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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<tbody>
<tr>
<td>Strong Workforce Program</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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<tr>
<td>Sharon Albert</td>
<td>Assistant Dean, CTE and Workforce Development</td>
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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:]

The Strong Workforce Program is focused on creating “more and better” CTE program. The “more” is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs. The “better” is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings.

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:]

Marketing and recruitment is the primary method for reaching students to inform them of the myriad of programs and services available to them at Hartnell. A variety of outreach events are scheduled throughout the year to inform high school counselors, teachers and students of the CTE programs of study include: counselor meetings, articulation workshops, campus tours and summer bridge projects.

There is still more that we can do to increase awareness of our programs by developing our online presence. One strategy to increase website “hits” would be to add a link to the Hartnell College home page to our CTE programs and services. We also need to house all of our CTE programs and services under one CTE web page so that information is easily attainable and user-friendly. At present, it is very difficult to find our CTE programs unless one knows about the Alisal Campus or a specific CTE program that we offer.

Other strategies to improve our presence and student awareness include: launching a social media campaign, participating in high school CTE related events involving parents, counselors, teachers, students and industry partners. Some existing events that we are aware of include: Parent Showcase nights, elective fairs, the ROP Open House and joint advisory meetings.
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:]

| Counselors and faculty are actively engaged in helping students to understand programs of study, and we are working to have an automated online management system that allows students to select among various Meta Major degree and certificate programs as part of the Guided Pathways initiative. Strong Workforce funding has allowed us to create the Career Preparation and Placement Services Center, staffed with a Job Internship Placement Coordinator and CO-OP Work Experience Faculty. The team has actively engaged in outreach through classroom visits, participation in career related events, industry advisory meetings and other CTE related events. Workshops have been effective for attracting students to the center to help assist them with job preparation and finding internships and employment. |

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:]

| In CTE and Workforce Development we are very focused on providing students applied learning opportunities. Internships and other work-based learning experiences are incorporated into our programs so that students are better prepared for the workplace once they graduate from our programs. We are currently leading the effort, as part of the accreditation process, to create a institution wide plan to provide career transition support for all Hartnell students. Another contributing factor to student learning outcomes is our commitment to professional development for faculty. We dedicate a large portion of Strong Workforce and Perkins funding to teachers learning all aspects of industry through professional development opportunities. Teachers also work closely with their advisory committees to align their instructional programs to industry standards which often includes the latest information in the types of instructional technologies and curriculum we should be utilizing to support student learning. |

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?

Counselors are the primary contacts for informing students of the courses and sequences they should take to complete degree and certificate programs and the amount of time it will take to complete them. With the Strong Workforce and Guided Pathways initiatives requiring us to examine outcomes data, we have learned that the average student takes 4.5 years to complete a degree program. For this reason, reducing the time to completion has become a primary goal across the institution. Several working groups are engaged in understanding the student experience from pre-requisites to placement tests, and course sequences to the barriers that affect student persistence and impede timely success.

One method that we will employ in CTE is to look at the number of courses, and units we require students to complete in our degree programs. As we look at our program maps and develop Meta Majors, we will be looking for ways to streamline processes to reduce time to completion from 4.5 years to 4 then 3 years and so on.

Another method to accelerate student time to completion is through articulation and dual enrollment agreements with secondary schools. Currently, we have AB 288 CCAP agreements in place with several of the high school districts in our service area and the Monterey County Office of Education. The college is also in the process of hiring a Bridging the Gap and Dual Enrollment Director to strengthen streamline processes and provide support for accelerated programs. CTE administrators and faculty have begun examining articulated courses, schedules and programs of study to assist with the development of these programs and processes. In addition, we are examining the possibilities of offering hybrid and fully online distance education programs to increase student access to programming.

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?

Currently, the Transfer and Career Center staff, counselors and the student services team and faculty provide guidance in university transfer information, career
exploration and job preparation. They assist students with understanding the resources and information to enable them to successfully transfer. Some of the CTE instructional programs further enhance exploration and awareness of 4 year institution programs of study through field trip experiences and the development of 2 + 2 joint curricula.

Assisting students with finding employment opportunities is also accomplished through the new Career Prep and Placement Services Center at Alisal Campus. Strong Workforce funding is being used to staff a full-time Cooperative Work Experience Teacher and a Job Internship and Placement Coordinator in the center to assist students with acquiring job placement skills, job search and to promote and coordinate internship programs. The same staff and administrators are involved in scaling up these resources as part of the Accreditation process so that every student benefits from these services.

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:]

   Academic Affairs
   AA SAO 1
   Students, faculty, and staff will use an accurate, complete schedule available for the published registration deadlines.
   We have completed an updated version of the catalog to provide accurate schedule information for students.
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:]

Administrators and staff reviewed the catalog information against Curricunet, and worked with the scheduling department to access which information could be approved for changes and also shared it with faculty so that they could provide their corrections and updates.

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:]

No PPA has been performed on Strong Workforce prior to this year.