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>
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</thead>
<tbody>
<tr>
<td>Assessment Center</td>
<td>Click here to enter text.</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>Ariana Rodríguez</td>
<td>Assessment Center Coordinator</td>
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<tr>
<td>Antonio Alarcon</td>
<td>Dean, Student Affairs</td>
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Typed Name of Manager | Date
---|---
Antonio Alarcon       | 06/14/2018
A. STUDENT SUCCESS

1. As Hartnell is a student-focused college, how does your service/officenon-instructional program focus on students?

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

The Assessment Center provides placement services for all students needing to take a math, English, or English as a Second Language class, and students desiring to 6 or more units at Hartnell College. The department also inputs clearances and placement assigned through multiple measures assessments.

2. How does your service/officenon-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 Assessment Center staff is a critical component of the College Pathways Team and participates in providing information for all of the Steps to Success at Hartnell College for incoming high school students, incarcerated students, dual enrollment students, and other prospective students.

Moving forward, Assessment Center staff will be more actively involved in the implementation of AB 705.

3. How does your service/officenon-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 Assessment Center directly informs students of their placements into math, English, and English as a Second Language students, and helps students to understand their results. This is critical in helping students understand how their path may be affected or if specific majors are right for them.

The department will be more effective in getting placements done because they will focus on ESL and inputting multiple measures data because decision rules will
streamline placement for the majority of the students entering Hartnell College.

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:]

With the implementation of AB 705, the Assessment (Placement) Center will help convey the support structures that will be necessary for students placing into transfer level math and English with lower GPAs. This will help students understand what to expect and how these levels will impact their time at Hartnell College.

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 Assessment Center is a central facilitator in conveying the importance of placing into higher levels of math and English. This support is helpful to students because often they do not understand that having a high GPA in high school or doing well on a placement test can impact how long they are going to take in completing a program and all of the ramifications of involved in a longer timeline to 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 Assessment Center does not directly assist students in transferring and career selection, but placement levels do affect these areas. The placements need to be inputted in a timely and accurate manner in order to ensure that there is class space and accurate course selection for transfer and career objective courses.

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:]

<table>
<thead>
<tr>
<th>Assessment SAO 1</th>
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<tbody>
<tr>
<td>As a result of meeting with an academic counselor students will demonstrate increased knowledge in selecting courses.</td>
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<tr>
<td>As a result of meeting with an academic counselor students will demonstrate increased awareness on the importance of their academic performance.</td>
</tr>
<tr>
<td>As a result of meeting with an academic counselor students will demonstrate increased knowledge on selecting a major.</td>
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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?
SENSE and CCSSE surveys were conducted to determine effectiveness of the programs. Students did overall find value in meeting with counselors, but most full time students did have only one meeting with a counselor. Although satisfaction was high, wait times and customer service were areas of concern for some students. Overall, feedback was positive though.

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)

Hartnell College must continue to work to create programs and services that prepare students in solid content preparation in the areas of English, ESL and math skills. These programs must emphasize through marketing and literature the significance of strong basic skills to prepare for further education and career preparation. This type of work must be well coordinated with the high schools in our service area as well as community based organizations and other partners. The Department of Counseling and Assessment will continue to develop programs and strategies that prepare students to maximize their performance on the assessment test by refreshing in the English and math content embedded in the assessment test. The goal is to ensure students are not enrolling in remedial coursework to the extent possible. The use of exemption criteria and multiple measures has significantly improved determining appropriate course placement, but this process can be improved by eliminating unnecessary steps for qualifying students. Currently, students must meet with a counselor and have forms signed off and then submit forms to the Admissions and Records office. For students who meet SAT/ACT/ELM/EPT/CAASSP exemption criteria, it would be an improvement to services to allow assessment staff to enter a course placement when provided with an appropriate score report. This doesn’t require interpretation of scores or consideration of multiple measures and would expedite the process for student who must wait for an appointment and then up to 48 hours after submitting the documentation for their course placement to be processed. Changing this process would free up valuable counselor and Admissions and Records staff time. Additionally, if we began utilizing the transcript and test report upload function in CCCapply, students could provide this information at the time they submit their Applications for Admissions. This would ensure all students are informed of the ability to use these measures for course placement on the front end of their matriculation and not at some later point, for example after they’ve assessed and are meeting with a counselor. 11 | P a g e Automating these processes
and investing in software to do so would improve the ability of the Assessment Center to provide equitable and efficient placement services to all students.