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.

<table>
<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/17)*</th>
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<tbody>
<tr>
<td>Foster and Kinship Care Education Guardian Scholars</td>
<td>5/14/19</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>Savannah Lewis</td>
<td>Program Assistant II</td>
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<tr>
<td>Margie Wiebusch</td>
<td>Grants Project5 Director/FKCE</td>
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Typed Name of Manager | Date
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Margie Wiebusch      | 5/14/19
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 Guardian Scholars Program (GSP) focuses on supporting not just the academic needs of the student, but the physical, emotional and mental needs. We do this by providing a food pantry, hygiene products, school supplies, equipment loans, a Social Worker for emotional and mental support, and mentors for academic support. Having well-rounded support likely increases the student success in higher education.

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:]

GSP works closely with Social Workers at the Department of Social Services as well as the Probation Office to refer current/ former foster youth to Hartnell. GSP also works closely with the Independent Living Program and Transitional Housing agencies with serve as a funnel into Hartnell once they turn 18. More outreach needs to be done in high schools and on Hartnell campus to reach those not currently involved with DSS.

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:]

GSP supports students in choosing their pathway by offering personal counseling, introductions to professionals in their desired career field, introductions to Deans of their desired department, and workshops facilitated by varied professionals willing to share their personal and expert experience in their line of work. GSP will soon offer a mentorship program to students from community members willing to share their life experience with the students to help guide them, offer support, and expose them to new experiences they may not have otherwise experienced.
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:

| GSP has multiple computers in the office for student use. This gives them ample access to complete their assignments with the support and guidance of mentors in the office. The GSP Coordinator communicates with the student counselors, requires mid-semester progress reports, and communicates with instructors to ensure the students' success in the class. Students are assessed at DSPS or MiCasa in the case that extra support is required. |

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. GSP helps students complete their program by connecting them with financial aid FY specialists, FY counseling specialists, and other campus services to equip them with the academic support needed to be successful. Completing programs and completing on time is still a challenge. |

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. GSP provides transfer support by connecting the student with the GSP program at their next institution. This gives a warm hand off and ensure the student will not have a gap in support. Personal counseling with GSP coordinator and college tours help students determine their next academic goals.  
B. GSP attends community job fairs to network with agencies that could offer valuable work or internship experience for the students. A regulated system needs to be put in place for this service to be more effective. |
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:]

| GSP and the FKCE will ensure access to classes and events that are coordinated and held at the Hartnell College campus. |

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:]

| Surveys are sent to all FKCE and GSP participants to determine training topics and supports needed. In additions, there are training topics that are mandated by the state that are offered to all participants. Class evaluations are always completed and changes/improvements are made in partnership with Monterey County Department of Social Services. |
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:]

| This is our first PPA for this area. We look forward to improving our outcomes through this process in the future. |   |