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 4/27/17)*</th>
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</thead>
<tbody>
<tr>
<td>Veterans Services Program</td>
<td>June 6, 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, 2017.

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Mary Dominguez</td>
<td>Dean, Student Affairs/Enrollment Services</td>
</tr>
<tr>
<td>Gemma Uribe-Cruz</td>
<td>Counselor</td>
</tr>
<tr>
<td>Ligia Polio</td>
<td>Interim Program Assistant II/Certifying Official</td>
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Click here to enter text. Click here to enter text.
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 Veterans Program is unique, it is housed in its own location; it is also staffed by a full-time Certifying Official as well as a designated full-time Counselor and multiple VA work study student workers, another aspect is that all student veterans whether they are using benefits or not receive priority registration. The program provides certification for those veteran students who are choosing to use their VA educational benefits at Hartnell College. The Veterans Counselor assists students with educational planning, career exploration and the transfer process to a 4-year institution. The Veterans Program Center houses desktop computers and laptops which are accessible to the Veteran student population for homework and online access to their military benefits. Calculators and Smart Pens for note taking are also available for Veteran students to ‘check out’ for the semester if needed. The Program collaborates very closely with the Hartnell Veterans Club especially in the Lending Textbook Program, which allows the student veteran population to borrow textbooks for the semester.

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 Veterans Program staff is invited to community events, such as the Annual Ft. Ligget Family Expo, the Annual Veterans Appreciation event and the Monterey County Stand Down. The Program staff also attends monthly meetings with the Monterey County Collaborative working group, this group includes agencies such as; the Veterans Transition Center, the Veterans Rehabilitation Services Inc., Central Coast Center for Independent Living, Monterey County education institutions, the American Legion and many agencies who support the veteran community. These venues allow the opportunity for outreach via tabling as well as informational reports that are shared with veteran serving agencies. These venues allow for the staff to meet prospective students up front or by referral.
The Program being fully staffed is able to provide information up front to incoming students, the work study students serve as the first point of contact and are mentors who can “walk” students through the process of the 7 Steps to Success as well as assist in the navigation of the Veterans Affair system for education benefits. The Certifying Official does an in person intake of the student and makes sure that all documentation is collected i.e. Certificate of Eligibility, DD214 and military and civilian transcripts. Once all of this is done, the Counselor completes the comprehensive education plan and assists with course registration.

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 Veterans Program has always followed the Hartnell College catalog program requirements and/or assist.org articulation reports. If the students are using VA education benefits, they are not allowed to deviate from the coursework dictated by both of these entities. If a student is undecided on a major they are referred to the Transfer/Career Center for additional career exploration opportunities. Those student veterans who are undecided are also encouraged to enroll in the Counseling 1 (Student Success Seminar) or Counseling 23 (Career Development) courses which allow for career exploration.

In the future a veteran specific cohort for Counseling 1 should be added to the curriculum. All student veterans would benefit from this course, which would aid in the transition from military to being a student in the education sector.

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 Veterans Services Program has established a textbook, laptop, smart pen and calculator lending programs. These items all support the students’ learning in the classroom. Program staff also personally connects the students with multiple programs (DSPS, EOPS, and Panther Learning Labs) on campus that will assist in their success in the classroom and in their academic endeavors.
In addition, the Veterans Program office has offered in-service training to both faculty and staff such as Veterans in the Classroom presentation held on March 9, 2018. This workshop was designed to help faculty address how certain disabilities such as TBA or PTSD impact learning and how faculty play a crucial role in their recovery and success.

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:]

   The Veterans Services Program counselor assists in the completion of comprehensive education plans that provide a pathway for the student to complete their academic goal in a timely manner. For those students using their education military benefits they have to be enrolled in full time status in order to receive 100% of their benefits. This means at least 12 units both fall and spring and 4 units in the summer. The students only receive their benefits when they are in session. Many of them depend on their benefits as household income, therefore, they attend year-round as full time students. This also facilitates in speedier program completion. The goal for program completion is 2 to 3 years depending on what levels of math and English they are placed in based on previous transcripts and/or assessment scores.

   Via scholarship opportunities provided by the Veterans Club students are also incentivized to maintain good academic standing and be enrolled in a specific amount of units per semester to qualify for additional financial support.

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:]
Program staff attends conferences such as the Veterans Summit, Region 3 and 4 conferences and meetings, CSU and UC conferences to obtain professional development to be able to guide students in the transferring process. There are many deciding factors taken into consideration for transfer, such as if the student has a family, if they are willing to relocate, what the cost of living is because this determines how much VA financial assistance they will receive.

The Veterans Program also hosts along with the Transfer Center a Veteran specific job fair every fall where various employees table and recruit those ready to go into the workforce.

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:]
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:]

At this time, we didn’t see a need to make any changes. We are still awaiting the new electronic access to student planning for students. We will need to ensure that we provide the proper training for our Veteran students when we have the product in place.

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 dialogue lead to significant change in program success?</th>
<th>Completion Date</th>
</tr>
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<tbody>
<tr>
<td>1. Need budgetary resources for professional development for HC campus community on psychological issue that student veterans may experience while being a student.</td>
<td>During the 2017-2018 year, the staff was successful in applying and grant funding from the HC Professional Development fund and the from the Chancellor’s Office to provide two impactful presentations.</td>
<td>The feedback we received from those who attended was a positive attended indicated that the programs were both impactful to how they view working with student Veterans.</td>
<td>Welcome Home: Veterans on Campus training was held on September 8, 2017; and Veterans in the Classroom training on held on March 9, 2018.</td>
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<td>2. Work with the HC Foundation to identify scholarship opportunities for student Veterans</td>
<td>The Veterans club was successful in providing a total of $1,000 to 2017-2018 graduates. In addition, the Foundation has set up a Scholarship fund due to the fact that donors have requested for their donations to go directly to student Veterans.</td>
<td>The success in this activity was that we have a separate funding account just for Veterans in the Foundation Office.</td>
<td>On Going</td>
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<tr>
<td>3. Implement the Elicitor Veteran Screens that are in the new release. We need to identify the actual fields that we need populated to ensure that we are being efficient with our time and with the data.</td>
<td>This activity was started in the 2016-2017 year, but due to personnel changes in the 2017-2018 year, no work was completed.</td>
<td></td>
<td>Continue on to 2018-2019</td>
</tr>
<tr>
<td>4. Update Student Veteran’s HC Website</td>
<td>This activity was started in the 2016-2017 year, but due to personnel changes in the 2017-2018 year, no work was completed.</td>
<td></td>
<td>Continue on to 2018-2019</td>
</tr>
<tr>
<td>5. Apply and request a minimum of 4 student workers through the Veterans Workstudy Program</td>
<td>We were successful in obtaining 4-6 workstudy students again during the 2017-2018 year; we offered a different type of orientation for all of our incoming workstudy students.</td>
<td>Yes, our workstudy students were better prepared to assist other student Veterans and understood the expectation of their position.</td>
<td>September 2017</td>
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