to degree can be shorter due to their concurrent enrollment status while in high school. Classes such as Counseling 1 and Counseling 23, are excellent avenues for career exploration, guest speakers from the field, and various experiential learning opportunities (i.e., career fairs); both of these courses have been offered via dual enrollment at Hartnell College.
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. Link to 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:]

| n/a-Office established and fully staffed in May 2018 |

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:]

| n/a- n/a-Office established and fully staffed in May 2018 |

PREVIOUSLY SCHEDULED ACTIVITIES

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.

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

| n/a-The Office of College Readiness is a newly formed Office at Hartnell College |