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>Admissions &amp; Records</td>
<td>June 7, 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>
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<tbody>
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<td>Roberta Ruiz-Camacho</td>
<td>A&amp;R Records Evaluator</td>
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</table>
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 Admissions & Records Department is unique in that we are the only department on campus that serves ALL 17,079 (2016-2017 headcount) students on campus each year. The services our department provides are at the core of the institution which is application for admission, all registration transactions (add/drops), graduation, transfer verifications, and transcripts, etc. In addition, we process all faculty drops and final grades, grade changes, incomplete forms, etc.

   We provide enrollment services in response to trends of our diverse community and offer these services at our Main, Alisal and King City campuses. All three sites are equipped to serve our bilingual community and assist students face-to-face, by
phone, by fax, presentation style, at community and high school events, and now online via email.

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 Admissions & Records Department is limited on our outreach events as we have to maintain the core services of the department on a day-to-day basis. However, we do rely on our colleagues from the College Pathways Team to assist with outreach events with our high school/adult school partners as well as with local community agencies.

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 Admissions staff is knowledgeable about the enrollment process which includes choosing a major course of study. Since the Admissions office is usually the students’ first stop, staff refers students to Counselors to assist them in planning their courses required for their major. In addition, the Records Evaluators are responsible for the review of all transfer credit and Hartnell credit in awarding all degrees and certificates for the institution three times a year. Our Records Evaluators are instrumental in the training of our Academic Counselors in how to evaluate transfer credit as well as explaining complex degree requirements.

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:]
As mentioned previously, the Admissions & Records Department is a central location that all students come to for information. The staff is very good about making referrals to students about other campus services such as the Tutorial Center, Panther Learning Lab to help meet their instructional needs. In addition, they also make referrals to support programs such as TRiO, EOPS, Veterans, MiCasa, sports counseling, MESA, Math Academy, Associated Students of Hartnell College, etc.

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:]

As mentioned previously, the Records Evaluator position evaluates and graduates all students for the College. Often times, this includes not only evaluating Hartnell college course work but evaluating transfer credit coursework from both public and private colleges/universities throughout the U.S. and abroad. They use resources such as ASSIST.org, etc. to ensure that they are evaluating down to the course level for equivalency. They also serve as advocates for students when working with Counselors and Faculty about the possibility of course substitutions if the transfer course is not 100% equivalent to Hartnell’s course.

The picture below only outlines the number of students who graduated. What it doesn’t show is all of the students who petitioned to graduate and were evaluated, but did not complete their requirements in the semester in which they petitioned.
To ensure completion of degree/certificate requirements, the Counselors could follow up with the students who show as not meeting their requirements by reaching out to them either by email or phone to come in to see them to get them back on the right track. Counselors currently receive a copy of the student’s evaluation worksheet which outlines all of the in progress and/or outstanding requirements.

Another strategy to consider is that of auto awarding degrees/certificates to students without them having to petition. Often times, students don’t know when they have finished their program unless they regularly meet with a Counselor who encourages them to apply for graduation. This strategy would help increase the College’s degree/certificate completion rate and possibly the time to completion. However, more importantly, this strategy could help students complete their program earlier, and possibly motivate the student to move on to the next level of their education.

Another strategy would be to work with the National Student Clearinghouse on the Reverse Transfer Participation Agreement along with our feeder CSU’s and UC’s to get a list of our transfer students who have stopped attending the CSU/UC in an effort to verify if the student earned an Associate Degree from Hartnell before transferring. If they didn’t, then we could evaluate their record to see what they need to complete their degree or in some cases actually award the Associate Degree as they may have left Hartnell without knowing they earned one. This strategy could also provide us with additional degree/certificate awards. Lastly, this effort could also entice the student to return back to the CSU/UC to complete their Bachelor’s Degree which then becomes a win-win for both institutions.

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:]

Again, our Records Evaluators works closely with the Counseling Division as well as the Transfer Center staff to ensure that the student’s petition for graduation matches the CSU AD-T degree that they have declared on their CSU application. The Record Evaluators must confirm the accuracy of the student’s CSU application major by using the online verification tool that CSU has developed. If the Evaluator’s find any discrepancy, they contact our Transfer Counselor and/or the student to come in and update their major.

In March of 2018, the Director of Admissions from CSUMB visited our Dean Student Affairs/Enrollment Services to talk about the transfer process for our students to CSUMB. She indicated that the CSU’s have a California Promise initiative which allows the students to have priority registration and up to four advisor contacts per semester if they apply for the AD-T degree through the early verification process. However, the AD-T that is being verified (by our Records Evaluators) must match the same major at CSUMB.

As a result of this important conversation and in order to ensure our students qualify for these exceptional services, the Dean has already reached out to the Transfer Center Counselors in hopes of collaborating together during the transfer application workshops. These workshops are scheduled annually in August for spring transfers and October for fall transfers. One or two of our Records Evaluators would be present during each of the transfer center workshops to ensure that the student has applied for the same AD-T degree that they are reporting on the CSU/UC Application. This would ensure that when the online verification process is being completed in July for spring transfers and February for all transfers that the student’s major goal matches what the student indicated on their CSU application.

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:]

   We assessed two key services during the 2017-2018 year that we provide to our students in the Spring 2018 semester. The first was a graduation process survey in which we wanted to hear from students what they thought about the graduation process; We had all students who were participating in the Spring 2018 commencement ceremony submit a quick paper survey when they picked up their graduation tickets the week of May 8-May 22, 2018. The results are posted below:
Our second survey was about their satisfaction with the customer service that they receive at our “front counter” during the spring 2018 semester. The results are posted below:
2.

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:]

We held a brief discussion about the both survey results, and the staff is very pleased that we have been able to maintain the highest quality of services to our students. The Records Evaluators have been meeting with a few Counselors to work on the rewording of the graduation worksheet as well having a discussion about making the graduation petition be signed by a Counselor before submission to A&R for processing.
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>Project</th>
<th>What Measurable Outcomes were achieved?</th>
<th>Did the Activity &amp; Subsequent dialog lead to significant change in program success</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online drop access for faculty to drop students for non-attendance on PAWS</td>
<td>For our first semester; we had 776 sections of which 326 sections had an online drop posted as “no show” and 143 sections had an online drop posted for census. Approximately 42% of our sections were touched during the “no show” period; and 18% of our sections were dropped during first census.</td>
<td>The first semester, we had a few glitches in which faculty were confused about the timeline in which they could drop students as each section could have a different drop window of time. As a result, we made several changes to the online drop roster process before the start of the Spring 2018 semester.</td>
<td>This project was placed on the CORE list in March of 2015 and fully implemented in the Fall 2017 semester.</td>
</tr>
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<td>2. Implement Communication Module (automatic emails/letters) on such A&amp;R processes such as:</td>
<td>Our Enrollment Services Lead has developed email notifications for all of these projects since the Fall 2017 semester. The notifications that she has created are a display of color, graphics, and short messages to catch the students' attention for all of the other emails they receive from our campus.</td>
<td>We have seen a significant impact on our dropping for non-payment notifications. By the next day, we have lines of students who are submitting their BOGW fee waiver applications ahead of the drop deadline. In addition, there has been good collaboration between enrollment services and financial aid to ensure that we are both giving the same consistent message in our communication to students.</td>
<td>December 2017</td>
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