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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<tbody>
<tr>
<td>Academy for College Excellence (ACE)</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>Bronwyn Moreno</td>
<td>Director of Special Programs</td>
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<tr>
<td>Miriam Vazquez-Gonzalez</td>
<td>Program Assistant</td>
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<td>Yuliana Vasquez</td>
<td>Counselor</td>
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Typed Name of Manager Date

Bronwyn Moreno 4/27/18

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 Academy for College Excellence (ACE) is designed to improve the access and success of students from marginalized groups. The program begins with a Foundations of Student Success course which provides explicit instruction on non-cognitive skills such as communication, time management, and stress management to help students from non-traditional college-going backgrounds successfully transition to college coursework. Following successful completion of the Foundation course, students receive case management style and wrap-around student support services. |

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 ACE Program staff work with local feeder high schools in collaboration with the Hartnell College Pathways Team, alternative schools, Monterey County Office of Education, and community agencies such as the Parole and Community Team to identify and enroll students in the program. In 2018, we began sending informational packages to high school counselors in an effort to increase referrals. In the future, we would like to increase direct high school recruitment by providing presentations at site level counselor meetings. |

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:]

   | During the Foundation Course (EDU 110) students take a learning styles assessment which teaches them their strengths. A results analysis provides students with insights into possible career choices. The course is team taught by an academic faculty member and a counseling faculty member. Students proceed as a cohort into Student Success Seminar (COU 1), where they will take the ASVAB assessment and create |
their educational plans based upon their career interests.

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 EDU 110 course is structured to provide students with improved study skills such as time management and communication. In addition, students are connected with the Panther Learning Labs as well as the Library Learning Resource Center during the foundation course, so that they can comfortably access academic support services. Students also have access to quiet study space in the Mi CASA student center, as well as free textbook lending and printing. In the future, we would like to develop a partnership with the Early Support Program (Early Alert), so that we can receive real-time data when students are experiencing difficulty in their other courses.

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:]

Students in the ACE cohort receive a comprehensive educational plan and meet with a counselor at least one time per year (preferable twice) to update their educational plans. At the beginning of the program, students complete a needs assessment, so that ACE Program staff can provide follow up services. Each semester, students receive a “welfare check” from ACE Program staff. Students receive intrusive advising and monitoring, as well as wrap around support services. In the future, we would like to make the ACE Foundation course transferable, so that students do not acquire excess units.

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?

ACE students benefit from the guidance and support of the ACE Counselor, who monitors their progress and provides individual assistance regarding transfer, based upon their desired major and career, level of academic preparation, and personal/family situation.

The integration of the learning styles assessment and the ASVAB career inventory within the ACE courses provides early exposure regarding career opportunities. Students are encouraged to apply for and participate in the WELI and MILE Programs, as well as the Service Learning seminar to improve access to information about careers.

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 measurable. 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?

ACE students will indicate that they had a positive experience in the ACE Program

The SAO was assessed using an attitudinal survey. Students responded to a series of questions regarding their opinions about the program. 100% of respondents indicated that they had a positive experience in the ACE Program, and 100% stated that they
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 goal of the survey was to provide information on student satisfaction and facilitate the continuous improvement process. The Special Programs team, including the Director, Adjunct Counselor, and Program Assistant, collaborated in the development of the survey. The survey was administered in class on the last day of Team Self-Management Class. After the survey was administered, the team reviewed the data in a staff meeting and discussed the outcomes. We found that students are seeking additional ways to connect with their classmates in the program. As a result, we are planning to implement a COU 1 class in the fall so that the cohort can continue to stay connected and receive support from their peers.

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)

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

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Student Outreach, recruitment, and matriculation:</th>
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<tbody>
<tr>
<td>Collaborate with College Pathways team to conduct comprehensive outreach and recruitment and move students through the seven steps to success; maintain relationships with secondary and community partners</td>
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<th>Activity 2</th>
<th>Academic support and follow up services</th>
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<td>Embed Student Ambassadors in ACE courses, create a structured support system and follow</td>
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up services for ACE students utilizing existing college infrastructure.

**Activity 3  Career exploration and exposure activities**

ACE students will develop an improved understanding of career pathways and opportunities, develop an informed educational goal and experience increased motivation to persist and succeed.

**Activity 4  Program evaluation and assessment**

Develop Service Area Outcomes, Implement student intake and tracking measures, develop pre and post surveys to assess student attitudes, conduct longitudinal analysis of student persistence and success.

**Activity 5  Information and marketing campaign**

Implement recommendations from SWOT Analysis to develop and institute ACE communication plan.