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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<tbody>
<tr>
<td>Office of the Vice President of Student Affairs</td>
<td>06/28/18</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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Jacqueline Flores</td>
<td>Executive Assistant</td>
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<tr>
<td>Romero Jalomo</td>
<td>Vice President of Student Affairs</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 Office of Student Affairs oversees the general operations for the Division of Student Affairs and relies on the advice and guidance of the Student Affairs Leadership Team, the Student Affairs Council, the President’s Executive Cabinet, as well as board policies and administrative procedures. The Office oversees the coordination of annual and comprehensive program planning for the Student Affairs division which focuses on the delivery of student services throughout the Hartnell district. The services provided by the Office of Student Affairs focus on the student experience at Hartnell College and provide both referrals to student and academic affairs areas while also serving as a single point of contact for answering student questions or responding to student needs.

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 Vice President of Student Affairs will provide a Welcome presentation to high school seniors invited to the annual Panther Days in May. The Vice President is also invited to speak at the annual Transfer Day, College Night events hosted annually in November. The VPSA is also invited on occasion to speak at local feeder high schools to offer a Welcome or brief overview of Hartnell College. The Office of Student Affairs has contacted the College Pathways Team and offered to host presentations to high school students or community groups when necessary.

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:]

   On occasion the Vice President of Student Affairs will provide guidance to students he meets with them regarding a disciplinary or grievance issue. Likewise the VPSA will meet with students to offer suggestions regarding academic probation, academic dismissal, loss of a BOG fee waiver, or loss of priority registration due to unsuccessful academic performance. During student meetings the VPSA normally reviews the student’s academic pathway with them and makes recommendations on how students can address their academic concerns.

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:]
Because of the nature of the Office of Student Affairs in addressing student academic probation or dismissal concerns, staff regularly makes student referrals to the Early Support Program (ESP), counseling office, and/or Panther Academic Support Services (PASS). The Office of Student Affairs also collaborates with the Office of Academic Affairs to host monthly meetings among the joint deans and directors of both divisions to address student learning inside and outside of the classroom.

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:]

   a. The Office of Student Affairs supports students to complete their program by making referrals to students support programs and services and granting appeals to qualifying students to avoid academic probation and dismissal.
   b. The Office of Student Affairs often collaborates with the counseling department, various student support programs and the financial aid department to insure that students seen by the VPSA are supported with an educational plan, counseling services and the necessary financial aid to support their progress in their academic pathway.

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:]

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<tr>
<td>a.</td>
<td>The Office of Student Affairs regularly makes student referrals to the counseling department, the Transfer and Career Center, and with representatives who visit Hartnell College from nearby universities on a monthly basis.</td>
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<td>b.</td>
<td>The Office of Student Affairs makes student referrals to the Transfer and Career Center on the main campus and to the Job Placement Center on the Alisal Campus. In both locations students are able to complete career interest inventories such as Eureka and ASVAB. The VPSA meets with the ASVAB representative at least once per year to discuss the marketing of ASVAB to Hartnell College students’ district wide.</td>
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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](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:]
SAO #4: Provide professional development to members of the Student Affairs Leadership Team.

On August 4, 2017, a consultant/facilitator (Dr. Cynthia Herrera) was hired to provide a day long retreat for the Student Affairs Leadership Team at the Harden Ranch Retreat Center. The retreat included several activities along with a discussion of different leadership styles and case studies. A survey instrument was created and administered to all participants. Results were analyzed by the VPSA and Executive Assistant. Results yielded helpful information that was shared between the Vice President of Student Affairs, SALT members, consultant and the Superintendent/President.

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 service area outcome pertaining to leadership development was discussed at length with members of the Student Affairs Leadership Team (SALT). The Vice President of Student Affairs solicited input from the SALT team on the type of leadership development they required. After identifying a consultant with the help of the Executive Assistant, the Vice President of Student Affairs engaged the SALT team to administer an interest survey to determine themes to address in the training. After the training was developed and delivered a satisfaction survey was designed and administered to assess SALT member feedback. The results of the leadership retreat survey were first shared between the Vice President of Student Affairs and the consultant. The Vice President later shared the results with the Student Affairs Leadership Team and entered into a discussion on the effectiveness of the training. The Vice President of Student Affairs also shared the aim of the leadership training and survey results with the Superintendent/President. The discussion with the SALT team yielded helpful feedback that was addressed in 2017-18.
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:]

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<td>1.</td>
<td>The implementation of Advocate (judicial affairs software) allows faculty, staff, students and the general public to report instances of concerning behavior among individuals on all three Hartnell College campuses. The link to report concerning behavior appears on the main Hartnell College webpage. The measurable outcomes have been achieved but utilization of the Title IX and Safety modules are still in the early stages. There has been success in reporting, following-up and completing student behavior cases using Advocate in 2017-18.</td>
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<td>2.</td>
<td>The update of the Student Affairs Landing page occurred in Fall 2017 and Spring 2018. The measurable outcome for this activity was the update of the webpage. There was dialogue among the Executive Assistant and Vice President of Student Affairs regarding the website content and updated information. Additional information was received from SALT members that was used to update the webpage. In 2017-18 the webpage was deemed as inaccessible to individuals with visual disabilities. As a result the Executive Assistant attended training to make the webpage accessible. The webpage was updated in Spring 2018 and is accessible to those with visual disabilities.</td>
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<td>3.</td>
<td>A leadership retreat was developed and delivered for members of the Student Affairs Leadership Team on August 4, 2017. The measurable outcome of developing and delivering the training was achieved. Some of the training delivered at the retreat were identified by SALT members as being “useful” but some of the training administered was identified as being “not applicable.” The retreat led to subsequent dialogue among SALT members and to the eventual decision to offer another leadership retreat in late summer 2018.</td>
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<td>4.</td>
<td>Two Student Affairs classified staff professional development meetings were held on December 8, 2017 and April 27, 2018. The measureable outcome of providing division and program development updates were met. The information conveyed to classified staff prepared them for changes that occurred throughout the division in 2017-18. It remains unclear if there was significant change resulting from offering this form of professional</td>
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development. A survey was administered to participants attending the April 27, 2018 training to gauge their feedback from the customer service training. Survey responses indicate that the information provided and training offered proved useful. The timing of the training was intentional as Panther Prep Days were offered the following week to high school students. Panther Prep survey results indicated that Hartnell College staff provided excellent service in helping high school seniors register for classes in Summer and Fall 2018.