



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Administrative and Student Services

Program Name:	42T
Academic Year:	42T

This page left intentionally blank

Gavilan College

Administrative and Student Services Program

Planning and Review

Academic Year 2018-19

Contents

Purpose, Standards and Resources.....	3
Purpose	3
Definitions and Terms:.....	3
Resources:.....	3
Program Plan and Review Timeline.....	4
Executive Summary.....	6
Program Mission and Accomplishments.....	7
Gavilan College Mission Statement.....	7
Response and follow-up to previous program reviews.....	7
Student and Program Outcomes.....	8
College Goal for Student Achievement.....	8
Success.....	8
Equity.....	9
currIQunet.....	10
SAOs/ ILOs.....	10
Program and Resource Analysis.....	12
Program Personnel.....	12
Program Productivity Measurements.....	12
Evaluation of Resource Allocations.....	13
Integrated Planning and Initiatives.....	13
Trends:.....	13
Appendix.....	15
Optional Questions.....	15
Review Process Feedback.....	15
Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet.....	16
Program and Collaboration Three-Year Program Plan Goal Setting Worksheet.....	18
Programl Goal Setting Worksheet.....	19

Purpose, Standards and Resources

Purpose

The general purpose of this self-study and three-year program strategic plan is to provide each program with a roadmap for focusing on and improving student success and completion.

Specifically, program review facilitates:

- Create a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Develop of a three-year budget request plan, including data to support annual budget requests
- Create a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Provide program leadership continuity of expertise (e.g., a department chair change)
- Establish a baseline for the integrated planning process and cycle
- Program viability assessment
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Definitions and Terms:

- Program Integrated Plan and Review (PIPR)
- All data should be based on three-year history and trends
- **Retention** – Students who stayed through the end of the term
- **Success** – Students who complete with a C or above

Resources:

You will find information to complete this report in the following locations:

- [Gavilan Course Catalog](#)
 - Gavilan College Website
 - a) [Educational Master Plan](#)
 - b) [Gavilan College ILOs](#)
 - c) [Mission Statement](#)
 - d) [Strategic Plan](#)
 - [PIPR Website](#)
 - a) [Previous Planning and Review Report](#)
 - b) [Previous Annual Plans](#)
 - [Gavilan Intranet](#)
 - a) SLO Website
 - b) GavData :
 - (Equity Tab) Complete Program Review Data Sheet
 - Other GavData (paths listed in the document)
- 4) [CCCCO Scorecard](#)

Program Plan and Review Timeline

When	Description	Participation
Sept	Program Lead training, including website 'tour', GavData and other data site overview. PIPR support team is assigned to each Peer Review team (Week 2). Program Lead provides budget codes to PIPR for submission to Business Office (Week 2). Program Lead recruits and assembles Peer Review Team members by Week 4; submits Member List to PIPR (Week 5) Program Leads meet with Peer Review Team to parse out 'assignments' as needed by Week 5.	PIPR Chair All program Leads in Review Cycle Peer Review Team
Sept - Oct	Program Lead seeks assistance from support team, faculty, supervising administrator, others to gather information for report (on-going, as needed). Inform team of data review and report suggestion deadlines. Write Program Report draft (Weeks 2 – 10).	Program Lead Peer Review Team
Nov	Initial draft due to peer review team to read (Week 10). Program lead meets with peer review team to review report, make suggestions, and identify areas of improvement (Week 11). First Draft revision begins (Week 12).	Program Lead Peer Review Team
Dec	2nd draft due to Supervising Admin to review, request additions/ clarifications (Week 16). Report sent to Peer Review team for signature (Week 16)	Program Lead Peer Review Team Supervising Admin
Feb	Supervising Admin-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Supervising Admin signs and forwards completed report to PIPR (Week 1)	Program Lead PIPR Supervising Admin
Feb - March	If needed , Program Lead makes edits as needed to report (Weeks 2-5). Final report sent to Supervising Admin for approval and signature (Week 6). Supervising Admin forwards approved document to PIPR (by Monday of Week 8).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (weeks 2-16).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to Dean's Council and President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

This page left intentionally blank

Executive Summary

Please provide a brief (500-600 word) executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Council, Budget Committee and Board of Trustees.

Program Mission and Accomplishments

Gavilan College Mission Statement

Through innovative practices, Gavilan College cultivates learning and personal growth and prepares students of all backgrounds and abilities for success.

Provide a brief overview of the program and how it contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Briefly describe the activities and accomplishments of the program with respect to

- a) PIPR recommendations; and
- b) Each goal since the last program plan and review.

Have the services of your program changed over the past three years? Feel free to include additional program accomplishments/ milestones that were not a part of your previous plan here.

Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement. **If your area does not regularly interface with or provide direct services to students, skip to question 3.**

Use [GavData's Student Outcomes Milestone](#) pages for overall Gavilan College rates of success.

Path -from link above: Gavilan Fact Book → Student Outcomes → Milestone Tracking Summary. Now, explore data.

1. If your area regularly interfaces with or provides direct services to students, please answer the following question:

Given the data, what is your set goal for success? If your program does not have set goals, please determine this now. Do you meet your goal?

2. What percent of students does your area serve? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years?

- For comparison data information, supply student ID numbers to RPIE. **Plan Ahead:** Please allow one month for comparison analysis results.

3. Refer to your [previous three-year plan](#) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- What were the measured outcomes of specific initiatives over the past three years?
- What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- What indicators are you measuring?

4. The following question pertains only to the following programs: EOPS, AEC, CalWORKs, MESA, TRiO, Puente, and VRC:

Using the GavDATA Milestone Tracking Summary, compare your program's results to the college-wide average. Are your success rates what you expected? Where are the opportunities for improvement? Explain identified gaps in detail.

For All: Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

Path: GavData→Program Review/ Equity→Disproportionate Impact with Margin of Error by Year→locate your program→Filter by Year

1. For EOPS, AEC, CalWORKs, MESA, TRiO, Puente, and VRC: Using the path above, locate your program in GavData. Examine your equity results over the last three years. If there are differences in success across groups, identify achievement gaps. Contact your support team for any needed assistance in using GavDATA.

For all other areas, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data.

2. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How do you meet the District's Equal Opportunity goals?

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires? Address this in your Three-Year Program Plan at the end of this document.

curriQunet

1. Are your SAOs mapped in curriQunet? (Skip this question; pending update in 2019)

Yes: No:

2. Are your SAOs up to date in curriQunet AND on the reporting website?

Yes: No:

3. Are your SAOs results reports up to date?

Yes: No:

4. Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes: No:

SAOs/ ILOs

Services Area Outcomes (SAO)

1. What is your set goal for SAOs success for each SAO?

Institutional Learning Outcomes (ILO)

1. How do your SAOs support the [college ILOs](#)? Be specific.

Gap Analysis

1. Are you meeting your SAO success goals? What patterns stand out in your results?

--

If your LO results are lower than your goals, what are your plans to improve them? Address this in your Three-Year Program Plan at the end of this document.

Program and Resource Analysis

Program Personnel

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrators in this program over the past three years. Focus on your individual program.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Additional comments or narrative can be added below, such as faculty with reassigned time, projected retirements and sabbaticals in the next three years.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time

Program Productivity Measurements

1. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out columns 1, 3 and 4.**

Academic Year	Total Number of student contacts	Total allocated budget	Total spending	Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student

Comment on your overall trends in efficiency and cost, anomalies and unexpected results.

Evaluation of Resource Allocations

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Academic Year	Evaluation/ Measured Effectiveness (Limit to 2 sentences each line)

Integrated Planning and Initiatives

What other areas is your unit partnering with in new ventures to improve student success at Gavilan College?
What is the focus of this collaboration?

What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? Address this in your Three-Year Program Plan at the end of this document.

Trends:

Provide any additional information that has not been mentioned elsewhere in this program plan and review, such as environmental scans from the [Educational Master Plan](#) for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, etc.

What are the program plans for the next three years? Address this in your Three-Year Program Plan at the end of this document.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Review Process Feedback

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

**E
X
A
M
P
L
E
S**

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: works to prepare students from all backgrounds. Strategic Plan: Strategy 2, Goal 1 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Associate Dean of EOPS and CalWORKs</p>	<p>None</p>	<p>December 2020</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Decrease average response time for IT requests from three days to two days</p>	<p>Mission statement: Supports innovate practices Strategic Plan: No direct connection SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff. No results yet.</p>	<p>Implement new workflow management software</p>	<p>Director of Information Technology</p>	<p>\$7,500 for software package</p>	<p>September 2019</p>	<p>Compare average response times from one year before software implementation to one year after implementation</p>

This page left intentionally blank

Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Program: 42T

<p>Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>

Program Goal Setting Worksheet

Program being reviewed: 42T

Date: 42T

Use this form twice:

1. Team member list due to PIPR no later than Fall - Week 5

2. Team Member sign off after final review
(Peer Reviewers: Spring Week 9; Dean: Spring Week 10)

Role	Name	Assignments/ research assigned, if any	Date and Initial upon final review
Team Lead/ Chair			
Supervising Admin			
Faculty Peer Reviewer			
Faculty Peer Reviewer			
Student			
PIPR Support Team			
PIPR Support Team			