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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<td>High School Equivalency Program (HEP)</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>
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<tbody>
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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:]

   Hartnell College has several programs that support underrepresented and disadvantaged youth (such as Extended Opportunity Programs and Services), but these programs are at capacity and none is targeted to meet the unique needs of the migrant adult student population. Hartnell College’s H.E.P. is the only community college-based H.E.P. within the region.

   Hartnell is the natural postsecondary access point for Migrant adults due to proximity, cost, and range of programs. However, in this region, an adequate support structure for adult (22 and over) migrant students does not exist. The HEP addresses these challenges by continuing to organize, leverage and redeploy resources so that a program of outreach, counseling, assessment, academic and student support services are implemented specifically for targeted migrant youth and adults. In order to be deemed HEP eligible an individual or an immediate family member must have worked in an agricultural related field at least 75 days within the past 2 years and be at least 18 years of age.

   In addition to enrolling 125 students per year, we have to Government Performance and Results Act (GPRA) Goals set by the office of migrant education: 1) achieve a 70% graduation rate, 2) Place 80% of graduates into higher education, technical training, improved employment or military. HC HEP has a 5 year average graduation rate of 89%, 92% during 2016-2017, and ranked top 5 in the nation for student success several years in a row (ranking is no longer announced).

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?**
As stated above, one of our GPRA Goals is to place 80% of graduates into higher education, technical training, improved employment or military. This is a target that we struggled to meet during the earlier part of our project, however, due to explicit and intentional efforts such as: administering a career interest inventory, creating a student success conference, employing case load management, campus tours and exposure to academic programs, delivering academic and personal-social workshops, pro-active counseling, 7 Steps to Success workshops etc. we have been able to meet or surpass our goal for the last 3 years. This of course was also made possible due to non-credit and not-for-credit offerings that were not previously available to our students. For many, this low-cost/no-cost option is just the launching point they need to get a taste for college courses and envision themselves as a Hartnell student. During this time (previous 3 years), we have successfully collected proof of placement from 450 graduates, 386 of which (86%) enrolled in Hartnell courses.

As has been discussed for years, our population has very distinct needs and interests. Some of the factors that limit their access to traditional HC courses are: language barriers, immigration status, cost of out-of-state tuition, course scheduling, the semester calendar and access to childcare. Ideally, Hartnell would offer several non-credit ESL, math and CTE courses designed for rolling enrollment and accommodating the crop season. Every HEP graduate would then be automatically placed into one of these offerings upon completion of their HSE. This type of lockstep design is utilized by several HEP projects across the US (predominantly non-credit ESL) resulting in 100% placement rates in many cases.

3. How does your service/office/non-instructional program support students in choosing their pathway? Is there more that it can do?

All our students take a career interest inventory during the first 30 days of their enrollment to begin to explore career field that best align to their personal like and dislikes. In addition, our students participate in a campus tour of both the Main and Alisal campus every semester. During these tours they are limitedly exposed to majors, as most of the focus is on support programs. Upon graduating, all students must meet with our counselor. Those whom express interest in higher education must develop and edplan. During this process, our counselor explores the
multitude of options offered by Hartnell and explains the difference between a certificate, degree, and transfer.

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:]  
   Bring in from last year’s PPA

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:]  
   HEP can no longer provide services once students have exited our program be it through graduation or attrition. However, many HEP graduates continue to seek our HEP counselor since they have a previously established, and trusting relationship.

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:]  
   HEP can no longer provide services once students have exited our program be it through graduation or attrition. However, HEP grads established a Hartnell College
Club (ALAS) several years ago to provide peer support in navigating their education. As with all clubs, membership has varied through the years. In addition, all HEP enrolled students participate in Main Campus and East campus tours where they are exposed to the multitude of support services and programs the college has to offer, including the Transfer and Career Center. Although we have not collected concrete numbers, anecdotally I can state that many have gone on to receive services from EOPS/CARE/CALWORKS, TRiO, WELI, and ACE.

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:]

HEP has developed 3 Service Area Outcomes (SAOs) that correlate directly with our Government Performance and Results Act (GPRA) Goals and project objectives. We assess all three outcomes on a yearly basis and are reported through the following: SAO, PPA APR.

Our Service Area Outcomes are as follows:

1. HEP will conduct comprehensive outreach to maintain a database of prospective students
   a) A minimum of 125 students will enroll in the H.E.P. in GY16-17

2. HEP will deliver HSE instruction, academic counseling & student support services to 100% of program participants
a) At least 70% of program participants/students will successfully complete the H.E.P and attain an HSE

3. HEP will provide academic counseling and student support services to 100% of H.E.P. graduates.
   a) At least 80% of H.E.P. graduates will enter higher education and/or enroll in an occupational/certificated program, military, or secure improved employment

We assess all three outcomes on a yearly basis through the collection and analysis of process, perception, and outcome data including: Online interest list, monthly progress reports for recruitment and enrollment, student progress tracker, success rates (graduation), counseling contact sheets, case load management, online evaluations, surveys etc.

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:]

HEP provides a wide variety of services that when combined meet each specific grant objective, GPRA Goals, and SAOs. Below is a list of services provided by type. This is by no means a comprehensive list as we are constantly collecting and analyzing data to inform decision making. Adjustments and modifications are developed and implemented as specific needs are identified.

**Outreach & Recruitment: SAO 1**

- Outreach and Recruitment Specialist Position (.75 FTE)
- Printed recruitment materials in English and Spanish
- Website
- Referral to outside academic resources (students below cut-off)
- Partnerships with local industry
• Partnership with Migrant Education Region 16 and other educational institutions
• local non-profits, Hartnell pathways coordinators
• Tabling and presentations
• Screen for preliminary eligibility (online interest list)
• Maintain a database of eligible prospective students
• Administer pre-assessment on an ongoing basis
• Verify eligibility and financial need
• Provide Orientation in Bilingual format
• Enroll 125 students per year
• Kick-off Event (Team building)

**Instructional: SAO 2**

• Employ Instructors, Instructional Aides, GED Facilitators
• High quality bilingual direct instruction provided at multiple sites in two formats
• Employ different modalities to engage all types of learners (kinesthetic, auditory, visual)
• Hybrid instructional model: 10 week Intensive Modules, 18 Week Cohort
• Response to Intervention (RTI) model
• In class individual and small group intervention (Tutoring)
• Out of class individual and small group intervention (Tutoring)
• Class Materials (backpack, pencils, calculator, notebook, parking permit, etc.)
• Instructional Materials for all 5 subjects
• Consistent access to laptop computers
• Identification of learning needs
• Practice assessment (diagnostics)
• Flexible Schedule of classes to include mornings, evenings, and weekends
• Official Testing Vouchers
• Educational Field Trips

Post-Secondary Options: SAO 3
• Part-time HEP Counselor
• Career interest inventory administered within first 30 days of each semester
• Hartnell Campus Tours (Main and Alisal)
• Participate in Hartnell Technical Career Education Open House
• Expose students to post-secondary options
• Hartnell Steps to Success Workshop
• Close collaboration with College Pathways team
• Student Success Conference (each student attends 4 workshops)
• Organization and time management
• Develop individual Educational Plans
• Resume preparation
• Interviewing skills
• Assistance with scholarship applications
• Counseling Services
• Enrollment Support
• Financial aid assistance
• Job placement assistance

Support Services: SAO2 and SAO3
• Conduct needs assessment within first 2 weeks of every semester
• Health referrals
• Dental Screenings
• Vision Screenings
• Transportation assistance (Bus passes/carpool)
• Student Stipends
• Referrals to childcare
• Informational Workshops
• Health Education
• Referrals for learning disability assessment
• Testing Fees for retakes
• Field Trips

During 2016-2017, we experienced slowed recruitment and enrollment. This was not unique to our program, as all HEP’s across California, and adult providers within the Salinas Valley Adult Education Consortium (SVAEC) shared that they experienced the same dilemma. In response, we developed and implemented Monthly Progress reporting for Outreach and Recruitment, Enrollment services, and GPRA Goals allowing us to identify trends, and make data based decisions. In addition, an analysis of prospective students’ journey through our admissions process elucidated the many “leaks” in the pipeline where large numbers of prospective students were lost (pictured below). Through discussion at our HEP Advisory meetings many strategies to improve retention through the process were discussed and implemented.
Of special note is moving from a 2 day workshop intervention, to a summer bridge model for students scoring within a set range below our cutoff score. We will pilot the summer bridge model summer (2018). All participants will be re-assessed at the conclusion and are hopeful most will test “HEP ready” and will be able to join our Fall 2018 Cohort.

In addition we reorganized our steps to admission, now placing orientation before taking our assessment. During orientation prospective students learn about everything our program has to offer ahead of testing, we provide students with various study resources they can utilize in preparation, and share passing rates for those whom reported using these resources vs. those that did not.

The reorganization of our steps to admission has shown positive effects on both attendance, growing from a Fall17 average of 48% to a Spring 18 average of 77% (representing a 60% increase). In regards to assessment scores, although the average percent of prospective students meeting our cutoff score has remained relatively stable at approximately 50%, the fact that attendance has increased means we have been able to identify more “HEP ready” students with less assessment dates during the Spring 2018, increasing efficiency.

It will be important to analyze the impact of these changes during Fall 2018, in order to decide whether we will continue in this direction. Furthermore, discuss and adjust for any budgetary implications.

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:]  

   **1. Online Study Guide Review Workshop:** COMPLETE: Given low enrollment in Spring 2017, a HEP instructor was assigned to develop an Online Study Guide Review to serve as preparation for our assessment in an attempt to increase the number of prospective students scoring “HEP Ready”. The Study Guide Review was completed through Google Forms. Since its creation, we have modified the order of our steps to admission to ensure that all prospective students are well aware of the study tools available to them, and the impact they can have on their
overall score before attempting our assessment. We have only been piloting this tool for 1 semester (Spring 2018) and will continue to monitor its impact. As of now, the percentage of students scoring “HEP Ready” per testing session has remained stagnant at 52%. However, given increased attendance we have achieved the same yield of students with half as many testing session thus significantly increasing efficiency.