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>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Education and Leadership Insitute (WELI)</td>
<td>Click here to enter text.</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, 2018.

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronwyn Moreno</td>
<td>Director of Special Programs</td>
</tr>
<tr>
<td>Miriam Vazquez-Gonzalez</td>
<td>Program Assistant</td>
</tr>
<tr>
<td>Yuliana Vasquez</td>
<td>Counselor</td>
</tr>
</tbody>
</table>

Typed Name of Manager      Date

Bronwyn Moreno 4/27/18

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:]

   | WELI was designed by women industry leaders to increase the workforce skills and college completion rate of women in the Salinas Valley. Students are empowered through life skills training and mentorship. Since its inception in 2011, WELI has provided over $225,000 in student scholarships and has graduated 150 women. In Monterey County, one out of seven women and girls live in poverty. Studies show that when a woman succeeds, her family does too, and when a family thrives, a community thrives. |

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:]

   | Mi CASA (Special Programs) provides hands on assistance to any community member who wishes to enroll at Hartnell College through our center. The WELI Program serves continuing students, therefore we do not recruit new students to Hartnell College. In the future, we would like to expand the program to add additional cohorts of first time freshman to the program. |

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:]

   | All WELI students participate in a three day leadership skills/life skills training in which they develop short term and long term SMART Goals. In addition, students are exposed to career opportunities and pathways through quarterly workshops and meetings with professional mentors. Community mentors frequently connect students to professional opportunities such as trainings and internships. Students receive academic counseling through the WELI counselor and monthly contact through the WELI club. |
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 WELI summer leadership intensive provides students with a foundation of peer support, and introduces students to on-campus student support services. In addition, students receive training in time management.

   In terms of support services, WELI scholars receive textbook lending, access to free printing, and access to quiet study space. The WELI Counselor provides case management and recommends interventions for scholars in need of academic support.

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:]

   WELI participants are required to enroll full time (at least 12 units per semester), in order to remain eligible for the program. Students who successfully complete the program receive a $2000 scholarship to support education expenses, offsetting their need to work long hours. Students develop and maintain comprehensive educational plans with the assistance of the WELI Counselor. The program staff conduct longitudinal tracking of WELI participants to ensure that they are maintaining good academic standing and satisfactory progress. Finally, the WELI club provides peer support and ongoing leadership training opportunities.

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?
WELI participants receive ongoing support from program staff, the WELI Counselor, WELI alumni, and WELI mentors. Collectively, they provide a comprehensive support network to the WELI Participants. The WELI Counselor works directly with WELI scholars to ensure that they have the appropriate information to choose a transfer institution and successfully complete the transfer process.

Through engagement of community leaders as mentors, WELI scholars have ongoing access to a local professional network and are eligible for special opportunities such as internships and soft skills academies. This year we would like to increase the program’s social media presence by creating a LinkedIn group to facilitate professional connections between alumni and mentors. The program will also increase the number of mentors involved in the program to increase potential employer connections.

**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:]

   **WELI Participants will indicate that as a result of the program, they feel confident to succeed as a student.**

   This SAO was assessed using a paper survey at the end of the last leadership training workshop. Students were asked to respond on a scale of one to five, with one being not at all and five being extremely. Of the 25 participants, 23, or 92% of participants stated that after participating in WELI they felt *Extremely* confident in their ability to succeed as a student.
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 data collected from the workshop evaluations is compiled and analyzed. The analysis is presented in team meetings and WELI Program staff meet to plan for continuous improvement. Recommendations for improvement are incorporated into the program model for the subsequent cycle.

Needs assessment data indicates that work schedules, childcare, and transportation continue to be a challenge for scholars. We have experimented with offering the program at different times, however, because of the hours required to complete the curriculum, it is difficult to accommodate the schedule of 100% of the scholars.

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:]

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Student Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome: Increase the number of WELI participants who persist, succeed, and graduate or transfer- WELI achieved a 95% fall to spring retention rate for students</td>
<td></td>
</tr>
<tr>
<td>This year, we increased support services by developing a textbook lending library and opening a student center (Mi CASA). WELI participants also received ongoing advising and support through the WELI Club and the WELI counselor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2</th>
<th>WELI Summer Leadership Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome: WELI Students will develop increased self confidence, and essential life</td>
<td></td>
</tr>
</tbody>
</table>
skills such as budgeting, time management, and communication leading to improved persistence, success, and completion. 100% of participants indicated that they were pleased or very pleased with the workshops, and 92% of participants indicated that they felt extremely confident to succeed as a student as a result of their participation in the program.

Restructured the three-day leadership intensive to take place immediately following the spring semester, and clustered the workshops together during the week to alleviate childcare difficulties and conflicts with weekend work schedules

**Activity 3  WELI Mentor Program**

Desired Outcome: WELI scholars will develop meaningful relationships with female community leaders who will serve as coaches and assist scholars with developing and achieving professional and personal goals. 100% of WELI participants indicated that they were at least mostly satisfied with their mentors

Developed a revised mentor handbook, implemented a mentor training, and restructured the mentor program to recruit a smaller pool of highly committed mentors, in place of a larger pool of rotating “guest” mentors to increase meaningful connections with the scholars.