GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

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### INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

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<tr>
<th>KEY ELEMENT</th>
<th>PRE-ADOPTION</th>
<th>EARLY ADOPTION</th>
<th>SCALING IN PROGRESS</th>
<th>FULL SCALE</th>
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<tbody>
<tr>
<td><strong>1. CROSS-FUNCTIONAL INQUIRY</strong></td>
<td>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</td>
<td>○ <strong>X</strong> Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</td>
<td>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.</td>
<td>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.</td>
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<tr>
<td>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</td>
<td>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</td>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college is having rich conversations about Guided Pathways, but they are still isolated. This topic is not discussed universally. We need to put more work to scale out and get full adoption.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The college has had an Advisory Research Group for almost 10 years. This group has been comprised mainly of faculty and has a culture of inquiry mindset. The group is now going to become an official sub-council for the college. This group has contributed to development of data tools and could be a venue to continue advocating for data/research type of culture of inquiry. The last four to five years have allowed for the development of tools and focus on continuous improvement as a philosophy. The college initiated an institutional research function two years ago, with a director and an analyst, within the Office of Institutional Planning, Research, and Effectiveness. This is showing progress and solid potential.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One of the challenges is to broaden the discussion to all sectors, including faculty, in meaningful ways. We could start with Academic Senate, and work from there. Some topics can create turmoil since faculty may feel the need to protect their territory. The elective classes may be defended, so it is a matter of balancing out. There should be better ways to help students to make their decision about their major sooner. The pathways are going to vary more for some programs. Not every discipline has a single, straight pathway. The articulation officer should be involved, too.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

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<td>Pre-Adoption</td>
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<tr>
<td>2. SHARED METRICS</td>
<td>College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</td>
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College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.

Those benchmarks are shared across key initiatives.
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We believe some good progress has been made to use benchmarks and student data to track progress, however, we are in the process of getting involvement and buy-in. We are between “Early Adoption” and “Scaling in Progress,” but we are not aligning fully with different initiatives. Program Planning and Assessment is well-aligned, but we haven’t crossed into other arenas as well. We need to do more work to scale, and then fully scale.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have four (4) tools that include metrics/disaggregation. Some of them have been vetted and used in Program Planning and Assessment (PPA). (Enrollment/Retention/Success, Cohort Progression Tool, Subject Analysis and Program Awards. We have used two of these tools in the PPA process, and we are planning to use two more in the next PPA cycle (Spring 2018).

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One of the main issues is to get buy-in to embrace the culture of inquiry. We have a small group of folks engaged, however, we need to have more participation and active engagement from all stakeholders. The Institutional Planning Retreat was a good venue to have more involvement, as is the PPA process, but we have to overcome resistance.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

For the spring 2018 PPA cycle, we are incorporating two additional tools and program-level data on metrics drawn from the core student success outcomes in Strategic Plan 2019-2024.
**INQUIRY (1-3)**
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

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<td><strong>3. INTEGRATED PLANNING</strong></td>
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College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):
- Student Success and Support Program (SSSP)
- Basic Skills Initiative/Basic Skills Student Outcomes and Transformation

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- **College is currently not integrating or planning to integrate planning in the next few months.**

- **X** Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.

- There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.

- College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.

- Some conversations have taken place, with all of the key constituency groups at the table.

- Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.

- College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e., Classified Senate and Academic Senate) are beginning to routinely

- College-wide conversations have taken place with all key constituency groups including:
  - Instructional, counseling, and student support faculty and staff, administrators, and students.

- All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.

- Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key
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<th>Program (BSI/BSSOT)</th>
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<tr>
<td>• Equity Planning</td>
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<td>(Student Equity/SE)</td>
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<td>• Strong Workforce</td>
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<td>Program (SWF)</td>
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inform and engage their constituents around integrated planning.

overarching strategies across the main college initiatives.

Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.

College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

In order to ensure alignment between Hartnell College student success initiatives, a steering committee was formed in the Fall 2014 semester (Chair for the SSSP committee, Chair of the SEP and BSI committees, Vice-President of Student Affairs, Dean of Institutional Planning and Effectiveness, Director of Hispanic Serving Institutions (HSI) Initiatives, and the Director of Student Academic Support) on campus. The goal of this subcommittee has been to discuss and review alignment among these categorical programs and services outlined in the SSSP, SEP, and BSI plans, as well as with the College’s Strategic Priorities and HSI initiatives to ensure consistency in college goals and objectives. The steering committee also focuses on developing a research agenda consistent with the data elements that are required in all student success initiatives, leveraging funds, closing gaps, and activity/goal alignment.

2. Describe one or two accomplishments the college has achieved to date on this key element.

In April 2015, the SSSP/SEP Steering Committee developed a crosswalk for SSSP, Student Equity, and Basic Skills planning that included comparisons of purpose, focus, students to be served; plan content; coordination, approval, and mandates; plan deadlines, allocations (allowable and unallowable), and MIS reporting. This early coordination allowed for the synchronization of funding and activities to maximize success. In addition, as other funding sources have become available, such as the Basic Skills and Student Outcomes Transformation, Strong Workforce, and Adult Education Grants, initiatives have been aligned and activities have been coordinated.
The College was awarded a five-year $5.8 million HSI STEM grant with related activities, a five-year $2.75 million grant for dual enrollment and related activities, as well as a two-year $500,000 Irvine Foundation grant for Bridging the Gap activities.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While there is connectivity to many of the initiatives on campus, there are many activities being implemented with anticipated measurable outcome achievement planned. This requires coordination and data collection, which places strain on our research capabilities and staff productivity. An increase of grant activity has resulted in an increased number of activities with a corresponding need for increased staffing. This need for increased personnel and space has also increased the strain on the capacity of other departments on campus.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

While “Early Adoption” was selected for this element, an argument could be made that Hartnell College is “Scaling in Progress” on integrated planning. However, college-wide discussions need to take place.
DESIGN (4-8)
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

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<td>Pre-Adoption</td>
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### 4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.

In addition, this plan strategically engages college governance bodies college-wide.

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<tr>
<th>Criteria</th>
<th>Observation</th>
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<td>College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</td>
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<td>Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</td>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College has been engaged in developing Guided Pathways prior to the announcement of the Guided Pathways initiative.
by the Chancellor’s Office. Two examples are:

a. Salinas Valley Health Pathways Partnership Program - launched in 2012, this is a guided pathway from elementary school through the bachelor’s degree and beyond for health professions (https://www.hartnell.edu/SVHPPP).

b. CSin3 Program (3-year bachelor’s degree in computer science in collaboration with CSU, Monterey Bay; https://csin3.wordpress.com/).

However, the College has not implemented guided pathways comprehensively across all College programs, and will need to create cross-functional teams for the implementation.

2. Describe one or two accomplishments the college has achieved to date on this key element.

a. A cross-functional team consisting of selected administrators and appointees from Academic Senate (faculty), classified staff, and Associated Students of Hartnell College (students) was created to conduct the self-assessment. Many members of the cross-functional team attended the IEPI Guided Pathways Workshop on November 7, 2017.

b. A brief introduction to Guided Pathways was shared with all employees at the President’s Forum on November 17, 2017. On January, 11, 2018, a detailed two hour presentation regarding guided pathways will be provided at a mandatory meeting for all employees.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The biggest challenge will be getting all employees educated about and on the same page regarding guided pathways. There is a significant knowledge gap that will need to be closed.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
## DESIGN (4-8)
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

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<td>Pre-Adoption</td>
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| **5. INTERSEGMENTAL ALIGNMENT**  
*(Clarify the Path)*  
College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements. | ○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements. | ○ **X** Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college. | ○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established. | ○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners. |
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Hartnell College is currently at the “Early Adoption” stage of the Intersegmental Alignment element. Strong alignment currently exists among some programs, such as the Allied Health and Nursing programs, which are aligned within a robust pathway partnership involving strong coordination among education, industry and community partners. However, this level of alignment does not currently exist across all programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The SVHPPP is a kindergarten to employment pathway partnership that Hartnell has with the lower grades, local universities, and employers to grow a local, culturally relevant workforce with the Salinas Valley youth in the healthcare industry. Curriculum alignment, pathways programs leading to postsecondary programs of study, summer bridge programs, and social-emotional healing supports are present and helping students to flourish.

Other model programs exist such as the Computer Science Bachelor’s degree in 3 years (CSin3) program which is a 2+2 cohort model offered in partnership with California State University Monterey Bay. CSin3 staff have provided advisory support for the development of computer science programs in the local K-12 system, but a comprehensive alignment of programs with braided services and coherent sequences of courses leading to the postsecondary program of study has yet to be developed. STEM-related and Manufacturing Industry courses could also be more deliberately aligned with the newly implemented Robotics, Manufacturing, Digital Media and Engineering pathway programs that have been implemented at various high schools over the past two years. Direct alignment of high school CTE capstone courses and introductory level postsecondary CTE courses occurs mainly in the form of articulation agreements in Automotive, Welding, Agriculture, Health, and Computer Science industry sectors. In addition, Hartnell College has partnered with the South County and Salinas Valley K-12 school districts on the James Irvine Foundation, Bridging the Gap Initiative planning and implementation grant, to create seamless transitions between the two systems. Multiple measures used in assessment for placement into college-level English and Math courses, data sharing and management systems, accelerated programs and instituting a systems-wide guided pathways approach are key goals of the partnership.

With AB 288, progress has been made towards forging formal written agreements to implement dual enrollment programs across several districts and county programs. Progress has also been made on the agreements to align data systems through the Cal Pass Plus system and increasing the number of A-G courses students are able to take as well as to expand guidance and support to students at the secondary level through the deployment of pathway teams as part of the student success initiative. A prime example of this work
is the Steps to Success program that has resulted in a large increase of students attending Panther Prep day and other college readiness events and activities that help students to navigate the College systems and promote a college going culture with transitions support.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a. Cross institutional alignment across multiple institutions is challenging to navigate and requires a level of technical expertise that takes time to acquire when implementing something entirely new, for example, the implementation and use of shared data systems, dual enrollment programs, and meeting the requirements of multiple grants and formal written agreements.

b. Another challenge is building in follow-through and evaluation of processes that we implement to ensure that they bring about the desired change or improvements, and allow responsiveness so that students are not negatively impacted.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
### DESIGN (4-8)
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

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<tr>
<th>KEY ELEMENT</th>
<th>SCALE OF ADOPTION</th>
<th>Pre-Adoption</th>
<th>Early Adoption</th>
<th>Scaling in Progress</th>
<th>Full Scale</th>
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<tr>
<td>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</td>
<td>○ College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</td>
<td>○ X Discussions are happening about ways to cluster programs of study into broad interest areas.</td>
<td>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</td>
<td>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</td>
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<tr>
<td>(Help Students Choose and Enter a Pathway)</td>
<td>College has structures in place to scale major and career exploration early on in a student’s college experience.</td>
<td>College has not yet implemented meta-majors/interest areas.</td>
<td>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</td>
<td>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.</td>
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Please respond to the following items (500 word maximum per item)

1. Please briefly describe why you selected this rating:

Certain disciplines have embedded major and career exploration opportunities into their programs. In addition, the College provides a “Majors Fair” to encourage students to browse various fields of study and corresponding careers. The Counseling department offers courses that promote career readiness and exploration. Counseling 1 is a first-year student success seminar, and Counseling 23 is a career development course.

2. Describe one or two accomplishments the College has achieved to date on this key element:

The Administration of Justice A.S. Degree has its electives organized into three pathways: criminal justice, correctional science, and paralegal/legal assistant. This Degree information is published in the College catalog. Students are free to choose a pathway, or dabble between pathways—as long as they fulfill the elective requirement of nine units. The elective pathway structure shows students the specialty courses they need for certain careers, yet allows students the flexibility to experiment if they choose. The College also sponsors a Majors Fair, where faculty display information about various programs and invite members of industry to speak with students about career opportunities associated with these programs. Several CTE and Allied Health programs, along with CSin3 and the Teacher Incubator, have clearly defined pathways and opportunities that are relevant to the current local job market.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element:

Occasionally, change may be a barrier in and of itself. When Administration of Justice attempted to make these internal program changes with the elective pathways, the local Curriculum Committee Chair expressed consternation, and did not feel that it was appropriate. However, as a whole, the local Curriculum Committee approved the changes. Clearly defined and easily digestible pathways with employment and market data need to be developed, but often the language used is not accessible for all students.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
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<td><strong>7. IMPROVED BASIC SKILLS</strong></td>
<td>Pre-Adoption</td>
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<tr>
<td><em>(Help Students Choose and Enter a Pathway: Ensure Students are Learning)</em></td>
<td>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</td>
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<td>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</td>
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<td>● The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement</td>
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<td>● Co-requisite remediation or shortening of developmental</td>
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sequence
- Curricular innovations including creation of math pathways to align with students’ field of study.
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

In Fall 2016 the College was awarded the maximum funding amount to participate in the Basic Skills and Student Outcomes Transformation grant. This funding has allowed Hartnell to attend a variety of events designed to help institutions plan and implement acceleration strategies, such as the IEPI Basic Skills Transformation Program Summit, Carnie Foundation Math Pathways training, RP Group conferences, CAP activities, and collaboration with other systems (Long Beach Promise groups) and foundations. In addition, stakeholder groups, including math, English, and ESL faculty, the Student Success Committee members, counselors, administrators, and the Institutional Research Planning & Effectiveness Group actively participated in discussions about how and when to implement the use of GPA decision rules to assist in math and English placement decisions, which will begin in Spring 2018 with those high school students participating in Hartnell’s Panther Prep event.

In addition, credit and noncredit courses are being developed to assist students through their math, English, and ESL sequences. Basic Skills Initiative funding is used to support basic skills tutors and SIs, to provide professional development for participation in Reading Apprenticeship and other 3CSN-sponsored activities, and to support noncredit curriculum development. Transformation (BSSOT) funding is used to support faculty training in math pathways, such as Quantway and Statway, which are designed to accelerate students’ progress through their developmental mathematics sequence and a college-level course for credit. English faculty have revised the developmental English class to better prepare students for the breadth and depth of transfer English, and tutorial support is required for specific sections of the English course that is one level below transfer.

Panther Learning Labs (PLL) staff, basic skills faculty in English, math, and ESL, and counselors/staff in the College’s Early Support Program (ESP) collaborate to ensure that students are provided with academic support and counseling in time to have a positive impact on student success. Faculty allow ESP staff access to rosters so that they can intervene and direct students to the appropriate support activity.

2. Describe one or two accomplishments the College has achieved to date on this key element.

Hartnell College has a limited number of noncredit offerings and is currently planning expansion of the program to provide more access points for students in the Hartnell College service area and to bridge the gap for adult learners into higher education. In Fall 2017, as a result of a Senate resolution encouraging the development of a noncredit philosophy and processes, a noncredit task force convened to examine and to develop the most effective means to meet the noncredit curricular needs of Hartnell students. These meetings involve examination of anticipated noncredit needs, the parameters governing noncredit course offerings, and the capacity necessary to sustain a successful noncredit program. An inventory of the College’s current infrastructure was reviewed to examine
intake processes (publications, marketing, application process, orientation, assessment, registration and fees); course-related items (curriculum development, scheduling, academic support, attendance); after-course ends processes (awarding/recording grades, evaluation/research, MIS reporting, follow-up/ed planning); and other systems (FTES target/ enrollment management, the student information system, organizational/communication structures, faculty qualifications, faculty salary/load, staffing for IT, A&R, and Administrative Services (noncredit accounting functions) and other support areas.

Currently, the College offers two noncredit ESL courses and has submitted four ESL courses in May 2017 to the Chancellor’s Office. In addition, there are several noncredit courses in the Curriculum Committee approval process as well as others in developmental phases. The task force continues to meet and collaborate with campus stakeholders to develop and implement a sustainable noncredit program that supports both educational pathway and career goals for Hartnell’s service area.

The implementation of an integrated Early Support Program (ESP) and Academic Support Program has allowed Hartnell College to leverage resources while providing students with comprehensive wrap-around services. Hours have been expanded for tutorial support through Panther Learning Labs, which offer evening and Saturday hours, online consultation and tutoring support, and collaboration with faculty, all of which have promoted alignment with services offered and faculty expectations. Promotional materials for each program embed information from both ESP and PLL, presentations to students, faculty, and staff have messaging built in from each partner, and students are introduced from ESP to Academic Support as a part of the process of receiving services from Early Support. Students identified as having non-academic issues are then walked over from an academic support service to the Early Support team for an appointment. The ESP team identifies needs from faculty and students in regard to workshop topics and tutorial needs and shares information with the Panther Learning Lab staff, who initiates development and/or facilitation of content specific workshops for students. The PLL and ESP teams offer a Study-A-Thon event several times a semester, which makes use of the College’s Student Center to bring faculty, tutorial staff, SI leaders, tutors, stress relief workshops, and food to the students to a centralized location to allow for more student participation and awareness of the academic support services at Hartnell College. All of the above processes are replicated at all three campuses to ensure equitable access to students across the district’s service area.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a. The biggest barrier regarding this element is capacity and space. As the College transitions to better use multiple measure placement, centralized coordination will be necessary to ensure that an adequate number of college-level math and English sections are scheduled to accommodate students’ “new” placement levels. In addition, student supports must be in place to provide for additional academic assistance needs.

b. External requirements also serve as barriers, such as the Chancellor’s Office time line in approving noncredit courses.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?


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<td><strong>8. CLEAR PROGRAM REQUIREMENTS</strong> <em>(Clarify the Path)</em></td>
<td><strong>Pre-Adoption</strong></td>
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<td>○ College is currently not providing or planning to provide clear program requirements for students.</td>
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<td>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</td>
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<td>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal)</td>
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completion and enhanced access to relevant transfer and career outcomes).
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Cross-disciplinary teams are inherently involved on the curriculum committee and via scheduling, impacting course mapping and sequence of offerings. Counselors and other student service colleagues are providing feedback on the schedule of class before, during, and after production, based on the needs of the students they counsel, thereby supporting continuous improvement of pathways. In addition, certain disciplines have clear pathways to program completion, including full course sequencing.

Students also vote with their feet. Demand for given offerings and schedules are constantly assessed via enrollment management approaches (e.g., pending sections, shadow sections, waitlists, GE pattern assessment, Stepping Stones) to ensure courses are offered and scheduled to meet student needs, address demand, and ease completion. A review of pre-requisites is ongoing to ensure students are supported towards success and roadblocks to completion are removed. Default two-year maps, with course rotations patterns, provides planning guidance for students’ effective progress towards completion. The Curriculum team provides technical review assistance and support ADT creation, which has resulted in higher completion rates in ADT programs.

We need to continue pursuing pathways clarity such as via studying pre-requisite requirements, patterns of GE offerings, stackable certificate and degree completion with the purpose of creating clear milestones, removing distracting clutter, and improving program maps.

2. Describe one or two accomplishments the College has achieved to date on this key element.

a. The Administration of Justice A.S. Degree can be achieved 100% online in three semesters and a summer session, and course sequencing is clearly provided and published on the College website. This scheduling mechanism, called the “fast track program,” advises students to take two courses at a time, in six-week sessions. At the end of each semester, students in the fast track program will complete 18 units instead of 15, in an accelerated, concentrated, fashion. Students can see exactly which courses they need to take, and when they need to take them. Scheduling supports this course sequencing and courses will not be cancelled, regardless of enrollment, in order to preserve the program.

b. Draft default pathways (2 year rotations) have been created and are being assessed for continuous improvement.

c. Tighter oversight and cross-silo collaboration around enrollment management and related strategies in support of student success.
d. We have meta-major transfer degrees (e.g., general education and liberal arts degrees), including a variety of specialized options.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a. Lack of availability of summary data to support timely analyses of offering needs and enrollment management, including identifying offering effectiveness, related student success, and scheduling roadblocks.

b. Instability of the systems that impact California Community Colleges, though this should not prevent us from putting our best foot forward.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
## IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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<td>Pre-Adoption</td>
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<tr>
<td>PROACTIVE AND INTEGRATED STUDENT SUPPORTS (Help Students Stay on the Path)</td>
<td>○ College is currently not implementing or planning to implement proactive and integrated student supports.</td>
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</table>
discuss ideas, the challenges students face, and ways to improve coordination and support services.
1. Please briefly explain why you selected this rating.

The Early Support Program (ESP) is a Student Affairs program that also collaborates with the Academic Affairs division for academic support from our Panther Learning Lab. Through the various piloted stages of the program, ESP has implemented a proactive and integrated follow-up and Early Alert function for student retention.

The Academic Support System has been designed with the structure in mind that is built upon consistent services, experiences for students, training for tutors, SI leaders, and staff. Funding has been identified that is ongoing and blended across several initiatives. Evidence of scaling includes opening three Panther Learning Labs, one on each campus, and service hours that include nights, Saturdays, and 24-hour access online. Unique students served by the academic support system have more than doubled.

2. Describe one or two accomplishments the College has achieved to date on this key element.

Our college has begun to have conversations about coordinating the ease of entry into some of these programs for students. There must be some institutional accountability for making sure that all people are able to obtain information about these programs, are educated about the programs opportunities, and that all departments including staff, faculty, administration, counselors, and classified staff are able to provide current information to provide to students or to refer students to these programs.

MESA and the Science and Math Institute (SMI): STEM support includes Academic Excellence workshops to provide support for gateway courses in which student commonly struggle. SI tutors and mentors provide tutoring at various locations and times throughout the campus. A focused STEM counselor, located in the STEM building.

The Early Alert system (Early Support Program/ESP) at Hartnell College uses a proactive and integrated approach to student support. ESP, a division of Counseling, provides follow-up services and is the retention model for “at-risk” students.

- Identify At-Risk Students: Probation Level 1, Probation Level 2, Dismissal, Assessment in Remedial coursework, Faculty Referrals, Student Self-Referrals, Undecided
- ESP services: The Early Support Program provides students with an introduction to navigating our support programs (Academic, Personal and Financial resources) on campus
- Faculty Collaboration: Classroom presentations to introduce ESP services and Faculty Referrals for intervention support
• A Proactive and Integrated Approach: The Early Support Program provides retention and intervention support using a proactive intrusive embedded model. A counselor or retention specialist is assigned as a TA for all remedial sections using our Canvas Learning Management System. This is a real-time approach to identifying students and providing individualized support.

The Academic Support system has established itself as an impactful program on campus. Services offered include drop-in tutoring, writing appointments, writing bootcamps, workshops, supplemental instruction sessions, Math Academy, Reading & Writing Academy, ESL Conversation Groups, Google and Canvas support, NetTutor, and more.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a. There is the need for a facilitator or liaison. By establishing a liaison we can monitor student successes efficiently, and communicate the success or challenges of each program across the institution. They can actively recruit for their program, and work with administration to improve their programs.

b. The Early Support Program has been a pilot program as an early alert function within Counseling and has developed into a separate division/program with Counseling. One challenge is staffing for ESP to be effective and support each group of identified students. Additional barriers include program data collection and an interactive/collaborative approach to communication and documentation. Implementation of Starfish may provide a solution to this challenge.

c. The Academic Support system is scaling, but is in need of space in order to serve current demand. If further scaling is desired, more dedicated space must be identified.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

At this time we have departments that oversee the aforementioned support programs, but there is a need for a more integrated model of structuring the support for both students and staff overall. The current staff/administration that oversees these areas of support for students would benefit from additional support staff to increase the effectiveness and success of the programs. In the past, we know that there have been issues regarding registering for classes. For new, current, late-start, or returning students, there must be a program or liaison in place to assist students with enrollment and address any technical issues on crucial enrollment dates such as, priority registration, early registration, and general population registration.
### IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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<td>Pre-Adoption</td>
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<tr>
<td><strong>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</strong> <em>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</em></td>
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<tr>
<td>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</td>
<td>College currently does not have or plan to build an integrated technology infrastructure.</td>
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<tr>
<td>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</td>
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<tr>
<td>• Link student demand to scheduling</td>
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<td>• Ability for students to monitor schedule and progress (e.g., Degree Audit)</td>
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<tr>
<td>• System for counselors and faculty to monitor students’ progress</td>
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</table>
- Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)
- Others
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We selected the rating of “Scaling in Progress” to reflect the work the College has done to prepare for guided pathways by implementing tools for students and counselors. An electronic degree audit and education planner system has been implemented to allow counselors to create a two-year path of courses to achieve their desired goals. As part of the implementation, existing pathways were programmed into the system in the areas of nursing and agriculture. We are in the process of rolling out the student planner to the student population at large to allow them to follow their progress on their own and perform “what-if” analyses on degree and course changes.

2. Describe one or two accomplishments the College has achieved to date on this key element.

a. We have implemented many parts of the state OEI project including Canvas, which has allowed for improved communication between faculty and students, student monitoring of their progress throughout their courses, and improved communication between students in similar pathways.

b. We are implementing the Starfish early alert system to enhance our Early Support Program (ESP), which will provide tools for faculty and the ESP staff to rapidly intervene when a student’s academic performance or other issues endanger progress on their pathway.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

A barrier we are facing is the myriad of tools being developed in the software marketplace to enhance guided pathways. We are looking at systems such as GradGuru, EAB Navigate, EduNav and others to put more information of a student’s pathway into the hands of the student. Each one of these systems provides part of a perfect system, but we have not found a system that provides all of the desired parts.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

We have been working on improving tools for guided pathways for some time, as we currently have several pathways in place. However, there is much more we wish to do.
### IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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<td>Pre-Adoption</td>
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<tr>
<td>11. STRATEGIC PROFESSIONAL DEVELOPMENT</td>
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<tr>
<td>(Help Students Stay on the Path; Ensure Students are Learning)</td>
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</table>
| Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the College’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes. | ○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes. | ○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the College’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals. | ○ **X** Some but not all PD opportunities are developed to intentionally support the College’s strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to:  
- Using learning outcomes assessment results to support/improve teaching and learning.  
- Providing updated information across the College to enable faculty and staff to refer | ○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the College’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the College meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to:  
- Using learning outcomes assessment results to support/improve teaching and learning.
| students to academic and non-academic supports and services as necessary. |
| • Improvements in those college processes directly serving students. |
| • Leadership capacity and stability for all areas on campus and the College as a whole. |
| • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. |
| • Providing updated information across the College to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. |
| • Improvements in those college processes directly serving students. |
| • Leadership capacity and stability for all areas on campus and the College as a whole. |
| • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. |
| • Continued broad engagement in cross-functional decision-making. |
| • Regular and consistent training on the use of technology to support academic programs and student services. |
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Professional Development (PD) offerings are a combination of prepared and invited workshops and lectures, trainings offered by the Professional Development Center, and self-directed opportunities that can get funding through one of several programs administered by the Professional Development Committee (PDC) (travel and conference fund, seminar/workshop fund, employee innovation grant fund, Educator in Residence fund) or the President’s Office (employee scholar fund). All PDC opportunities require an application revealing a specific connection between the request and the College’s strategic goals and priorities, and/or the College’s mission, vision, and values. Explicit and systematic ties to student outcomes has not yet been incorporated to PD overall. And, since most of the PD opportunities have been self-directed, there has not yet been much attention to identifying gaps in the overall offerings.

2. Describe one or two accomplishments the College has achieved to date on this key element.

a. Annual 2-day Student Success Conference each January is planned by the PDC and the Academic Affairs Office and is centered around the strategic priorities of student access and success. All full-time faculty must attend (as these are flex days), and all PT faculty are invited to attend (and are offered pay), and other employees may attend, depending on the applicability of particular sessions to their work.

b. In 3 years of the program, more than 100 travel/conference grants have been awarded to faculty, staff, and administrators that are tied to the College’s strategic priorities, and require the grantee to return to campus and share lessons learned with at least two audiences. Employees of all kinds who provide direct services to students have improved knowledge and skills through conference attendance. Four Educators in Residence have been engaged, and 20 employees have been awarded innovation grants, all tied to strategic priorities and the College’s mission, vision, and values.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a. Coordinating all PD efforts into a cohesive whole, including tracking all of the funding sources that provide and/or require particular kinds of PD activities. The PDC has identified the collection and coordination of information and application processes a goal, but has not accomplished this. Also, the PDC does not yet have a mechanism for tracking whether participants actually do the required reporting back on lessons learned.
b. Hartnell College needs to fully incorporate classified staff into all PD opportunities. The District needs more support from managers, and to provide more time for classified staff to be away from their “normal” work stations. We’ve negotiated goals and goal assessments into all employee evaluations, and encouraged tying these into identifying specific PD activities for achievement, but this is fairly new, and so it has not had the chance to make a huge change yet.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
**IMPLEMENTATION (9-14)**
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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<th>KEY ELEMENT</th>
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<tbody>
<tr>
<td><strong>12. ALIGNED LEARNING OUTCOMES</strong> <em>(Ensure Students are Learning)</em></td>
<td>Pre-Adoption Early Adoption Scaling in Progress Full Scale</td>
</tr>
<tr>
<td></td>
<td>○ College is currently not aligning or planning to align learning outcomes. ○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</td>
</tr>
</tbody>
</table>
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Although we have implemented regular review for Student Learning Outcomes (SLOs) and Core Competencies (CCs) or Institutional Learning Outcomes (ILOs), we are still working on review and revision of Program Learning Outcomes (PLOs). The College’s Curriculum Committee and Outcomes & Assessment Committee collaborate to review learning outcomes of new and revised courses; the Curriculum Committee is planning a review of PLOs beginning in Spring 2019 with CTE programs. Our repository and tracking software, eLumen, allows faculty to map SLOs to both PLOs and CCs. Initial mapping was completed in 2014 but needs to be reviewed and updated to ensure alignment between courses and programs and courses and core competencies.

2. Describe one or two accomplishments the College has achieved to date on this key element.

   a. The Outcomes & Assessment Committee in collaboration with the Curriculum Committee had CurricUNET customized to include an alignment process for course SLOs to PLOs and to CCs.

   b. In addition, when purchasing assessment software, we selected a program (eLumen) that allows for alignment through mapping for course SLOs to PLOs and to CCs. Mapping activities with faculty have taken place during division meetings and campus-wide working sessions to review alignment.

   c. The Outcomes & Assessment Committee reviewed and revised the College’s Core Competencies to better align them with the updated ACCJC standards; these changes were presented to and approved by the Academic Senate.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

   a. A necessary component to achieving full-scale participation and process for any key element is the human factor: the obligatory individuals needed to not only achieve full-scale compliance but to maintain it. Currently, key leadership positions for this element (SLO coordinator, for example) are faculty members serving in part-time, special assignment contracts. Having at least one full-time employee dedicated to the development and oversight of SLOs, PLOs, and CCs will help to ensure full-scale compliance.

   b. The current barrier to an effective PLO assessment strategy is a simple bandwidth issue. Faculty members are a necessary component to establishing an ongoing, rigorous PLO process. However, faculty members must devote time and energy to many endeavors, and the PLO process has taken a proverbial “back burner” to other pressing concerns.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
## IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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<td>Pre-Adoption</td>
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<tr>
<td>13. ASSESSING AND DOCUMENTING LEARNING (Ensure Students are Learning)</td>
<td>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</td>
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The College tracks attainment of learning outcomes and that information is easily accessible to students and faculty.

Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Over the past several years, there has been a significant investment of resources, both financial and human, to ensure our assessment and documentation of student learning/student learning outcomes is regular and robust.

2. Describe one or two accomplishments the College has achieved to date on this key element.

a. With the acquisition of the eLumen platform on campus, we now have a repository for tracking and storing student learning outcome data from all classes and disciplines on campus. This software also includes communication tools that help ensure consistent, ongoing SLO assessment scheduling and data entry.

b. The Outcomes & Assessment Committee has helped to establish meaningful and regular SLO assessment on campus. All disciplines have an SLO scheduling calendar, reflection questions pertaining to each SLO assessment, and discipline action plans for review and revision of SLOs (as needed). Discipline assessment activities during the College’s Convocation (fall semester) and Annual Student Success Conference (spring semester) help to ensure that both full-time and adjunct faculty have opportunities for assessment related discussions. The Outcomes & Assessment Committee provided eLumen software training, helped disciplines develop three-year rotational calendars for assessment, and provided the “SLO Snapshot” to faculty: a review of every SLO on campus to include recommendations for changes/revisions. As part of its commitment to assessment and documentation, Hartnell College revamped its approach to student learning outcomes to ensure that assessment data were being documented and discussed. Because of changes made in assessment processes, all scheduled course-level assessments for the previous two semesters have been completed.

c. Regular assessment of all CCs has been conducted through the College’s spring Graduation Survey, which has been administered four times. Based on assessment results, an intervention was conducted by a team of faculty (centered on aesthetic awareness); the Spring 2018 Graduation Survey should reflect an increase in aesthetic awareness by students based on campus interventions.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

As more and more exciting initiatives are rolled out in the quest to provide a better learning experience to students (such as the Guided Pathways Initiative), it can be difficult to maintain the focus and resources needed to ensure full-scale adoption of a key element remains stable.
In order for the assessment and documenting of learning on this campus to remain successful, the following should be planned for and committed to:

- In place of the three part-time special contract positions currently leading SLO assessment on campus (SLO Coordinator, Assessment Specialist and eLumen Specialist), there should be a full-time employee that oversees the responsibilities of these three individuals. Particularly with the current SLO Coordinator and Assessment Specialist contracts terminating Spring 2019 (without renewal), this will be a key position to ensure their departure does not hinder maintenance and additional progress on this element.

- Although there was a massive all campus effort to properly train full and part-time faculty members on the eLumen software in 2014/2015, as time passes, more and more new faculty (both full and part time) are being hired without a firm training protocol in place. This could result in the current processes breaking down over time without proper guidance.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Although we are at full-scale compliance, the Outcomes & Assessment Committee will be making ongoing recommendations to further streamline current processes as well as track new best practices that emerge from other campuses and the literature.
IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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<tr>
<td>14. APPLIED LEARNING OPPORTUNITIES</td>
<td>○ College is currently not offering or planning to offer applied learning opportunities.</td>
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</table>

(Ensure Students are Learning)
Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Hartnell provides applied learning opportunities across a variety of curricula, particularly in courses that have labs. This includes STEM, Allied Health, and other CTE programs. Internships and co-ops are an increasingly available opportunity for students; i.e., we are using Strong Workforce Fund to increase these opportunities for CTE. The CTE program has hired a Coordinator of Job and Internship Placement and is recruiting for a Cooperative Work Experience instructor.

2. Describe one or two accomplishments the College has achieved to date on this key element.

Over 500 STEM students have participated in Hartnell College STEM Internship program since 2011. The STEM (Science, Technology, Engineering and Math) Internship Program at Hartnell College supports and engages students in undergraduate academic research and/or professional internship experiences. Internships include relevant and innovative projects with regional research institutions, local partners or national REU (research experience for undergraduates) programs. Internships are guided by mentors and supported by training in research, presentation skills, communication skills, professionalism, and transfer preparation for upper division and graduate studies. Students are also given the opportunity to share their work with academic and professional communities through presentations and publications.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Applied learning opportunities can be expensive. Cooperative Work Experience units do not align with Associate Degrees of Transfer (AD-T). Contextualized project-based learning courses have been rejected by the C-ID process by other schools. Hartnell College students have many time commitments and is difficult for them to do optional learning opportunities.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college’s guided pathways work overall?

   ○ Pre-Adoption
   X Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating:

   Of the four options, “Early Adoption” best represents our self-assessment of the College’s overall status in adopting guided pathways; however, scaling is already “In Progress” for many key elements assessed through this tool. The key elements are nearly evenly split between those in “Early Adoption” and “In Progress.” More specifically, the College is in the “Early Adoption” stage for all of the “Inquiry” and nearly all of the “Design” key elements, and the scaling “Scaling in Progress” stage for almost all of the “Implementation” key elements, except that one key element is at “Full Scale.”

   Our explanation for the pattern described above is that we have over the past several years been, or more recently began, implementing several strategies, approaches, practices, and activities that fall under the guided pathways umbrella. We have therefore taken focused aim at improving completion and related student success outcomes, although we have not been using the “guided pathways” phrase to refer to these efforts, nor more importantly immersed ourselves in the conceptual framework of guided pathways. Broadly speaking, the challenge for the College is to more comprehensively embrace the guided pathways framework, more systematically approach the inquiry and design process, and more directly engage increasingly larger sectors of the College in dialogue about, inquiry in, and design and implementation of guided pathways. We look forward to taking on this challenge with relevant support and appropriate resources.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

   a. Support in introducing and rolling out the guided pathways framework to college employees, and educating college employees, including how guided pathways has been successfully implemented at other colleges to effect significant improvement in student success. [1. Cross-Functional Inquiry; 11. Strategic Professional Development]
b. Support in integrating ongoing institutional initiatives within guided pathways and maximizing alignment with the College’s Strategic Plan 2019-2024. Utilization of programmable crosswalks, implementation of planning and pathways related software, collection and dissemination of relevant data, and application of other tools may be especially helpful to the College in gaining and maintaining focus on student completion and key student success metrics. Additional planning, research, and technology support will likely be necessary components. [2. Shared Metrics; 3. Integrated Planning; 10. Integrated Technology Infrastructure]

c. Support in change, change management, and efficient business processes, inclusive of the important role of constituent group leaders and college governance bodies, as the design and implementation of guided pathways typically involves re-designing fundamental approaches, processes, and structures that have been in place for many years if not decades at the institution. [4. Inclusive Decision-Making Structures; 11. Strategic Professional Development]

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

An exemplar of guided pathways work is the College’s partnership with California State University Monterey Bay in successfully creating and implementing a CSin3 Program. This cohort-based, 3-year program leads to a BS in Computer Science. The program enrolls many female and traditionally underrepresented students. It provides a wide spectrum of resources to students, such as tutoring, priority registration, and scholarship support. The collective cost of these resources, however, is high on a per student basis, and in this specific sense the program model is not easily scalable to large numbers of students at the College.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?
Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the College. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Hartnell College

Name of college

Self-Assessment Signatories

Signature, President of the Governing Board

Printed Name

Date signed

Signature, Chief Executive Officer/President

Printed Name

Date signed

Signature, Academic Senate President

Printed Name

Date signed

Signature, Chief Instructional Officer

Printed Name

Date signed

Signature, Chief Student Services Officer

Printed Name

Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu