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.

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<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/18)*</th>
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<tr>
<td>Department of Supportive Programs and Services</td>
<td>5/11/18</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

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<tr>
<th>Name</th>
<th>Title/Position</th>
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The Mission of the Department of Support Programs and Services (DSPS) is to support the educational needs of students with disabilities. DSPS is committed to providing students with a full range of effective support services and instruction to ensure that students have equal access to education at Hartnell College. DSPS provides assistance with students’ requests for reasonable classroom and testing accommodations. Examples include (but not limited to) extra time for exams in a reduced distraction environment, assistance with note taking for lectures, alternative media for classroom materials, specialized furniture and seating, and various services for visually and hearing impaired individuals. DSPS also offers academic, personal, and disability related counseling and advisement services to ensure that students determine and set educational goals and create an education plan to achieve these goals.

Many of our students need accommodations due to various disabilities. We meet with individual students to determine what accommodations/tools will help the student be successful. For example, a student may need help with taking notes in the classroom. This could be due to a temporary disability such as a broken arm, or due to processing issues, deafness, or blindness. In this situation, we will present different note taking choices, from low-tech to high tech, and then teach the student how to use and get the most out of the choice. We follow-up throughout the semester. Many of our students have print disabilities of one kind or another. Again, we meet with the student to provide alternative media such as text-to-speech software, large print, PDFs etc. and teach the student how to access/use the technologies. A few other examples include loaning equipment such as iPads to students with low vision to access documents to easily enlarge, or for students with mobility issues to have all their books on the tablet.

Due to a variety of disabilities, many of our students need additional time in a quiet environment when taking tests. We provide a quiet, distraction reduced testing room with the prescribed extra time.

In addition to academic accommodations, DSPS also refers students to outside resources for additional financial, mental health, and employment...
supportive services such as Supported Education and Employment Services (SEES), Department of Rehabilitation (DOR), and HOPE.

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:]

   DSPS counselors and staff members participate in a variety of community outreach efforts in area high schools and other community programs such college outreach nights, tabling events, school visits, and parent nights. DSPS participates in Hartnell College's Panther Prep events and other Pathways outreach activities. DSPS also hosts tours of the DSPS department and the main campus for high school students who participate in Special Education programs in the area. DSPS also conducts annual meetings to engage with other community stakeholders and promote our programs and services. DSPS is committed to expanding our outreach efforts by offering more specialized counseling services for High School students who are eligible for DSPS services at this year’s Panther Prep event.

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:]

   DSPS offers comprehensive educational advisement and planning based on the individual needs and goals of each DSPS student. DSPS assists with planning and scheduling manageable semester schedules, taking into consideration individual educational limitations and other life obligations. When students are unsure of their specific “pathway” DSPS counselors make course suggestions that explore careers such as COU 1, 23, or 27, introductory or survey courses in areas of interest, or foundational general education courses. DSPS counselors also refer student to the Career and Transfer center where students can use various assessment tools to identify career interests and individual strengths.

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?**
The DSPS prescribe and provide accommodations to students with disabilities which include various technologies. One example is the use of Kuzweil as a text-to-speech reader, writing tool, and study tool. This software allows the student to see the text as it reads it out loud. This helps with decoding and comprehension of textbooks and documents. The built-in features include a talking dictionary, the ability to highlight and extract text to use as a study guide, and has mind-mapping and other writing features.

Students who are prescribed notetaking help are given options from low tech (volunteer notetaker) to high tech options which include apps and computer software. Although we try to follow-up throughout the semester, we could probably do a better job by sending out periodic surveys, and email check-ins. Another area for improvement would include outreach to demonstrate various technologies in the classroom, so prospective students could see the value of their use.

In addition to technology and notetaking, DSPS offers a wide variety of in-class instructional support such as assistance with requests for reasonable and appropriate accommodations such as note taking assistance, specialized furniture and preferential seating, aids and support for visual or hearing impairments, behavioral and symptom management that may impede on a student’s ability to learn and progress in a course, testing accommodations for quizzes and exams, advocacy on behalf of a student and the encouragement and support of self-advocacy with regard to classroom needs. DSPS also offers Learning Skills courses that focus on topics such as learning strategies, emotional management and memory skills. To improve, DSPS is committed to opening specialized math and English labs to support students.

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?
until they become comfortable with the pace of college. For those student who are able to progress at a full–time pace (12 or more units per semester), DSPS counselors assist the student to request and receive the appropriate accommodations and supports they need to succeed.

b. More academic support in the form of specialized tutoring would help students complete their program in a timelier manner.

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:]

DSPS counselors assist students with transfer and career goals by working with students to devise realistic and appropriate education plans, scheduling and registering for classes, providing academic advisement, disability and personal counseling, and assistance with accommodation requests for classes. DSPS counselors refer student to the Career and Transfer Center for various workshops, transfer activities and field trips. DSPS counselor assist student with transfer applications and CSU and IGETC certification and often assist students in exploring various transfer options. DSPS counselors also advise students who are interested in two-year vocational degrees available at Hartnell College and other Adult Education settings.

7. How do you help very poorly prepared students to succeed in gateway courses (in Math and English) to get into college-level courses as soon as possible?

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

DSPS counselors assist poorly prepared students to progress towards college level courses by helping student set realistic goals about semester course loads and time
management. DSPS counselors refer students to various support programs on campus such as Panther Learning Labs, Tutorial Center, Math and Reading and Writing Academies. DSPS counselor also work with student to choose instructors and course times that work well with DSPS students.

DSPS provides assessment to determine if a student meets the learning disability definition and qualifies for accommodations. Students who have learned to compensate for learning challenges through high school, or were allowed to pass through, may have never been identified for services prior to college. However, the intensive college course content and shortening timeline to be in college level English and math courses will significantly impact students in this situation. The assessment provides an opportunity to become eligible for DSPS services and strengthens students chance to succeed through potential remedial and pathway courses.

8. How are students’ program choices and progress toward completing their program’s requirements monitored? How do students know how far along they are in their program and what they have left to do to complete them?

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

DSPS counselor work with students to make individual education plans and update education plans as necessary. DSPS strongly encourages students to make regular appointments during the semester to discuss progress, problem solve any educational or personal issues that arise and refer to support services whenever necessary. Each time a education plan is created or updated the student is given a copy of the plan to refer to as necessary.

9. How do you inform students about the adverse effects of dropping courses or changing their plan?

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

DSPS counselors meet with students individually to discuss progress and the impact of dropping a class in relation to prerequisite courses completion, academic/progress probation/dismissal policy, course repeatability policy, financial aid, the impact on GPA and multiple “W’s” on the academic transcript when transfer to University.

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:]

   Click here to enter text.

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:]

   Click here to enter text.

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

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

      Click here to enter text.