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>Office of the Superintendent/President</td>
<td>N/A – will be submitted to College Planning Council fall 2018</td>
</tr>
</tbody>
</table>

*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>
</tr>
</thead>
<tbody>
<tr>
<td>Willard Lewallen</td>
<td>Superintendent/President</td>
</tr>
<tr>
<td>Lucy Serrano</td>
<td>Senior Executive Assistant</td>
</tr>
<tr>
<td>Cristina Zavala</td>
<td>Administrative Assistant</td>
</tr>
</tbody>
</table>

Click here to enter text.
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 the Superintendent/President focuses on students by:

1. Ensuring that all operations of the College have resources necessary to support students.
2. Ensuring that the vision and mission of the College are fulfilled.

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:]

Even though the Office of the Superintendent/President is not the primary venue for this type of activity, a number of prospective students actually land in the office as a point of first contact. Students are welcomed and assisted in getting connected to the appropriate offices and personnel to ensure their matriculation to the College.

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 Superintendent/President meets regularly with individual students and groups of students. Often these meetings involve discussion and advice about career and education 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 of the Superintendent/President impacts and supports student learning in the classroom through ensuring resources are allocated to support programs and services that are meaningful, relevant, and innovative.

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:]

The Office of the Superintendent/President impacts student completion and success by approving plans, policies, procedures, and systems designed to improve student success and completion.

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:]
The Office of the Superintendent/President impacts student transfer and employment by approving plans, policies, procedures, and systems designed to improve student success and completion.

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:]
   Development of a leadership institute for administrators.

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure</th>
<th>Assessment Results</th>
<th>Refined/Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide leadership for the creation of a leadership institute for all administrators.</td>
<td>Assessment Tool: Determine if a leadership institute was created.</td>
<td>A plan for the administrator leadership institute was developed (attached). The leadership institute will be implemented in 2018-19.</td>
<td>None</td>
</tr>
<tr>
<td>Criteria for Assessment:</td>
<td>Documentation that a plan for the leadership institute was developed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Semester for Assessment:</td>
<td>Spring 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
A small task force was formed of administrators from the President’s Executive Cabinet and this group was charged with developing the institute. There was extensive dialogue and discussion over several months before the final plan was accepted. The leadership institute will be implemented for the 2018-19 year.

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)

BP and AP 7165 (Employee Scholars Program) were successfully reviewed, assessed, and recommended for approval through the governance process. The Governing Board unanimously approved BP/AP 7165 and it has been implemented for the 2017-18 year.