Non-instructional Guided Pathways Program Review 
EOPS/CalWORKs

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.

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:]

<table>
<thead>
<tr>
<th>EOPS and CalWORKs Service:</th>
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<tr>
<td>The Extended Opportunity Programs and Services (EOPS) primary goal is to encourage the enrollment, retention, and transfer of students disadvantaged by language, social, economic and educational circumstances, and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, financial aid and other support services such as priority registration, book credits, grants and scholarships, peer advising, orientation, Wednesday Workshop series, transfer guidance, UC/CSU application fee waivers, scientific and graphing calculator loan program, and book lending library.</td>
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<tr>
<td>The EOPS program at Hartnell College served 683 unduplicated students in the 2016-17 school year.</td>
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M.A., P.C. 04/15/18
Classified staff held roles in the EOPS Consortium, CalWORKs Joint Staff meetings with MPC and shared governance committees to ensure the daily operations of the program, including customer service, are meeting quality standards and compliance to State regulations. The EOPS/CalWORKs staff and faculty are listed below in alphabetical order:

Mitzi Alexander, EOPS/CARE Counselor
Paul Casey, EOPS/CalWORKs Director
Antonia Jaime, EOPS/CARE Program Coordinator
Angelita Lopez, EOPS/CARE Administrative Assistant
Millicent Madrigal, EOPS Counselor
Dr. Nancy Reyes, CalWORKs Counselor/Coordinator
Fanny Salgado, EOPS/CARE/CalWORKs Technician
Marlene Tapia, EOPS Specialist

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:]

EOPS and CalWORKs Service:
The Hartnell College EOPS/CARE program is designed to offer “Over and Above and addition to...” retention services for EOPS students and has consistently partnered with other Student Services programs in providing outreach to current and prospective Hartnell College students. In upholding this standard of service, EOPS staff and Peer Advisors conducted presentations in the spring 2017 semester on the main campus, for several sections of Counseling 1: Student Success Seminar. In summer 2017, a classified staff conducted one presentation for Counseling 1 offered at the King City Education Center.

EOPS and CARE participates in community engagement to increase visibility at local high schools, Outreach efforts at local agencies and holds Bi-Annual Advisory Committee Meetings Fall and Spring term. The advisory committee members are representatives from college personnel, EOPS student, local feeder high school, community member, and four-year college.

EOPS presentations have also been incorporated into orientations for new students who qualify for AB 540 status, the South County Elementary Teacher Education cohort, Math Academy, Monte Bella Elementary School-NASA Program Day, and High School Career Days at Alisal High and Everett Alvarez. In addition, EOPS staff have participated in tabling for Hartnell College’s annual Transfer/Career Day,
Panther Prep Day on Main Campus and at the King City Educational Center, Hartnell College Student Club Day, Salinas ROP Career Fair, and HCC Welcome Week.

In addition, the EOPS/CARE counselors fulfilled key roles during Panther Prep group counseling sessions (Main Campus and KCC), served as liaisons between HCC EOPS and Educators for Fair Consideration (E4FC), HCC Mi CASA, Monterey County Department of Social Services, Central Coast High School Career Fair, and provided “Priority Registration Preparation” workshops.

Priority Registration Preparation allowed students to pre-select courses, meet with an EOPS/CARE or CalWORKs counselor for brief questions or prerequisite clearances. A total of 226 students utilized priority registration in the fall 2017 semester.

During the fall 2017 semester, Dr. Nancy Reyes, CalWORKs counselor, taught an evening section of Counseling 1- Student Success Seminar. This course is designed to assist first-time College students to create greater success in college and in life, and highlight the support programs and services available to all Hartnell College students. Of the 29 students enrolled in the class, over 90% were recent High School graduate, attending college for the first time.

Each week of the class, presentations were scheduled to feature a different Student Support Program. The programs that presented included DSPS, TRiO, EOPS, and the Panther Learning Lab. The course also provided guidance on career and major exploration. Through these discussions, faculty from Administration of Justice, Social Work and Agriculture disciplines shared information about their respective fields.

The dual role of Counselor/Instructor proved instrumental for Dr. Reyes in creating a supportive environment where students could freely ask questions and share their college experiences. Furthermore, Dr. Reyes skillfully promoted EOPS/CARE and CalWORKs services, clarified financial aid standards and demonstrated a personal interest in every student.

Programs and Services at Hartnell College Presentation to CalWORKs Employment Services (CWES) Staff:

This presentation was delivered to CWES staff, and the goal was to create consistency in how students are referred to Hartnell College. Many case managers expressed they were unsure of the 7 Steps to Success and wanted to learn more about the vocational programs offered at the Alisal Campus specifically. The goal of the presentation was to create consistency and minimize new student confusion when they enroll at Hartnell College. The 7 Steps to Success were reviewed, with a specific focus on steps 1-3 (apply, orientation and placement). Step 4 entails meeting with a counselor, and the CalWORKs counselor then discussed the Hartnell College CalWORKs enrollment process and the counselor-student appointment.
meeting. The work-study program was discussed, as well as the programs available at the Alisal Campus. Some first semester courses were identified which aimed at making sure students were successful their first semester on campus.

Watsonville High School Career Day Presentation

Watsonville High School is the Alma matter of CalWORKs counselor Dr. Nancy Reyes. Dr. Reyes was asked to speak about her career and educational trajectory. Through the presentation, Dr. Reyes highlighted some of the programs offered at Hartnell College such as nursing, welding, agriculture, respiratory care and food safety. Assistant Principal, Mr. Ivan Alcaraz invited Dr. Reyes to present during the three sessions. Since Dr. Reyes is fully bilingual/biliterate, she was also asked to present to English as a Second Language (ESL) students in Spanish. The English and Spanish presentations mirrored one another as Dr. Reyes wanted to ensure equity and consistency in the information presented. All attendees were provided with the 7 Steps to Success handout as the presentation was geared towards juniors and seniors.

Improvements:

The department can improve in recording outreach/recruitment events by creating a calendar of events, confirming EOPS representation at planned events and maintaining a spreadsheet where any EOPS staff or faculty engaged in outreach/recruitment activities can add that event individually. The Program Director and Coordinator will explore more visible signage and methods of publicizing the program and services.

The Director will continue to advocate for a better, larger location to accommodate growth, allows more privacy between students and staff, and offers all program counselors an office space. Currently, the CalWORKs counselor is located on the second floor of Building B, and the adjunct EOPS Counseling office is in Building N.

More aggressive efforts can be organized to recruit special populations such as Foster Youth and AB 540 students, through partnerships with financial aid, Foster and Kinship Care, and Guardian Scholars programs. Enhance existing efforts between EOPS and Mi CASA to provide confidential counseling and appropriate legal referrals that allow new and current “Dreamer” students to feel safe and supported at Hartnell 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:]

M.A., P.C. 04/15/18
EOPS and CalWORKs Service:

1. **New EOPS Student Orientation:** All newly accepted EOPS/CARE students must complete a Program Orientation that delivers specific information regarding program services and student responsibilities. The orientation also includes thorough coverage of Student Academic Progress (SAP) standards for financial aid and explanation of the Pell grant lifetime limit of 600%. This financial aid education helps students recognize that they must declare a major and demonstrate progress in course completion and maintain at least a 2.0 every semester. These standards are also required by EOPS/CARE. During the 2016-17 school year, EOPS offered 12 new student orientations attended by a total of 295 students. In addition, the powerpoint version of the EOPS New Student Orientation was completed by a total of 35 students who were not able to attend the in-person sessions.

2. **Comprehensive and holistic academic, personal and career counseling:** EOPS/CARE provides each student with effective holistic counseling, which is the delivery of comprehensive individualized and efficient academic, personal and career counseling. Furthermore, referral and access to other student support services are provided to enhance the students’ persistence and retention rate. Title V Section 56236, EOPS Implementing Guidelines on counseling and advisement state the colleges EOPS programs “shall provide...at least three contact sessions per term for each student as follows: an initial contact for educational planning, a mid-term progress review, a term-end exit contact to assess the success of the student in reaching the objective of that term.

The first contact session combines interview and other interpretation of assessment results to prepare a student’s education plan, and a mutual responsibility contract highlighting what services the student shall receive and what the student is expected to accomplish. The Hartnell College EOPS/CARE Program mandates all new students complete this first counseling session before any services are issued. The EOPS/CARE counselors offer first contact meetings the week before classes begin in fall and spring semesters. For fall 2017 semester, the average turnaround time for a student to complete orientation, meet with a counselor and access the EOPS book credit was 4 days. Continuing EOPS/CARE students are required to update their educational plans once per academic year.

The EOPS/CARE counselors also meet higher unit completion in graduate level Multicultural courses compared to the minimum qualifications for a General Counselor. This specialized competency provides a unique insight into the social, cultural, economic and political elements that influence a student’s educational and career development. For example, an EOPS counselor takes different considerations into transfer planning for an AB 540 (Dreamers) student compared to a general EOPS student.
CalWORKs, like EOPS/CARE, is a state-funded program which provides support services to Hartnell College students who are receiving cash aid and who have developed a Welfare-to-Work plan with their local county welfare employment services office. CalWORKs services include work study, job placement, child care, orientation, and educational planning. The goal of the program is to provide the needed support for student to complete an education program within a 12 month period. The selected academic program must comply with County Welfare-to-Work mandates and lead the student to an occupation in demand or in an emerging field. If an education program is not completed within 12 months, students will time-out and lose their CalWORKs benefits. Effective and accurate counseling/guidance is critical to the success of this student population.

To this end, the CalWORKs counselor has made tremendous strides to properly educate and counsel the CalWORKs student caseload. CalWORKs orientations were offered (not mandatory) in fall 2016, spring 2017 and fall 2017, with a total participation of 30 students (fall 2016-12 students, spring 2017-5 students, fall 2017-13 students). New activities included a student handbook, orientations, and workshops. During the fall 2016 semester, the CalWORKs Counselor and Program Technician instituted a Turkey dinner raffle, the CARE Winter Celebration, Literacy Awareness and Toy Drive as annual events offered by CARE/CalWORKS programs.

**CalWORKs Spanish Student Handbook / Manual Para El Estudiante CalWORKs**

During the fall 2016 semester, a comprehensive CalWORKs handbook was developed and given to all new CalWORKs students during orientation. Throughout the academic year the handbook was completely translated to Spanish in order to ensure equitable services to all students, including students that are in the beginning level of English as a Second Language (ESL) courses. The Spanish handbook provides general information about the CalWORKs program, a mutual responsibility contract, and a progress report, information about additional support programs, key campus phone numbers and college success tips. This handbook encourages student retention, recruitment, and outreach as it outlines program requirements, which all have the goal of ensuring students receive the support they need and establish a connection with their counselor. Feeling connected to someone on campus is critical for persistence/retention and ultimately, graduation. County case managers were provided an electronic copy of this handbook to share with students when they want to learn more about Hartnell College.

**Improvements:**
The CalWORKs Counselor/Coordinator and Program Technician, in collaboration with MPC CalWORKs and CWES services, are developing a proposal to host a
workshop by Western Center on Law and Poverty for CalWORKs students. The workshop is facilitated by an attorney for the center, to offer an in-depth understanding of Welfare-to-Work laws and advocacy rights.

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:]

EOPs and CalWORKs Services:
The EOPS/CARE New Student Orientation, book credit, counseling, peer advising, Wednesday Workshop Series and Mid-term progress reporting all serve to prepare, teach and support the student’s classroom learning experience.

New Student Orientation: The Counselor designed and facilitated orientation offers practical application regarding how to drop/add courses during the allotted time, emphasizes student responsibility to attend class/or drop, a step-by-step guide is discussed on using the Progress Report to initiate a private and scheduled conversation with instructors.

Book Credit/Lending Services: Providing early access to required class materials promotes readiness for class instruction and engagement. Eligible EOPS/CARE students have credit in the Follet Bookstore one week before fall/spring and summer classes begin. The program also offers textbooks, graphing/scientific calculators on loan beginning one week before the first day of classes. Other ancillary services include: free testing scantrons, Green book, printing (limited copies), and Textbook Lending Library.

Wednesday Workshop Series: a variety of topics for personal and academic growth are offered every third Wednesday of the month. Topics included Stress Management, Healthy Relationships, Priority Registration preparation and effective study skills.

The initial semester the workshop series became embedded into EOPS core services was quite fruitful. In fall 2016, a total of 182 students attended an EOPS sponsored workshop. The total number of students who participated in an EOPS workshop during spring 2017 slightly fell to 170 and in the fall 2017 semester is dropped to 101 total participants. The participation took a sharp drop in spring 2018, with only 3 workshops offered, total attendance was 40.

The Mid-Term Progress Report - Title 5, Implementing Guidelines for EOPS requires active students complete a midterm grade report to ensure compliance with program gpa, unit completion requirements and Financial Aid SAP standards. This tool has
proven to be highly effective in predicting retention. In fact, other programs such as TRIO, Mi Casa, Early Support and other student support programs have followed the EOPS model by implementing progress reporting. In fall 2016, 388 students completed the EOPS progress report, of which 45 reported unsatisfactory grades. For spring 2017, 409 EOPS students submitted the midterm progress report and 43 reported one or more unsatisfactory grade(s).

Improvements:
All published materials will be in accessible format by end of fall 2018. The CalWORKs counselor, the EOPS Specialist and Administrative Assistance, have completed the accessibility training offered by DSPS in March 2018.

Collaborate with Panther Learning Lab to track the tutorial time of EOPS students on academic probation, maintain the hours and progress as a separate caseload. The process is embedded in the EOPS/CARE Mutual Responsibility Contract.

Refine time of “Workshop Wednesdays” to generate greater participation and continue to develop topics addressing: Learning/Study Skills, Know Your Learning Style, Time Management, How to take Essay Exams, Overcoming Math Anxiety, Overcoming Public Speaking and emotional support.

Office: Development of an EOPS/CARE Student Handbook as a reference to all program requirements, student responsibilities, services and other important participant information.

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:]

**EOPS and CalWORKs Service:**
The primary objective of EOPS counseling is to motivate students to become more active in their enrollment selections and decisive with their career choices. Thus, we adhere to EOPS Implementing Guidelines that require EOPS students identify an educational goal after the second semester in the program. EOPS/CARE and CalWORKs program counselors engage in training and College initiatives that provide the most current and complete transfer and career information needed to create educational plans that follow coherent program maps, which include specific course sequences. To foster student success, EOPS/CARE counselors integrate the
following components in the initial development and ongoing review of a student's educational plan:

1) Degree, Transfer, certificate completions within 70 units (some exceptions for high unit majors)
2) EOPS students are to maintain full-time status of 12+ units to be in "Good Standing" and meet with a Counselor twice for fall and spring semester and once over the summer semester

MPC and HCC Vocational Education and Work Study Bi-Monthly Meetings:

These joint meetings ensured coordination and identified best practices in meetings

CWES requirement, between the Monterey County Department of Social Services, Hartnell College, and Monterey Peninsula College. Case manager supervisors and MPC CalWORKs counselor, HCC CalWORKs counselor attended the bi-monthly meetings. Both County and the College representatives, exchanged lists of all active cases on CalWORKs at the conclusion of every meeting.

The Program Specialist, Technician and Coordinator review the eligibility requirements of each student at the close of fall and spring semesters. Program status letters are sent to students who are not meeting program requirements.

In the near future all notifications will be via electronic (paperless).

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:]

   EOPS and CalWORKs Service:
   Through collaboration between EOPS and the Transfer/Career Center, EOPS students were offered priority seating for University tours to UC Santa Cruz, Sacramento State, and Fresno State (Spring 2017). In addition, EOPS partnered with the Transfer and Career Counselor to offer specialized CSU and UC online transfer application workshops, focusing on the CSU EOP admissions, assistance with the UC personal essays and coaching AB 540 students through residency and financial aid questions.
   In fall 2016, 36 students participated in the online transfer application workshops and fall 2017, a total of 32 students attended these workshops. EOPS counselors
provided individual and small group assistance with the online admissions application for students who could not attend a group workshop. During both the fall 2016 and 2017 semester, EOPS counselors attended CSU Monterey Bay’s Counselor Breakfast, where local High School and Community College Counselors gathered to learn discipline updates and admissions practices from CSUMB department representatives.

Furthermore, EOPS counselors are updated in transfer curriculum during bi-monthly Counseling Department meetings, trained with the General Counselors in using CalStateApply.edu, received CSU EOP admissions instructions and deadlines through Region 4 EOP Consortium President, and have accessed online transfer resources such as Assist.org, University of California, CalStateApply.edu, specific campus websites to ensure timely completion of necessary major preparation.

Social Work: Ensuring Community Wellness Conference:

This conference was a joint effort between CSUMB Collaborative Health and Human Services staff as well as Hartnell College staff, which included counselor Dr. Reyes. Dr. Reyes co-presented a Transfer 101 workshop. The goal was for 100 students to attend the conference. Transportation was provided from the King City and main campuses. This workshop directly impacts student success as sociology/social work is a very popular major at Hartnell College and the goal was for students to find out about the major at CSUMB and also meet social work professionals working in education, in the hospitals, in non-profits, with the correctional department, etc.

Office: CalWORKs offered work study opportunities for students that met the unit and income requirement. For spring 2017, 33 students qualified Calworks work study, 17 of them were funded by calworks work study, 16 positions were paid for by the County Department of Employment Services. In the fall 2017, 19 students were place in CalWORKs work study positions, all funded by the program’s budget. The work study thru CalWORKs funding allows participants to count the work time toward the weekly Welfare-to-Work hour requirements. Furthermore, the earning from CalWORKs work study are not counted as income so have not effect on a participants cash aid.

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?

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

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<tr>
<th>SAO #1</th>
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<td>After receiving counseling services from EOPS/CARE, students will be able to explain the purpose of an educational plan for establishing and achieving an educational goal.</td>
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<td>The Program Director and Senior EOPS Counselor added this outcome to the program “Survey Monkey”, which will be distributed April 23, 2018. The outcomes listed on the survey will be assessed based on a likert scale.</td>
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<th>SAO #2</th>
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<td>The number of EOPS/CARE students subject to be dismissed from EOPS and District due to GPA below 2.0, the percentage will be lower than general student population.</td>
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<td>The EOPS database will allow the program staff to identify students who were dismissed from the College. The new database STARFISH, will be in use by the ESP team early fall 2018. Both programs will generate reports listing all students on Academic Dismissal, data will be cross reference to determine the % of EOPS students compare to the % of the General Student population.</td>
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<th>SAO #3</th>
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<td>Student work study grants are a regular service of the CalWORKS program. At the end of the fall and spring semester, students who participated in the CalWORKs work study program will report satisfaction with their job placement and will be able to identify at least 2 transferable skills they learned in their work study position.</td>
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<tr>
<td>A CalWORKs Student Employment Satisfaction survey will be distributed to all CalWORKs work study participants. The survey is to be created by the CalWORKs Counselor and Program Specialist</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?

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

The EOPS Director and Senior Counselor collaborated with the Director of Institutional Research to design a student satisfaction survey. The survey will be distributed using the “Survey Monkey” electronic program. A copy of the survey is attached to the PPA (Addendum A). The survey will meet EOPS students third contact requirement and yield the results necessary to assess SAO #1. The survey will be emailed to all active EOPS students on April 30, 2018.

The program can easily assess for SAO #2 by comparing the list of EOPS students who obtain a GPA less than a 2.0 against the list generated by the STARFISH program at the end of fall and spring semester. The EOPS program expects less than 15% of active EOPS students will flagged with a low GPA (under 2.00).

The SAO for CalWORKs was assessed during the 2016-17 orientations, using a student satisfaction survey. The surveys collected showed that 88% of CalWORKs participants were able to describe the services provided by the CalWORKs program along with the responsibilities for compliance and successfully identified 3 campus student support services.

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

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<tr>
<td>1. EOPS/CARE/CalWORKs Workshop Wednesdays</td>
<td>Workshop Wednesday has been successful in the first semesters as at the conclusion of every workshop students provide feedback and indicate the workshop topics they want to see.</td>
<td>Space is an issue as we want to create consistency and have all workshops in B-110, but sometimes the room is not available. Securing food funds is also a challenge as sometimes snacks versus a lunch meal are provided. With funding becoming an issue, providing a lunch meal would be ideal to ensuring a greater number of program participants.</td>
<td>On going, every fall and spring semester.</td>
</tr>
<tr>
<td>2. EOPS and CARE Student Leadership Conference</td>
<td>7 Students participated in the conference</td>
<td>Cost of transportation</td>
<td>2016, based on EOPS consortium support and planning</td>
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<td>3. Electronic Files System</td>
<td>Collaboration with Columbia Community College and Hartnell College Instructional Technologist Training “first step”</td>
<td>lack of space for file cabinets, to resolve miss-placed student files Remote sites for counseling, student files</td>
<td>Fall 2017 by fall 2019 we will move to complete online filing-online fillable app</td>
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