As Hartnell College is embarking on a journey to join a growing national movement aiming at 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

Michele Peregrin	Director of Public Grants Development

[Enter your response in the table cell below. The box will expand as you enter text:]

The Office of Institutional Advancement is responsible with connecting external resources to the college in order to further student access, completion, transfer and success. The Office cultivates a strong network of mutually beneficial partnerships with local industry and community, advocates for college improvements that will benefit the student population, and secures funding to support student scholarships, internships, and support programs (e.g. WELI).

[Enter your response in the table cell below. The box will expand as you enter text:]

The Office supports- both financially and administratively- several initiatives that further student enrollment. It includes a large K-12 STEM team (which is conducting its own PPA) that is dedicated to reaching youth in the Salinas area via local schools. That team works directly with teachers and parents to not only encourage STEM skills-building, but foster a college-going culture among the community. The Office is also an active participant in the new Bridging the Gap initiative, which is launching efforts to support child education from a

Office include dual-enrollment, multiple measures and funding for panther prep. Furthermore, the Marketing and Public Relations team actively work to promote the college and its offerings to prospective students and the general community. This includes marketing campaigns through social media, TV, radio, digital media and print.

Going forward, the Office is taking the lead role in launching a Salinas Valley Promise program, which will offer financial assistance (i.e. free tuition for the first year, and potentially the second year as well) and wrap-around support services to qualifying students. It is anticipated that this will attract prospective students and thus boost enrollment, retention and completion.

The Office secures resources to provide financial assistance and support services to students so that they can focus on their learning. For instance, the emergency scholarship funds provide relief to students facing unforeseen emergencies that may force them to drop out or miss class. Mentorship programs, such as WELI and MILE, provide underserved students with much needed wrap-around support, scholarships, and leadership training, so that they are more prepared and confident in the classroom. The office also works on developing proposals and obtaining seed funds for new programs. In some cases, these are instructional, e.g. the Ag program, Respiratory Care, Nursing, EMT, Construction, and the Education Pathway. Funding sometimes also goes towards paying faculty.

While the office does not have a say in pedagogy, it does offer knowledge of state and national concerns on equity and student success strategies, which contributes to improving college effectiveness.

[Enter your response in the table cell below. The box will expand as you enter text:]

- a. The office creates partnerships with four-year universities (often by working with Deans to broker conversations) and drafts proposals to secure funding to support this work.
- b. The Office has developed a strong network of community and industry partners, resulting in resources, initiatives and work-based learning opportunities that

private funds are also secured to support specific pathways, such as Computer Science, and to provide unique internship opportunities in fields like STEM and Agriculture. Students also directly connect with community mentors and industry leaders through steering committees, special initiatives (e.g. the Ag Tech Institute) and programs (e.g. MILE, the SVHPP, the STEM Task Force and the Ag program), in order to foster career connections and gain insight into potential career pathways. The office is also developing strategies to bridge the gap to employment through involvement in 5 Oties, which focuses on workforce development by connecting industry with students.

The office is always looking for more funding and for more universities to partner with.

Each service unit/office/non-instructional program develops its own Service Area Outcomes

The office assessed two SAOs: 1) Donors express satisfaction with communication about

exceed \$2.1 million. Regarding the first, the office assessed this outcome by conducting informal surveys and focus groups. It also launched a donor communication plan. Regarding the second, the office tracked awarded grant amounts in collaboration with the Business Office and determined that public grant funds exceeded \$9 million in the past year, approximately four times more than what was projected.

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:]

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