INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)
ANNUAL REPORT
2015-2016

Committee:
Randy Brown, Eduardo Cervantes, Erin Crook,
Mari Garcia, Connie Phillips, Kathleen Rose, Susan Sweeney

Programs Reviewed
- Admissions and Records
- Assessment
- Associated Students of Gavilan College
- Community Development and Grants Management
- Computer Place and Tutoring Center
- Distance Education
- Library
- Vice President of Student Services

Status Updates
- CalWORKS
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Introduction

Overview

The Institutional Effectiveness Committee (IEC) reviewed the following programs during the 2015-2016 academic year: Admissions and Records, Assessment, Associated Students of Gavilan College, Community Development and Grants Management, Computer Place and Tutoring Center, Distance Education, Library and Vice President of Student Services.

The IEC Annual Report includes two sections:
1. Programs undergoing review this year
    a. IEC Executive Summary, submitted by the IEC, summarizing the program's main goals and the committee's recommendations.
    b. Self-Study Summary, submitted by each program as part of their self-study report
2. Status updates on programs in the middle of their four-year cycle.

Process

Programs to be reviewed were notified at the beginning of fall 2015 semester and were provided an orientation in September of 2015. The orientation introduced the programs to their IEC support team and explained the process, including a tour of the website and self-study forms. Two committee members were assigned to each program under review and assumed a support function, supporting and communicating with the program representatives throughout the process. Program representatives were counseled on how best to complete the self study, which included a discussion of the goals of Program Review, advice on how to collaborate with other members of the program and other programs on campus, and information about what was new this year, such as the new self-study form for Instructional Services, which takes into account the new Institutional Effectiveness Partnership.

The program reps worked on the self study throughout the fall semester, with the goal of getting a first draft to the committee by the deadline, early February of 2016. Committee members read each submission for review and provided comments and suggestions for revision. The suggestions were forwarded to the programs under review, who then worked to revise the self-study. After the revisions were submitted, the committee voted on the final versions, developed the Executive summaries, and generated and finalized the Annual Report.

The complete text of each self-study report as presented to the committee may be found on the IEC website, pending Board of Trustees approval.

IEC Evaluation of the Process for 2015-2016

The most notable change to the process this cycle was the introduction of the Institutional Effectiveness Partnership Initiative (IEPI). The Chancellor's Office, with the help of Santa Clarita CC, administers the initiative. Gavilan was asked to develop framework indicators designed to measure the success of recent programs and resources dedicated to student success. The self-study report form was amended to solicit information relevant to the goals of this initiative, further integrating the program review process and strategic planning process. The

committee will continue to focus on the program review process as an integral part of Gavilan's overall vision for student success.

Additionally, during this past cycle, the committee was able to adequately evaluate and suggest revision strategies for reports submitted in a timely manner. This year saw most of the first drafts of the self-study submitted on time, or shortly after the deadline, which is a welcome change from years past. There were a couple of exceptions to this achievement, which means the committee still has some work to do to impress upon the authors of the self-studies the importance of the deadlines. In many cases, though the committee advised otherwise, the reports were authored by a single person instead of by the whole program. A contributing factor to this trend is the fact that some of the programs are overseen by a single individual who has the oversight responsibility for the entire area. Others submitted single-author self-studies because they are the only people in their departments, and have no one to help. The committee agreed that in the future, it will be important to remind Deans and Department Chairs to identify and offer help and guidance to those that are forced to write the entire report by themselves, particularly if they are part timers.

This year, the committee eliminated the face-to-face meetings with program reps, which in the past were used to offer feedback and to develop strategies for revision. This part of the process had proved cumbersome, time consuming, and in many cases counter-productive, as the reps reported feeling some trepidation at the notion of being asked to speak to the entire committee. Instead, the support teams met with their reps 1-1 to answer any questions and to discuss the revision strategies. The support teams were much more flexible with their schedules, and could meet with the reps in their own areas, thereby making the revision process less stressful and more individualized for the reps. This new practice resulted in improved adherence to the due dates; revisions were submitted by the majority of the programs well before the deadlines, though there were a few who required multiple visits with the support team, resulting in revisions that were submitted late, and that were not as polished as the reports submitted on time.

The committee saw marked improvements not only in the timing of the submissions, but also in the quality. This improvement can be attributed to several factors. First, the earlier submissions allowed for more time and attention to detail. Equally important were the changes to the self-study form implemented in the last two to three years. The questions were streamlined and the language clarified, and some of the content was rendered into a format that allowed for the authors to simply plug data into an existing format, rather than having to recreate that format on their own. These changes resulted in reports that are more uniform and easier for the authors to complete on their own, thereby eliminating the need for multiple meetings with their support teams.

Turnover in committee membership continued to be among the major challenges faced by the committee during this cycle. This problem is particularly pronounced in faculty participation, which is now below the recommended guidelines by two people. Solicitations to individual faculty members proved unsuccessful, as did appeals to the Deans. It was noted during committee discussions that the Senate president, who is responsible for appointing faculty to shared governance committees, would be the next logical person to aid in identifying potential new members. It was also agreed that it might be necessary to appoint part time faculty to the committee at some point in order to keep the faculty representation compliant with committee

bylaws. The committee was joined by a new representative for classified employees, and by our new Director of Institutional Research. We are grateful for their participation and look forward to working with them!

Other goals for the next cycle include: maintaining a more up-to-date website with the latest minutes, setting guidelines for the definition of a "program", identifying areas of the campus that have fallen between the cracks of the IEC process, or that could potentially be linked with, or even absorbed into, existing programs for the scope of program review, and adjusting the rotation so that related programs can undergo the review process in the same time frame, thereby eliminating the need for certain department chairs and supervisors to undergo the process more than once every few years. The committee also plans to develop protocol for indentifying and implementing strategies to address programs that may be at risk, or that are falling short of standards of success identified in the Strategic Plan and the new Institutional Effectiveness Partnership Initiative. This last objective is a new enterprise for this committee, long talked about but never addressed due to more pressing and immediate concerns about the efficacy of the existing process. It is encouraging that the committee finds itself able to make some progress on this long term goal.

At the first meeting of the next cycle, in September of 2016, these and other suggestions for improving the process will be discussed. Meanwhile, the IEC continues to encourage the campus community to read the findings from all reports as they relate to the strategic planning process, as well as in preparation for future program reviews and overall college improvement.

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IEC PROGRAM REVIEW

Executive Summary: Admissions and Records

Major Program Goals:

1. Upgrade to the latest version of Banner.
2. Hire 2 additional staff
3. Implement and customize new software/mobile apps to support communication with students/instructors.
4. Identify ways to streamline intake process with high school students.
5. Explore with the faculty options for creating a more efficient attendance tracking and grading process.

Concerns/Trends:

1. Limited staffing and new employees
2. SSSP initiatives require new processes and increase work for Admissions & Records
3. Front Counter not ADA Compliant
4. Priority Registration has increased from 3 levels to 5.

Plans for Addressing Concerns:

1. New employees are being cross trained
2. Hire 2 additional staff members to help distribute the work

IEC Recommendations:

1. Hire FT Banner Tec Support staff for Admissions and Records
2. Continue cross training even after new staff is hired, as well as when new upgrades and changes emerge.
3. Continue pursuing making A& R front counter ADA compliant. Obtain appropriate layouts by ADA specialist. Continue working through shared governance: HSFG

Self-Study Summary: Admissions and Records

The Office of Admissions and Records compiles and maintains academic enrollment records for the College. We strive to provide accurate, responsive and respectful support services to faculty, staff and students. We are committed to the development of staff, the equitable application of policies, uncomplicated and reasonable procedures and the use of current technology to enhance students' success wherever possible. The Admissions and Records Office serves the Gavilan College community by providing three distinct areas of service:• Admission of eligible applicants,• Registration services• Collection and maintenance of official academic and graduation records for all time. Learning to use the services of the Admissions & Records Office is an integral part of a Gavilan student's education. Our goal is to provide an experience that exemplifies the respectful treatment expected of them as students and to offer the information and access to technology that enables them to act on their own behalf. Policies must be widely and clearly communicated and consistently administered in the spirit of their intent. Flexibility, guided by a commitment to institutional integrity, is an important value of this program. This office strives to provide leadership in the development and implementation of electronic processes, which support and integrate services delivered to students, staff and faculty. A&R supports technology that provides access to data used for research, decision-making and state reporting.

Significant accomplishments include the following:

- Implementation of an online parking permit order process. Students have a single sign-on with their myGav login, and order parking permits which are mailed to the address they designate. This eliminates the need for students to stand in line to purchase a permit. If they receive BOG funds, or are part of CARE or other group, any discounts are immediately reflected during the order process.
- Implementation of an online transcript ordering service. Students, and former students, are able to login and request official transcripts to be mailed to schools, employers or themselves. If the school/employer accepts electronic transcripts, that option is available, and the transcript is sent immediately. Mailed transcripts are shipped within 24 hours (often within a few hours) and email notices are sent to the students to notify them where the transcript is in the process. This reduced the turnaround time for transcript fulfillment from 7 to 10 days to hours. It also gives students the flexibility to manage their transcript orders regardless of where they are currently located.
- Implementation of an online admission application system. This occurred in two phases. The first phase was the conversion from paper to online applications. At the time, the technology was limited, and communication with students was a manual process. The download process was developed in-house and required several steps before the student data was downloaded into the Banner system. Despite these limitations, the turnaround time to process applications was decreased by nearly 50%. Formerly 7 to 10 business days (longer during peak times) we were able to process transcripts within 5 business days.

The second phase occurred last Spring and we went live in June 2015. The new Open CCCApply product was developed by the Technology Center of the Chancellor's office. This product was more efficient and complied with new regulations about collecting data regarding foster youth and veterans. A consultant was hired to develop the interface to enable specific email messages to be sent to each admitted student, indicating their status (e.g. resident, non resident, AB 540 eligible), noted their Gavilan ID number, and gave instructions on how to log in to the myGav portal. Special messages to students in a pending status due to incomplete application data or conflicting information from previous applications are also sent out.

- Currently working on project to implement eTranscriptCA, a Chancellor's Office initiative which will expand our current electronic transcript submission to more colleges, and will enable us to accept electronic transcripts and, if all goes well, download transfer information into our transcripts.
- First Census Rosters are now created in a PDF format and sent to instructors via Gavilan email. This was implemented for Spring 2016, and eliminated the need to print out hundreds of first census rosters and place in faculty mailboxes on campus, or mail to their homes. This is not an automated process yet, and was done with assistance from MIS. We hope to streamline this process and remove the dependency on MIS in the future.

Admissions & Records has a profound impact on student success at Gavilan College. We are the first contact with students via phone, email and in person. Our ability to create easy to follow steps, provide clear, friendly instructions and assistance both in person, online, and through email make a significant difference in the speed with which students are admitted and registered for classes. We know that many of our incoming students are vulnerable and have little or no experience with the matriculation process, and our goal is to provide kind, friendly, sensitive connections with all students we encounter.

The staff in Admissions & Records has undergone extensive changes over the last year. The Senior Program Services Specialist retired and an A&R staff person filled that position. Other staff were promoted and moved to different departments and the Student Financial Services position was moved to the Business Office. Currently, 4 out of the 5 staff members are new and learning their own jobs and being cross trained. This has resulted in added responsibilities for the Senior Program Services Specialist and the Director to perform additional tasks and maintain the same level of attention and responsiveness to students, faculty and staff while training staff on policies, processes and tasks. It is expected that by next Fall all staff will be fully trained.

Earlier in this report the trends were discussed. Additional initiatives from the Chancellor's Office (Online Education Initiative, eTranscriptCA, Common Assessment, updates to Open CCCApply that will track students statewide using their CCID etc.) as well as SSSP and BOG Fee Waiver projects, policies and processes created to intervene with students at the first sign of academic difficulty will all shape and impact the work done in Admissions & Records. The development of the Coyote Creek site and a planned increase in the FTES from our partnership

with South Bay Regional Public Safety Training will require guidance and active participation from our office as well.

Goals previously identified above include a) streamlining record keeping for faculty, b) implementation of alternate methods of communicating with students via mobile apps and other products (currently in the test phase with a planned "Go Live" date in June 2016), c) improved admission and registration processes for concurrently enrolled high school students and developed collaboration with high school counselors, d) implementation of Banner 10 (the newest version of Banner) which will enhance the student experience and e) additional staffing to support current and new initiatives and maintain the same level of quality and attention to detail as required by the rules and regulations of Title V Ed Code and to continue to provide excellent customer service to students, faculty and staff.

NOTE: Attachments include a spreadsheet that shows all the transcripts that were submitted online since March 2015 and shows the date/time the order was placed, and the date/time the order was processed, and a spreadsheet that shows the Open CCCApply applications that were submitted starting last June and the number of seconds/minutes it took to process them. According to the data provided by MIS, the average amount of time for processing was 16 minutes!

Executive Summary: Assessment

Major Program Goals:

1. Implementation of the Common Assessment as designated by the California Community College Chancellor's Office.
2. Collaborate with Counseling and other groups to assist with the Student Success Initiative as it pertains to the Assessment component.

Concerns/Trends:

1. Lack of sufficient computers to be able to administer the assessment tests, specifically during the registration periods between mid-May and August.
2. SSSP initiative mandate of testing all new to college students requires having to increase number of test times.

Plans for Addressing Concerns:

1. Request a permanent part time staff person in 2016-2017 program plan (SSSP funding).

IEC Recommendations:

1. Due to only 66% students indicating that they found the testing location easily, evaluate signage placement as well as increase signage visibility.
2. With the help of Health, Safety, Facility, Grounds Committee and the VPSS, evaluate relocation or expansion of Assessment Office to allow more computers and assessment opportunities.
3. Request a permanent part time staff person in 2016-2017 program plan (SSSP funding).

Self-Study Summary: Assessment

Over the last three years the Assessment Department has undergone extensive changes—with use of a new online Assessment tool (Accuplacer) and enhanced services to students including online test registration, automated emails, and a robust test schedule that provides tests during the day, evenings and weekends in Morgan Hill and Hollister as well as the main campus. While new technology and automated systems are in use, there is still an emphasis on personalized attention and excellent customer service to both students, faculty, and staff. The "high tech/high touch" is a winning combination. The need for test facilities that can accommodate more students per test session will continue to be explored and will require collaboration with the departments who use the computer labs on campus. The future holds a new test tool implementation, an added emphasis on pre-test preparation tools and strategies, and continuation of the wide and varied test offerings. Obtaining a test facility that would enable a minimum of twenty to twenty five students per test session would be more efficient for the one full time staff person and enable more students to test at peak times. We will continue to need alternate staffing (currently temporary substitute staff) for evenings and weekends. Having the consistency of a permanent part-time employee would be optimal.

Executive Summary: Associated Students of Gavilan College

Major Program Goals:

1. Lead by example by creating and maintaining an environment in which integrity, character, courage, and scholarship are of the utmost importance
2. Inform students of campus and community resources, and their rights and responsibilities as students of Gavilan College
3. Strive to meet the educational, multicultural, and socioeconomic needs of students
4. Make fair, ethical, and informed decisions at the college, district, and state levels
5. Recommend and appoint students to participatory governance and hiring committees
6. Voice the recommendations and concerns brought forth to the ASGC Senate.
7. Coordinate multiple student activities on campus during college hour
8. Award scholarships to qualified students

Concerns/Trends:

1. Transient student population results in difficulties with recruitment and retention.
2. Limited hours that the current advisor can devote to ASGC
3. Lack of a dedicated Student Life Coordinator
4. Less participation in shared governance committees
5. Fewer students meeting the requirements to qualify for textbook scholarship.
6. Decrease in sales of ASGC cards

Plans for Addressing Concerns:

1. Recruit and train new student leaders and members for ASGC, by increasing visibility
2. Advocate for institutionalized Student Life Coordinator, housed in the Student Success Center, who will act as a full time advisor for ASGC.
3. Continue revising and evaluating criteria for scholarships to maximize student awards.

IEC Recommendations
1. Develop strategy to recruit and retain students on an on-going basis
2. Continue revising and evaluating criteria for scholarships, and make current scholarship opportunities and guidelines more visible to general student population.
3. Explore strategies for implementing a full-time advisor for ASGC
4. Develop strategies for communicating with student body with the purpose of identifying issues, concerns and interests of the student body as a whole.
5. Continue to represent student concerns and interests by sponsoring events and activities on campus, by creating and advocating for policies and procedures endorsed by students, and by participating in shared governance committees
6. Develop strategies for increasing ASGC card sales.
7. Continue to identify and take advantage of opportunities for current ASGC members to receive leadership training

Self Study Summary: Associated Students of Gavilan College

The mission of the Associated Students of Gavilan College (ASGC) formerly known as the Associated Student Body (ASB) states: "The Associated Students of Gavilan College (ASGC) is dedicated to valiantly advocating for our diverse student population. We shall lead by example by creating and maintaining an environment in which integrity, character, courage, and scholarship are of the utmost importance. We shall inform students of campus and community resources, and their rights and responsibilities as students of Gavilan College. We consist of exemplary, academic, and diplomatic leaders who take initiative and strive to meet the educational, multicultural, and socioeconomic needs of our fellow students. We make fair, ethical, and informed decisions at the college, district, and state levels."

The ASGC is the official student leadership organization on campus and provides the majority of student input and recommendations on critical campus issues. Through weekly senate meetings, elected ASGC student leaders plan, implement, and evaluate college activities and services. They also recommend and appoint students to participatory governance and hiring committees and facilitate many of the campus' student events and activities.

The ASGC provides services and activities that meet the educational, political, cultural, and social needs of the Gavilan College student body. The ASGC:

(a.) Represents students' voice on campus committees and the Board of Trustees. On behalf of the Gavilan College student body, the ASGC voices the recommendations and concerns brought forth to the ASGC Senate.
(b.) Offers an ASGC card which serves as a photo identification and proof of enrollment. Students can purchase their card at the time of enrollment for $6. Each card is loaded with $1 which students can use to print on campus using the goprint system. With their ASGC card, students can also benefit from: (a) student discounts at stores and restaurants through the Student Savings Club and GeoPerks; (b) computer hardware and software discounts through College Buys; (c) discounts at the movie theater and the Gavilan College Cosmetology Department; (d) free admission to all Gavilan College athletic events and (e) free scantrons and/or green books.
(c.) Coordinates multiple student activities on campus during college hour (TR 12:50pm-1:50pm). All events are fully sponsored by the ASGC and completely free to the entire student body. Example of student activities and events include: (a) Welcome Events where students learn about student services and are provided with a school supply packet upon completing a student passport; (b) Club Day where students learn about and have the opportunity to join campus clubs; (c) March in March where students march to the state capitol for advocacy and change; (d) Autism Awareness; (e) Cinco de Mayo; (f) El Grito (Mexican Independence Day); (g) Black History month; (h) Halloween; (i) Finals week stress busters; (j) staff appreciation, and (k) graduation.
(d.) Offers a $200 Textbook Scholarship. The scholarship is posted on the ASGC website prior to the start of each semester and is awarded on a lottery basis. Completed applications are accepted during the first three days of each semester. Textbook scholarship vouchers must be submitted to the bookstore by the second Friday of the

semester.
(e.) The ASGC annually awards scholarships to incoming students, current students and transferring students. The scholarships are awarded through the Financial Aid Office each spring semester.

Significant accomplishments since the last review period

a. Implementation and continued support of College Hour. College Hour began operating in the Spring semester 2014 in its Tuesday and Thursday instructional slot from 12:50pm-1:50pm. In order to promote college hour, all ASGC related activities (see p.8) are scheduled at that time.
b. Bought new patio furniture for the area outside of the Student Center.
c. Collaborated with Health Services to make Gavilan College a smoke-free campus.
d. Water hydration station was installed in the Gilroy campus Student Center
e. Students have worked on various projects for the health and safety of students on campus (having picnic tables painted, bushes trimmed, bridge fixed for ease of students in wheel chair; pushed to have vending machine room open on weekends)
f. Collaboration with MESA for student barbecues.
g. Student voice projects which involve surveying students' opinions about various topics and about their needs have occurred over the years.

Objectives completed in 2014/2015:

a. There was ASGC representation on two state Student Senate committees, four Region IV committees and nine Gavilan College committees/councils.
b. Organized 14 student events and activities during college hour and held eight Inter Club Council (ICC) meetings.
c. Revised the ASGC bylaws, ICC bylaws, created two new policies (pool table and helium use), and updated 15 frequently utilized documents.
d. Attended three leadership conferences.
e. Held elections electronically for the first time.
f. Changed organization name from Associated Student Body (ASB) to Associated Students of Gavilan College (ASGC)
g. Remodeled ASGC offices
h. Supported the development of ASGC Computer Lab that is open to all students
i. Posted ASGC Signage and recruitment posters
j. Conducted classroom recruitment in 11 classrooms, posted flyers on campus, and bought promotional items to increase student participation in student government.

Impact on supporting and improving student achievement and student learning outcomes:

Numerous studies show that when students connect to the college in some way, they tend to stay in school. The ASGC strives to connect with students by providing activities and events appealing to the students as previously mentioned above. As stated in the mission statement, the ASGC is dedicated to the representation of the Gavilan College student body with a collective voice in participatory governance. Students have chosen to attend Gavilan College and many proactively bring issues and concerns to the ASGC in the

interest of improving the educational experience and environment. The ASGC and ICC continue to provide a "Club Day" each semester for students interested in connecting with a club on campus. The ASGC also honors cultural diversity with various days of celebration such as "El Grito" Mexican Independence Day, Black History Month, Multicultural Week, just to name a few on their calendar. Many students participate in the preparation and celebration of the social and cultural activities.   Additionally, the ASGC calendar of events is developed with consideration to requests from students. The ASGC noted an increase in students inquiring about student involvement opportunities and the Inter Club Council reported an increase in membership for some clubs. These activities directly support strategy #6 and #7 on the strategic plan as they relate to fostering a culture of engagement and college life.

Resource and staffing changes since the last review and their effect on the program

Historically, the college has assigned Counseling faculty as the ASGC advisor with a 40% load to manage the responsibilities. As ASGC Advisor, the duties included student leadership and development, and organizing student activities and events. Every IEC report submitted from ASGC, had the recommendation to split leadership and student development from student activities and events. The opportunity to pilot splitting the faculty assignment became available in 2009. The position was restructured to a 20% faculty load as ASGC Advisor with the duty of providing student leadership and development. The remaining duties (events and activities) were reassigned to non-faculty personnel for four terms. Based on feedback from students, ASGC faculty advisor, Student Activities/Events Coordinator, Counseling Department, and Office of the Vice President of Student Services, the pilot was successful. Therefore there was a permanent reduction of the ASGC Advisor Counseling faculty reassignment from 40% load to a 20% load which increased the counseling load by 20%. With the 20% reassignment (7 hours per week), the ASGC advisor's primary role is student leadership development while the student Activities/Events Coordinator organized events, activities, clubs, and the budget. The Activities/Events Coordinator position, however, has been vacant for 3.5 years. Therefore, all ASGC-related matters (leadership development, events, activities, clubs, budget, supervision) have fallen completely on the ASGC Advisor and the ASGC Senate. Over the last five years, there has not been consistent support for student life on campus nor for the replacement of the student life position which negates the GCFA negotiations from April 2011. The ASGC is in dire need of support. ASGC Senate members (currently only have eight members) and seven hours of the ASGC Advisor is not enough to have a strong student life on campus. Although the ASGC Senate volunteers their time to represent the student voice, their primary responsibility is to be students first in order to be able to graduate and transfer. Many things often go unaddressed because there is no system in place to train, oversee, and manage ASGC in general. Gavilan College cannot fulfill a campus culture of engagement and student life without intuitional support and additional assistance in the form of a student life coordinator as ASGC previously had.

Trends affecting the program

a. The strength of the program is based on student dedication, creativity, and commitment, equally energized by institutional support for the ASGC.
b. The ASGC has experienced difficulty with recruitment efforts. Community college

students are transient and many have various responsibilities (school, work, family, etc.) that prevent them from becoming involved in student government and shared governance.

c. The ASGC has also had a transition in advisors. The current advisor has been in the position for one and a half years and all ASGC-related matters are handled by her in the seven hours she is allotted. Out of the 7 hours, she spends 4 hours meeting with ASGC leaders on Thursdays leaving only three hours for leadership development and other necessary duties (e.g., assisting students with coordination of events, completing reimbursement forms for campus clubs, ordering supplies, etc.).

d. ASGC leaders are also often unsupervised given that the ASGC advisor is only physically present in the ASGC area on Thursdays. A lack of supervision coupled with minimal support for the ASGC Advisor and ASGC Senate hampers student activities, student engagement, and student life.

e. There has continued to be a need for a full time position of a Student Life Coordinator and a full time advisor that may or may not be a faculty member that can be housed in the Student Center to support the needs of our increasing student population.

f. Funding has remained steady.

g. Participatory governance representation and student events and activities have continued to occur but minimally. This has been due to the low number of students actively participating in the ASGC.

h. Textbook scholarships and other student scholarships have continued to be offered, but a lower number of students have met the textbook scholarship requirements over the last year.

Goals and objectives

a. Remodel Student Center
b. Provide students the ability to fax documents and print posters
c. Install two additional hydration systems at the Gilroy campus
d. Continue providing college hour events and activities
e. Plan AB 540 Summit
f. Continue attending General Assembly and Student Leadership Conferences
g. Continue ASGC recruitment to increase the number of Senate members
h. Continue student representation in Region IV and Gavilan College participatory governance committees
i. Continue offering student scholarships
j. Support the institutionalization of a full time Student Life Coordinator for the ASGC, with an office in the Student Center
k. Increase visibility on campus and off sites by using available communication channels more efficiently and increasing the use of media and technology

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Executive Summary: Community Development and Grants Management

Major Program Goals
1. Expand access to Gavilan College by increasing opportunities for under-served students to access instructional programming.
2. Improve the academic, training, life skills, and professional success of students participating in the adult education and noncredit program areas.
3. Provide instructional and student support that addresses the issues facing noncredit students in a way that works with the life circumstances and culture of students.
4. Provide staff and administrator support with high levels of professionalism and customer service.
5. Develop partnership within the community to provide further access and educational opportunities for our students and further the role and image of the college

Concerns/Trends
1. Development and maintenance of data systems:
2. Decrease in immigration and changing demographics.
3. Student progression and barriers to successful transition
4. Reporting for SSSP and AEBG outcomes and funding distribution.
5. Marketing to increase enrollment.
6. Instructor turnover and lower pay scale of noncredit instructors.
7. Continuance of funding
8. Lack of full time anchoring in counseling and instructional areas.
   Added instructional support and Title V area

Plans for Addressing Concerns
1. Increase the efficiency of non-credit student enrollment and assessment.
2. Increase the number of noncredit students transitioning into credit programs
3. Increase learning and support opportunities to service area residents, particularly underserved students
4. Increase the consistency and quality of non-credit instruction.

IEC Recommendations
1. Hire full time non-credit counselor
2. Identify new community-based partners.
3. Assess, and amend as needed, GRACES three year plan
4. Assess "enhanced" NC classes as they are implemented.
5. Evaluate and improve advertising efforts to increase enrollment
6. Collaborate with credit instruction and student support services to identify ways to support transition of students

Self Study Summary: Community Development and Grants Management

The Community Development and Grants Management program is the organizational home of four different areas: Noncredit Instruction, Adult Education Consortium and Block Grant, Instructional Support Programs (Tutoring and Computer Centers) and the new Title V which includes the learning commons, acceleration, and civic engagement. The current submission primarily reviews the Noncredit and Adult Education instructional areas. The Noncredit program serves approximately 4100 non-Library-support-class enrollments per year and covers five primary areas of instruction: ESL and Citizenship, High School Equivalency Preparation, Adult Basic Skills/Basic Skills Support, and Job Preparation and Training. Classes are currently all open access and free to all students. Most classes are located, in 16 community locations that are accessible particularly for under-represented students. Since the last review period, there have been a series of developments that have increased enrollment and enhanced student success and support. For example, the credit and noncredit ESL programs have worked together to jointly recruit, assess, and plan schedules. The noncredit area has improved the course and curriculum consistency and has developed a robust assessment process. CDGM has also dramatically increased its support services with the systematic and comprehensive orientation and assessment and placement. Counseling support hours have also been increased and an educational planning system has been piloted. CDGM has also developed new partnerships and sites including PA Walsh in Morgan Hill, Glenview in Gilroy, Dual Language Academy in Hollister, and San Juan School in San Juan Bautista. Additional resources have become available since the last review. The amount of the Student Success Support Plan allocation for the noncredit area has doubled over the past three fiscal years. This increase has allowed CDGM to develop and provide more systematic and comprehensive support services. CDGM has led the development and implementation of the Gavilan Regional Adult Career and Education Services consortium and the resulting new partnerships and initiatives. The establishment of the consortium has allowed the college to access the Adult Education Block Grant monies. These monies are funding additional educational opportunities throughout our service area, the development of new courses and programs, and additional support for student transitions. For example, a three-day curriculum planning institute was conducted which brought together representatives from partner agencies to map out the direction for joint curriculum development. There are some important trends affecting the program they include: managing new monies and initiatives, no full time faculty in noncredit area, the need to develop and comprehensively provide student support services, need to develop MIS systems for tracking and reporting on the provision of student support services, and implementation of a student progress indicator system. It also is a ongoing challenge to hire and retain qualified and effective noncredit instructors, particularly when these instructors can often make more teaching at another college or even on the credit side of our own college. Students, particularly noncredit students, face academic and life issues that prevent them from progressing. Since student progression is an outcome for several sources of funding, determining effective ways to support students in working through obstacles to progress remains a challenge. As detailed in the body

of this submission, immigration, especially from Mexico, is decreasing annually as has the number of agricultural businesses that have traditionally drawn immigrants to our service area. Recruiting and retaining students particularly in the ESL program will increasingly affect the division.   20 Another trend facing Community Development and Grants Management is the addition of other areas of responsibility assigned to the Associate Dean. These areas include Instructional Support, Adult Education Block Grant, and the Title V grant, which includes effort in the areas of civic engagement, acceleration, distance education, and directed learning activities and learning commons. During this dynamic time, additional areas of responsibility invariable take time and energy to properly manage. As the noncredit program develops, staff and administrators will likely struggle to thoughtfully and effectively manage new and existing efforts.

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Executive Summary: Computer Place and Tutoring Center

Major Program Goals

Computer Place

1. Provide workstations that are more conducive to quiet work
2. Expand hours and services to accommodate evening and off-site students
3. Provide the most current and beneficial software and hardware for students.
4. Advertise to increase usage of services

Tutoring Center

1. Expand hours and services to accommodate evening and off-site students
2. Recruit more student tutors in specific disciplines

Concerns/Trends

Computer Place

1. Steadily falling usage of the Computer Place
2. Lack of quiet workspaces due to noise from Tutoring Center and foot traffic to the DRC
3. Limited hours, resulting in limited opportunities for evening and off-site students to use the services at the Computer Place
4. Need for continuous upgrading of software and hardware, purchase of new software and hardware

Tutoring Center

1. Lack of qualified tutors in specific disciplines
2. Limited hours, resulting in limited opportunities for evening and off-site students to use services at the Tutoring Center

Plans for Addressing Concerns

Computer Place

1. Make Computer Place more visible and accessible by informing faculty and staff, posting flyers and hours of operation and location.
2. Move Computer Place to quieter area
3. Expand hours to offer services to evening students, develop satellite Computer Lab for off-sites
4. Continue updating software as needed

Tutoring Center

1. Expand services on main campus and off-sites, including longer hours and more tutors in specific disciplines
2. Recruit and train more tutors in specific disciplines as needed.

IEC Recommendations
Computer Place

1. Develop a more comprehensive strategy for advertising and educating people about the services at the Computer Center
2. Experiment with ways to make the physical space more accessible to students wanting quiet workspaces – i.e. partitions, cubicles, etc.
3. Continue providing the latest versions of software for student usage, including a plan for providing faster wifi.
4. Develop system for tracking which programs students use most, and collaborate with students and faculty to determine what other software would be beneficial
5. Collaborate with faculty to develop more comprehensive needs assessment tool, including hours of operation, types of software needed, opportunities for training students (and perhaps faculty and staff) in the usage of the software.
6. Develop a more comprehensive tool for evaluating the effectiveness of the services offered
7. Update Learning Outcomes and Program Plans to reflect current goals and objectives
8. Use collected data to provide explicit support for goals and objectives

Tutoring Center
1. Develop a system for evaluating effectiveness of Gavilan Tutorial Partnership, develop strategy to expand if data indicate it is an effective program
2. Develop a system for evaluating effectiveness of Guidance 28; update curriculum as needed
3. Develop a system for evaluating NetTutor's effectiveness
4. Develop a strategy for advertising and educating people about the services available at the Tutoring Center
5. With the Learning Commons coordinator and appropriate administrators, explore ways to integrate the Tutoring Center with Learning Commons student support services.
6. Develop a strategy for recruiting and training more tutors in specific disciplines, so that more walk-in students can be served.
7. Update Learning Outcomes and Program Plan to reflect current goals and objectives
8. Use collected data to provide explicit support for goals and objectives

<u>**Self Study Summary: Computer Place and Tutoring Center**</u>

The Computer Lab

Gavilan enrolled students have access to computers, software, internet access, and printing services providing students support that aids in research, writing, learning, software usage knowledge, and software usage support. Since our last review the Computer Place updated its tracking software giving more detailed analytics on student usage, time, student visits, and software usage. We also upgraded our PC's from Windows XP to Windows 7. Additionally, we updated all of our MS Office software to align with industry standards in the workforce. Netlab was installed to monitor and maintain the Labs network. Lastly Photoshop was upgraded and installed to support our digital media students.

The Tutoring Center

Provides students additional academic tutoring resources to further aid in students reaching their academic goals offering one-on-one tutoring for most courses which offers a collaborative working relationship between the tutors, tutees, and staff. For our Tutoring Center we expanded our tutoring hours from 20 to 32 tutoring hours a week. We adopted online tutoring first through Smarthinking and later to Net-tutor. We have requested hiring additional staff member to accommodate the increase in hours, which is still in the approval process. Lastly we have proposed expanding tutoring hours and subjects to our satellite facilities in Hollister and Morgan Hill sites. In prior surveys, 97% of student survey respondents indicated that tutoring did improve their success with their course/s and 93% reported that aided in their understanding of the course content.

 Since our last review the Computer Place was moved to Lib 116 location against our area staff, academic senate, and associated student body recommendations and the space was given to a new program, the Learning Commons. The Computer Lab went from 50 PC's to 31 PC's. This move directly impacted the Computer place which is now located in a heavy traffic area and counterproductive to a quite learning environment. Our surveys indicate that our relocation directly impacted our program with a large drop in student usage from our previous years. Many recommendations were proposed by myself and others to lessen the impact on the resources and functionality that the Computer Place offers to the entire student population. Students have complained about the noise and activity in the area and find the new location to be very disruptive and distracting.

Our plans for the future is to continue to grow and expand the Computer Place and Tutoring center to accommodate the growing student population and current student technical resource needs. Budget and upgrade our student computer systems. Expand our hours of operation to offer tutoring after hours, offsite, and a fulltime staff for front desk scheduling of tutors. Most critical would be relocating the Computer Place and Tutoring

back to a more quite and closed space area that includes central air conditioning and more space as we had before. Student were surveyed at the new location showing more than 90% felt the new area was noisy, and distracting and impacted their studies.

Executive Summary: Distance Education

Major Program Goals
1. Continue to encourage faculty and departments to utilize forms of distance education to enhance their curriculum and course offerings
2. Support education training and professional development needs of faculty and staff
3. Support technical needs of students for distance education
4. Expand alternative delivery formats to meet the needs of our population (2-way synchronous video conferencing)
5. Provide more technical support for faculty/staff and students, when courses are in session and in-between semester (semester set-up/closure) support for faculty and staff
6. Provide training faculty in the area of online learning and distance education delivery methods to support OEI approved course standards rubric
7. Create a plan for the campus vision of distance education
8. Revise Best Practices document, the DE Faculty Handbook and the DE Master Plan as to keep current and relevant as needed.
9. Encourage and train communications, math and science instructors to utilize asynchronous education models to teach general ed courses in their discipline so that the college can offer a complete A.A./A.S. degree online.

Concerns/Trends
1. Most schools switching over to Canvas at the recommendation of the CCCCO.
2. Limited hours and personnel for tech support and training for faculty and students
3. Lack of a dedicated Instructional Technician
4. Budget is inconsistent from year to year
5. Campus lacks a comprehensive vision for growing and managing Distance Ed program
6. Decreasing student usage of existing orientations and online support
7. Need for development of fully online AA/AS degree

Plans for Addressing Concerns
1. Implement new state-recommended course management system Canvas.
2. Train faculty in new system, and help faculty become trainers and mentors for other faculty wishing to develop online curriculum on Canvas.
3. Develop updated faculty survey, gauge effectiveness of DE program components, and to identify faculty and student needs, and potential improvements.
4. Secure grant money to fund Instructional Technician to provide training and tech support
5. Adopt online student support tools, including tutoring, collaboration tools, counseling, e-portfolios, online student readiness tutorials
6. Implement FreshDesk, the help desk software, to provide support for faculty

IEC Recommendations
1. In collaboration with representatives from stake-holding constituencies, develop long-term Distance Ed vision for the entire college, based on researched best practices.
2. Work with Tech Committee to revise budget, potentially locating the expense of the Canvas contract in the Tech committee's budget.

3. Develop updated faculty survey to gauge effectiveness of current DE program components, and to identify faculty needs and potential improvements.
4. Continue conducting student surveys to gauge effectiveness of DE program components, and to identify student needs and potential improvements.
5. Work with grant administrators to explore the possibility of funding Instructional Technician to ensure training opportunities for faculty, and continuous tech support for faculty and students.
6. Implement and develop strategy for evaluating effectiveness of online student and faculty support tools, including tutoring, collaboration tools, counseling, e-portfolios, online student readiness tutorials and FreshDesk help desk.
7. Develop strategy for determining effectiveness of current orientations for students, both online and in person, including Library 732
8. **Work with communications, math and science instructors to develop a plan for addressing gaps in the offerings for a fully online degree**

Self Summary: Distance Education

The **Distance Education Program** operates under the umbrella of the Library Department, which reports directly to the office of the Executive Vice President of Instruction. The Program is responsible for securing and servicing the technology that hosts our DE program, as well as guidance, training, and support needed for the instructional program to deliver curriculum, asynchronously[1] or synchronously[2], in an online environment, videoconferencing environment or other distance learning format for Gavilan Community College. This includes supporting the technical needs of distance learners and instructors at all three campuses (Gilroy, Hollister and Morgan Hill) as well as any other geographical location that our students and faculty may be accessing our online environment from. It also includes training to teach synchronous or asynchronously using a variety of technologies and resources, orientations to online learning for students, and supplementing the Teaching and Learning Center for faculty and staff in matters regarding distance education pedagogy and technology. In addition, the Program is expected to maintain best practices guidelines and policies, plan and report data to local governance as well as state, and ensure compliance with accreditation requirements. The Distance Education Program maintains excellent working partnerships with other instructional and student service departments on campus, as well as other local colleges and universities, including CSU campuses, San Jose State and Monterey Bay, and Monterey Peninsula College and Hartnell College. Currently, the program is staffed with one full time Distance Education Coordinator, one part-time Distance Education Trainer, and one Work Study Student.

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[1] Not synchronous; occurring at different times.

[2] In a synchronous manner; an action as carried out with synchrony; in phase or at the same time, at the same frequency.

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Executive Summary: Library

Major Program Goals
1. Increase student success in information competency.
2. Build and maintain robust collection of reserve materials for student use.
3. Improve physical space to provide for more collaborative work spaces, gathering places, and independent study and research.
4. Improve technology infrastructure throughout the library.
5. Continue to evaluate and acquire library materials to support student learning,
6. Support efforts and goals of Learning Commons

Concerns/Trends
1. Needs for more collaborative work spaces.
2. Needs to modernize the library space and technology.
3. Students' migration to personal digital devices.
4. Potential for system-wide conversion to Integrated Library System, which could provide tremendous cost savings if it does occur.
5. Need to impact awareness and action upon information literacy goals.

Plans for Addressing Concerns
1. Continue to advocate for improvement in library technology and facility infrastructure.
2. Continue to develop partnerships with instructional programs to integrate digital literacy into courses.
3. Develop and distribute information literacy materials.
4. Develop resources that are compatible with personal digital devices.

IEC Recommendations
1. Secure funding to make facility improvements, including installation of AC upstairs, replacing old furniture, and expanding access to quiet work space.
2. Improve technology infrastructure of the library to improve student access to online and course materials, and increase compatibility with personal digital devices.
3. Collaborate with faculty to develop and implement strategy for incorporating information literacy into instruction and instructional support.
4. Collaborate with Learning Commons staff and faculty to identify ways Library can support their efforts, including development of a research assistant training module for SI instructors

<u>Self Study Summary:Library</u>

The mission of the Gavilan College Library is to provide a safe, respectful and welcoming environment in which the educational community and its work are supported via the delivery of traditional and emerging academic research tools and methods, and where students are encouraged to explore, discover, investigate and develop research skills for personal, professional and life-long learning. The primary function of the Gavilan Library is to support the information needs of the college community. This support includes physical and virtual access to information and technology tools; spaces in which students can gather and work independently, together, or with the assistance of librarians; development of professional learning experiences for faculty to assist in creation of curriculum that builds information literacy skills; and direct instruction to students in the building of those information literacy skills.

The simple snapshot to show the library program's successes comes from its usage statistics. In the past three years, nearly all standard indicators show increases. The biggest growth has come from the use of online resources. Overall, database usage has increased by nearly 30%, while ebook use has grown by 76%. The number of unique computer users has grown by 25% over that three year span, and in the last three semesters, the number of reserve textbooks checked out by students has more than doubled.

These increases in usage are attributable to several library initiatives:

a) The introduction and widespread use of Library Research Guides, which are web supports for specific courses, built in collaboration with classroom instructors to support the information and learning needs of that instructor's students. Over the past two years, over 30,000 visits to these sights were recorded. Some research guides get over 1,000 visits per semester.

b) The purchase and development of a "discovery" tool that searches across most of our databases and physical resources in a single search. Significant development of this tool by library faculty has resulted in students and faculty finding more high quality sources.

c) The development of a simple, clean new library homepage.

d) The development, piloting, and implementation of the new LIB200 course, which supports English 1A learners in the research component of that class.

e) Increased instructional interactions with students in library research orientations— with a 50% increase in such orientations and workshops over the last three years.

f) Increased attention to the physical space of the library, with regular promotional and program planning. These include

   a. a California Humanities traveling exhibit entitled "War Comes Home"

   b. a companion exhibit of war photography from a former Gavilan student and veteran who has had his work published in *National Geographic*

c. Ongoing library displays around themes such as Women's History, African-American, and Hispanic History months, Poetry Month, and Banned Books Week.

d. Fuel Up for Finals, which provides coffee, juice and snacks for students during their finals, and additional activities during Finals weeks that are designed to help students take a quick break from their studies to relax and recharge. In the past year, the library program has developed partnerships with other groups on campus—most notably ASGC and the Cosmetology department—to sponsor these activities.

Most measures of the library's impact on student achievement are indirect. Increased usage of library resources and space indicates students are using the resources to succeed in their classes. The high volume of usage of our Research Guides suggests that our online presence has become more targeted and relevant to students in their courses.

Staffing has increased to fill instructional positions for the LIB200 course. Six sections are being planned for Fall 2016 after a substantial revision of the course, which will occur with instructional design support as part of a cohort of instructors creating high quality online courses, This redesign effort will be funded through the new Title V grant. In addition, 10-15 hours a week of part-time faculty has been added to work the reference desk, enabling the head librarian to spend more time managing the program and planning and developing ongoing initiatives.

One major trends affecting the library program are the unrelenting move toward both digital resources and online learning. California community college library programs have demonstrated the power of economies of scale and the potential for equitable access in the state-wide purchase of a set of online databases; the potential for a state-wide purchase of an Integrated Library System (ILS) could save the library program money and provide access to greater sharing of materials across libraries. Finally, there is a steady move on the part of students to work and study in groups; providing the space, equipment, and infrastructure to make this happen is the library's response to this trend.

Key goals for the library program include

Increase student success in information competency.

Support institutional commitment to the teaching and learning of information competency across the curriculum.

Build a robust core collection of textbook reserve materials and secure an ongoing funding stream to maintain it.

Continue to improve the physical space to provide a) more collaborative work spaces supported by both technology and staffing; b) a college community gathering space consistent with the philosophy of the library as a "third place"; c) quiet spaces for independent study and research.

Improve technology infrastructure throughout library building.

Continue to evaluate and acquire library materials to better support (1) student learning objectives and (2) academic success through selecting materials judged (1) appropriate (2) relevant and (3) allowing ease of access.

Executive Summary: Vice President of Student Services

Major Program Goals
1. Promote innovation and data driven culture.
2. Build links between Student Services and Instruction
3. Focus on long term planning, including creation and assessment of new procedures, policies and program plans incorporating SSSP and Student Equity concerns
4. Decrease probation, increase certificates/degrees (Erin - page 11 of self study)
5. Break down silos
6. Better means of communication with students who don't check email
7. Develop intrusive interventions for students falling between the cracks

Concerns/Trends
1. Increase in funding and corresponding mandates.
2. Student mental health and basic needs as obstacles affecting academic success.
3. Need for institutional research support.
4. Need for administrative support for new initiatives and ongoing operations.
5. Lack of space for new staff.
6. Student engagement needs.   .

Plans for Addressing Concerns
1. Hire two administrative positions, Dean of Student Success and Enrollment Services and Dean of Equity and Instructional Support.
2. Hire a Student Life Coordinator
3. Focus Student Support Service staff and programming on data and outcomes.
4. Forge connections with other college areas.

IEC Recommendations
1. With input from the campus community, examine and recommend the optimum Student Support administrative structure for the college,
2. Develop teams to research, develop, and implement tool and processes to improve faculty grading, student communication, high school student enrollment, and cohort identification and monitoring

Self Study Summary: Vice President of Student Services

Programs and Services:

California community colleges have undergone the worst recession in their history as well as unprecedented changes in mission, compliance, and outcomes. However, with these challenges also came record funding for new initiatives. This has been both a blessing and a challenge to Gavilan's student services departments, which include all access, "onboarding," registration/records, special support programs, counseling, advisement, and career/transfer services. The new initiatives have also placed greater weight on accountability and student outcomes, the way we provide services and their effectiveness, and whether we succeed at retaining at risk students sufficient to their completing their educational goals. This also portends changes in funding which will be closely tied to outcomes versus headcount/seatcount.

As the previous Program Review outlined, Gavilan student services were understaffed and in many respects this is just now changing, but not in every sphere. There continues to be a dearth of managers, especially at the dean level to share the responsibility of overseeing the division. New funding is now directly tied to core service provision and/or student outcomes, so what is funded and which departments benefit has changed. So far, new funding on the Instructional side has not been as forthcoming for Credit programs, so the essential linkages between SSSP, Equity, Basic Skills, etc. still need to be imagined, forged, and supported institutionally before their effectiveness can be evaluated.

The division is committed to maintaining existing core services; restoring those that have been lost; and enhancing integration and collaboration across areas to build efficiencies that result in higher student outcomes and satisfaction.

Accomplishments:

Major accomplishments were listed in detail above, but most significant for summary purposes are meeting SSSP and Equity guidelines; creating a campus-wide dialogue for increasing student success/completion and integrating program strategies; identifying additional staff and hiring them; and working toward a goal of improving our data analysis, student outcome measurements, and providing students with tools to be more self-directed and informed.

Supporting Student Outcomes:

As mentioned above, the Office of Student Services oversees all core and required "matriculation" services, which are an integral part of new success initiatives. SSSP guidelines required the division to focus on new students in particular, create clearer, information-packed pathways, and target at risk students with more intentional interventions. We will be following up with at risk students, using data to identify students close to meeting their educational goals and awarding degree/certificates, etc.

Division staff is integral to leading discussions and seeking improvements in integrated planning, institutional outcomes, data analysis, and Scorecard and IEPI goals. Student Services faculty and staff have always supported student outcomes; otherwise, we wouldn't be in these jobs.

Staffing Changes:

Although increased staffing was a program plan objective prior to the recession, the division had additional staff reductions over the last several years. This lack of critical staff has been most felt in MIS, Counseling, and additional support areas such as student retention, Institutional Research, and Career/Transfer services. SSSP and Equity funding has made it possible to identify new or restored positions, but the lack of HR staff to quickly process requests and our inability to attract new staff has complicated the hiring process. The lack of consistent and proficient Institutional Research and IT staff has also had an impact on department efficiencies and more streamlined services. We hope that in the next couple of years, we will see sufficient improvements in staffing that directly relate to improved student outcomes.

Trends:

New initiatives and funding; salary competition with other colleges leading to reduced hiring pools; new data reporting and accountability from State and Federal regulators; focus on outcomes versus access; new funding for Student Services without similar support for Instruction, leading to fewer innovations in curriculum, programs, or increased faculty and resources for additional course offerings in impacted areas.

Goals and Objectives:

These are clearly outlined above in detail; however in regard to the IEPI goals, the division should work to identify students who have or are near degree or certificate completion to help meet the new targets. Division goals and objectives are also defined by those in the SSSP and Equity reports and the reports and regulations in the categorical programs.

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IEC STATUS UPDATE

Academic Year: 2015-2016   **Name of Program:** Cal/WORKs

Date of last review: 2013-2014

Recommendation:

Work with MIS and the Office of Institutional Research to collect data evaluating the effect of new state regulations on the program.

Progress:

The effects of new state legislation regarding limitations to time on aid have significantly affected our program numbers. Program growth was mentioned in our previous program review:" CalWORKs has experienced four significant changes over the last three years. First is the significant growth the program has experienced over the last three years. In 05-06, we served 159 unduplicated student count, 06-07, 207 unduplicated student count, 07-08, 254 unduplicated student count". CalWORKs grew to serve 330 students in 11/12. As you can see in the chart below we and our region 4 colleges are experiencing rapid decline in program numbers.

Program Name	2012-13 Student Headcount	2013-14 Student Headcount	% Change (Student Headcount Between 2013-14 and 2012-13)	2014-15 Student Headcount	Percentage Change (Student Headcount Between 2014-15 and 2013-14)
Chabot	249	191	-23.29%	181	-5.24%
Las Positas	58	65	12.07%	56	-13.85%
Cabrillo	158	192	21.52%	153	-20.31%
De Anza	177	128	-27.68%	131	2.34%

Foothill	50	48	-4.00%	42	-12.50%
Gavilan	260	206	-20.77%	184	-10.68%
Hartnell	174	156	-10.34%	143	-8.33%
MPC	103	86	-16.50%	76	-11.63%
Ohlone	87	66	-24.14%	75	13.64%
Evergreen	179	130	-27.37%	127	-2.31%
SJC	131	113	-13.74%	128	13.27%
Mission	161	107	-33.54%	94	-12.15%
West Valley	71	43	-39.44%	36	-16.28%
	1,858	1,531		1,426	

We are currently developing a new program to continue to work with this population called Fresh Success (see attached description) or visit www.foundationccc.org/FreshSuccess. This will allow us to serve the CalWORKs students once they time out of the current state program, as well as other populations identified in Gavilan's Equity plan. We are one of two state pilots along with Cosumnes River College EOPs Program. Gavilan has given $30,000 from equity and $120,000 general funds to "seed" this program. The federal government will reimburse .80 for each dollar spent on eligible services. This allows a total annual budget of $270,000.

Recommendation:

Continue to provide CalWORKs representation on SSSP committees and in shared governance committees.

Progress:

The CalWORKs Counselor represents our program at the Counseling meetings, this has improved our communication. The CalWORKs Coordinator is an active member of Student Services, Budget Committee, Department Chairs, Equity, President's Council, IEC, Learning Council, Deans Council and Admin Council. In addition, the CalWORKs Coordinator and Program Specialist work on various task force/committees at the statewide level.

<u>Recommendation:</u>

In conjunction with the off-site supervisors and other stakeholders on campus, develop a plan (and include in program plan) for increasing intake, counseling and support services in Hollister and Morgan Hill.

<u>Progress:</u>

The CalWORKs program provided services in Morgan Hill for one semester. However, due to a lack of student participation we ended this service. We tried several approaches and marketing strategies to increase participation without success. We sent emails, mailed post cards, even sorted appointments by city. In addition, we tried sending counselors and then a program specialist. On the other hand, we continue to provide CalWORKs services in Hollister every Thursday during the spring and fall semesters with increasing student participation. We also secured equity funding to have a counselor during the summer to serve students identified by our equity report as experiencing inequities. This was very successful.

Academic Year: 2015-2016   **Name of Program:**   EOPS

                                              Date of last review: 2013-2014

Recommendation:

Continue to focus on strategies for improving student success, and student achievement of educational goals, i.e. transfer and graduation and/or other ed plan goals.

Progress:

EOPS provides "over and above" support services to low-income first generation students. All EOPS students participate in orientation, abbreviated and comprehensive educational planning, priority registration, transfer planning, funding for textbooks, academic progress monitoring, university visits and leadership opportunities through the EOPS Club. Students on academic probation are required to attend a workshop to assist them with resources and information on how to improve their status. In 2013-14, EOPS served 418 students, including 28 foster youth. In 2014-15, 424 students were served, including 42 foster youth and for 2015-16, we plan to serve 500 students and increase the number of foster youth to 60 with the assistance of a new part-time EOPS/Foster Youth Counselor.

The graduation and transfer rates for EOPS students were as follows: 2013/14, 64 students graduated and 15 transferred. In 2014/15, 68 graduated 18 transferred.

Recommendation:

Work with MIS and the Office of Institutional Research to collect data related to new regulations.

Progress:

EOPS is fully integrated with SSSP regulations to collect the data required for the college to receive funding. As the data collection from SSSP is still being tabulated, the college has not completed the final results regarding orientation, ed plans, and follow-up services. However, the EOPS Counselor provides all of these services. Regarding Student Equity, EOPS and other categorical programs provided 32 workshops with 275 students attending in 2014-2015. EOPS provided two orientations and completed comprehensive education plans for 98% of 424 EOPS students. The Foster Youth Committee made up of representatives from A/R, Financial Aid and EOPS met to discuss definitions of foster youth and services for which they qualify. An MOU was created with Silicon Valley

Children's Fund to provide coaching services for foster youth once a week on campus. A total of 89 students from the categorical programs attended five campus visits and reported on a survey that the visits were helpful in learning about transfer options. In 2015/16 we plan to expand to 6 university visits.

Recommendation:

Continue to provide EOPS representation on SSSP and student equity committees.

Progress:

EOPS/CalWORKs Associate Dean co-led and co-wrote Student Equity Plan for 2014-2015. She continues to be an active member of the Student Equity Committee and the SSSP Committee. EOPS serves the most disadvantaged equity populations who underperform in terms of success indicators according to the CCCCO data mart; Hispanic, low-income, and foster youth students. In 2014-15, EOPS received Student Equity funding for transportation, books, summer counseling, and buses for university visits. For 2015-2016, Student Equity is currently funding a part-time foster youth counselor.

Recommendation:

Address security concerns by installing alarm system or other security enhancements

Progress:

Security concerns have been addressed by changing the locks in the entire Library and adding safes. No further security issues have occurred.

Recommendation:

Continue to plan for increased enrollment to ensure that EOPS is ready when the funding is in place, including adding a part-time counselor to serve the off-sites.

Progress:

EOPS funding has been restored in 2015-2016. We are expanding to serve 500 students, provide a $300 book voucher, a $200 grant for students in good standing and a $25 voucher for student supplies. A part-time EOPS/Foster Youth Counselor was hired in August 2015 to serve foster youth and additional EOPS students. In fall 2015 the EOPS/Foster Youth Counselor provided outreach to 128 foster youth who self-identified on the CCC apply ARGOS report. We offered EOPS Counseling in Hollister in the summer of 2015 which was very successful. EOPS and CalWORKs Counselors served 107 students according to the SARS report demonstrating the need for counseling. EOPS has applied for a second full-time EOPS Counselor through Student Equity to increase services to 200 low-income students and to provide regular counseling services in Hollister and Morgan Hill.

Recommendation:

Collaborate with mental health services task force to establish program for mental health counseling services

Progress:

The EOPS/CalWORKs Associate Dean continues to participate on the Mental Health Committee. The College purchased Maxient to quantify incidents on campus. The program will be developed over 2015-2016 in anticipation that the college may provide mental health counseling in the future. Staff participated in a Trauma workshop in spring 2014. The presenter will offer a workshop in spring 2016 staff development day. Staff will participate in Active Shooter training on October 23, 2015. Health Services continues to provide Kognito online training for staff and students and the Student Health 101 magazine.

Academic Year: 2015-2016   **Name of Program:**   Financial Aid

                                     Date of last review: 2013-2014

Recommendation:

   Continue to actively participate in discussions associated with new SB 1456 policies and
   procedures.

Progress:

In Summer 2015, the Financial Aid department launched an awareness campaign to inform students
of academic progress requirements effective Fall 2016, for BOG Fee Waiver program. More than
12,000 current and former students (who attended within the last three years), were notified with
detailed email describing academic progress requirements. Publications like the 2015-17 College
catalog, pages 29-30, included section outlining academic standards, loss of fee waiver notifications,
regaining eligibility and appeals process.

Beginning Fall 2015, individual student notifications for academic probation 2, progress probation 2,
and dismissal statuses included language regarding potential BOG loss for Fall 2016.

For Spring 2016 plans include:

- Staff awareness campaign: with presentations anticipated for Student Services Council,
  Outreach/Recruitment group, Counseling Department, Peer Mentors/Rambassadors, and
  instructional division, as well as Professional Development Day.
- Formation of BOG Loss Appeals Committee: The SSSP Committee will be asked to
  recommend structure and membership of the BOG Loss Appeals Committee. Committee
  representation from categorical programs is desired. A suggestion to combine Enrollment
  Priorities Committee and BOG Loss Appeals Committee will also be considered. The
  Enrolment Priorities Committee includes admissions and records director, A&R technician,
  counseling department chair, and financial aid director.
- Data Analysis: Reports and data for number of potentially affected students will be requested
  of MIS contracted help. Follow-up efforts will be discussed with counseling department and
  VPSS.

Recommendation:

Hire additional staffing to address student service access, particularly for veterans and off sites

Progress:

With the help of SSSP dollars, Welcome Center services have expanded from Gilroy campus to Morgan Hill and Hollister sites, geared at assisting students with FAFSA and Dream Application process. Training by the Financial Aid representatives to Peer Mentors have proven successful, with regular communication and coordination between Welcome Center, Financial Aid, Counseling and sites. Enhanced coordination efforts with Outreach/Recruitment Rambassadors have also proven successful, with FAFSA and Dream Application services expanding to Student Success Center, and most recently, to the Associated Students Gavilan College (ASGC) computer lab.

Financial aid staff participate in monthly combined meetings with Admissions and Records, Counseling, Welcome Center, Outreach/Recruitment and Site Directors to strengthen communication, collaboration among student services departments.

Recommendation:

Continue to examine and develop strategies to reduce likelihood of student loan default

Progress

On September 28, 2015, the Department of Education distributed fiscal year 2012 cohort default rates to postsecondary institutions. The ratio used to calculate the default rate is as follows:

Cohort Fiscal Year	Year Published	Borrowers in Numerator Borrowers in Denominator	3-Year Time Period (Numerator) 1-Year Time Period (Denominator)
2012	2015	Borrowers who entered repayment in 2012 **and** defaulted in 2012, 2013 or 2014 <hr> Borrowers who entered repayment in 2012	10/01/2011 to 09/30/2014 10/01/2011 to 09/30/2012

Gavilan College's Cohort Default Rate FY 2012

Cohort Fiscal Year	Year Published	Borrowers in Numerator Borrowers in Denominator	Gavilan's Cohort Default Rate Calculated as:
2012	2015	Borrowers who entered repayment in 2012 **and** defaulted in 2012, 2013 or 2014 ――――――――― Borrowers who entered repayment in 2012	$59 \div 211 = 27.9\%$

College Efforts

The Financial Aid Office has continued loan processing, with an added component of individual review for each written request, by two staff members. The Financial aid director reviews each request and signs off on approval, reduction or denial of each loan. Loan denials are made when academic progress is lacking, high loan indebtedness, and lack of educational related expenses.

Delinquency Management

In March 2015, the College contracted with Ed Financial Services to provide default prevention service to Gavilan borrowers who have withdrawn or graduated. Ed Financial Services has access to Gavilan borrower data to conduct delinquency management which includes:

- Multiple live agent campaigns.
- Monthly email and mail contacts
- Skip tracking with follow up calls and letters
- Facilitate three-way calls with borrower and services for right party contact
- Other contract or tracking means to resolve delinquency

Loan rehabilitation services: Live agent campaigns, letters and emails are deployed to contact borrowers and secure appropriate payment arrangements for account rehabilitation. Accounts are monitored to ensure that borrowers remain on track to rehabilitate the loan and remove the default prior to the conclusion of the cohort calculation period.

Budgetary Implications:

Expense for Ed Financial Services is paid out of categorical program at cost of $6,000 annually.

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IEC STATUS UPDATE

Academic Year: 2015-2016   **Name of Program:** Hollister Site

                                           Date of last review: 2013-2014

Recommendation:

Identify technological needs and request equipment as needed through the program plan and budget request process.

Progress:

Due to previous funding constraints 2 out of 6 classrooms are still in need of becoming "smart classrooms". Currently awaiting new quotes on equipment costs so that an order request can be forwarded to the Instructional Equipment budget.

Recommendation:

Work with department chairs, VP of Student Services and VP of Academics to ensure an appropriate breadth of course offerings and greater representation on schedule planning committee.

Progress:

This is an on-going process due to course needs in Hollister are ever changing depending on student population needs. For example, Fall '15 semester showed a need for Math 400, the course was added and enrollment is at capacity. Site Director will continue to work with department chairs, VP of Student Services and VP of Academics to ensure an appropriate breadth of course offerings.

Recommendation:

Continue to work with Student Support Services to increase service availability at the Hollister site.

<u>Progress:</u>

Based on survey administered in the Fall '14 semester and data collected for the Student Learning Outcomes, Financial Aid Services was one of the top requested Student Services. In October 2014 a Program Services Specialist was hired for Hollister site with training in Financial Aid to fulfill the need in that area. Based on the same survey, more than 75% of students have used at least 2 of the 9 services. Providing students with information regarding the services that the Hollister offsite offers helps to keep them aware of such services. In addition the Bookstore extended services for Fall '15 and DRC is planning on providing services at the Hollister site to begin in Spring 2016.

IEC STATUS UPDATE

Academic Year: 2015-2016   **Name of Program:**   Morgan Hill Site

                                        Date of last review: 2013-2014

Recommendation:

Identify technological needs and request equipment as needed through the program plan and budget request process.

Progress:

All the classrooms are now equipped with projectors connected to computer stations, which allow instructors to have power point presentations, connect to the internet, play videos, etc. We have also requested a document camera (or cameras) for the site.

Recommendation:

Work with department chairs, VP of Student Services and VP of Academics to ensure an appropriate breadth of course offerings and greater representation on schedule planning committee.

Progress:

The site director met with the VP of Student Services, VP of Academics and Deans back in May, 2015. The brief meeting focused on discussing courses with the most demand and courses community members and/or current students express interest in such as child care in Spanish (offered in the past) and computer classes (basic level such as Microsoft word, etc).

Recommendation:

Participate in the planning of Coyote Valley Education Center, currently under development

Progress:

At this point, the site director has been informed of the new project and possible future support in areas related to student services.

<u>Recommendation:</u>

Continue to work with Student Support Services to increase service availability at the Morgan Hill site.

<u>Progress:</u>

This Fall 2015 the Welcome Center started operating in Morgan Hill. Along this new service, the site continues to offer counseling and tutoring. Also, a librarian comes twice a week and the front desk assists with A&R and financial aid services.

IEC STATUS UPDATE

Academic Year: 2015-2016   **Name of Program:** PUENTE

Date of last review: 2013-2014

Recommendation:

Develop a program plan to lay out objective and monitor any improvements.

Objective:

- Generate more parental involvement.

Progress:

We created a Parent Pan Dulce Meet and Greet with program coordinators, phase three students, and mentors and offered this event for four consecutive years, beginning in 2013.

This well-attended event, has maintained student retention at strong levels, helped clarify communication between students and parents regarding the program, and provided a warm family-like welcome for new Puentistas.

Recommendation:

Examine the prospect of expanding the program to double the students who can participate in this model approach.

Progress:

The plan was discussed informally with Kathleen Moberg, and more formally at an English Department meeting and with Fran Lozano.

Challenges to meeting this goal, include: shortage of faculty able to devote the necessary time to the program; a necessity for current staff to take a break; changes in administrative systems has weakened communication.

In order to expand, institutional support must be strong. It is unclear if that support currently exists.

The Puente State Office did offer to assist with expansion for 2016 – 17 using equity funding. Unfortunately we have a shortage of faculty to support this effort. Gavilan needs to reconfigure our Counseling and English faculty. We need a 50% counselor and 20% English instructor with Administration support and a clerical person to work for both Puente sections. We are hopeful it may occur for 17-18.

Recommendation:

Begin discussions with Management Information Systems and Admissions and Records staff to decrease the likelihood that non-Puente student will enroll in the Puente English 250 courses

Progress:

VP of Student Services established a code that in order to enroll in the program the Puente Counselor must meet with the student. Thus, this recommendation has been realized. However, creating pass/no pass classes has meant additional challenges for program enrollment, including financial aid

Recommendation:

With the new Vice President of Student Services, discuss staffing options for increasing the administrative and clerical support for the program

Progress:

Currently using a work study person for some clerical activities. Counselor still has to do confidential clerical work to support the program. Our UC and Gavilan memo of understanding is that there is a 10 hour clerical employee to support the program.