



Program Review All Fields

Division Counseling, Student Success & Equity - Career Transfer

Main

Questions? Find answers in [CurricUNET User Manual](#).

Overview

Academic Year 2023 - 2024

Originator Lopez Jimenez, Daisy

Division Division Counseling, Student Success & Equity

Department Career Transfer

Co-Contributors

Questions? Find answers in [CurricUNET User Manual](#).

Contributor

Open the Form Properties to select co-contributors and assign permissions.

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program 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 (300 words or less).

The mission of the Career and Transfer Center is to provide a variety of services to students and the community, designed to be a resource for career exploration, employment readiness, work opportunities, networking, and to assist with the transfer process to four-year universities. Career and Transfer Resources empower and enrich students of all backgrounds in familiarizing them the process of transfer and entering the workforce with certificates/degrees and self advocacy. To further engage students and serve students who are disproportionately impacted career and transfer Resources are integrated with Guided Pathway Success Teams creating streamlined academic processes, academic success, career aligned experiences, and transfer pathways.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. Improve Equity

CTC will support achievements by offering current information to students interested to

2. transferring to a 4-year college.
3. To increase the employment of students
4. Effectively implement the Guided Pathway Program

Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Career and Transfer Services over the past three years were minimal due to loss of the center and loss of staff. Other departments provided similar resources to students. Beginning Spring 2023 Career and Transfer resources began gradually developing and becoming available. With the hire of a re-designed role of career and transfer now the Career and Academic Pathway Specialist and the integration of services to Guided Pathway Success Teams.

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data. Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate

Success

The following questions refer to data regarding student achievement. What are your set goals for course success? Do your individual course and department rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)? Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit

No Data kept previously.

Will begin transition to utilize Gav Connect to track goal rates and success.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? 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 (200 words or less)? See Success and Retention dashboard in Tableau's Program Review section. No Data kept previously.

Will begin transition to utilize Gav Connect to track goal rates and success.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

Implement use of Gav Connect to measure, track, and follow up with students served.

Implement data to track success rates of services.

Improve equity by utilizing data collected.

Implement data tracking of student alumni to measure success and foster alumni community.

Equity

Equity

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

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)? For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less). Please find Equity information in Tableau's Success and Retention dashboard. Contact your support team for any needed assistance in using Tableau.

Have data to interpret.

Our Equal Employment Opportunity (EEO) Plan States "Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

see tableau and data mart

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

reference the college initiative, new job descriptions, equity focus, dig deeper in our area, tied to the data, student groups are missing, recruitment strategies. How to relate to overall college data, creating opportunities , Undocu, LGBT, males, transferable skills

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?

Yes

Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?

No

Have all of your SLOs, PLOs or SAOs been assessed in the last five years?

No

Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?

No

If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Pending direction for CurriQunet reporting...need to be updated

There isn't an accessible evaluation or reporting tool.

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.

Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)

Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?

SLO	THINK CRITICALLY & CREATIVELY	COMMUNICATE EFFECTIVELY	PRACTICE SOCIAL RESPONSIBILITY	CULTIVATE WELL- BEING
70% of students will report increased knowledge	X	X	x	X

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Institutional Learning Outcomes (ILO)

How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

Services create opportunity for students to think critically of their career options and be creative in aligning their experience at Gavilan into their resumes, employment, transfer applications, and service to the community.

Services are provided in an identifiable space and in a culture where students are motivated and grow confidence to communicate their feedback, ideas, barriers, and goals.

Career and transfer related needs of students are identified, to improve services or direct to external resources and support.

Career and Transfer services are student-centered and effective across campus collaboration with equitable practice and outreach.

Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?

Effort to meet the SLO/SAO are ongoing, there is no current form to measure success. Students are slowly becoming aware of the Career and Academic Pathway Specialist and their role with Career, Transfer, and CAP success team services and resources. Service areas are soiled and slowly integrating into measurable processes that can be duplicated, effectively communicated, strategically designed for students, and create experiences that tap in various SLO areas. Plans to improve them include continuation of outreach activities, Success Team communication channel, create a space for career and transfer, implement career and transfer assignments, activities, workshops, and events with collaboration of faculty and staff. Communicate at Advisory Meetings, Academic Senate and Student Services meetings.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Program and Resource Analysis

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

Program and Resource Analysis

1. 2020

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

1000

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

3. How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

4. How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2020

FT = 0%

PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

N/A

Additional Comments

N/A

Evaluation of Resource Allocations

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.

Did you receive additional funds?

No

Program Productivity

Program Productivity Measurements

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 Total allocated budget and Total spending.**

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

To increase participation, create space for underserved student populations. To increase student participation in CAPs. Integration of GP to improve student experience, academic success, opportunity for career exploration.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Opportunities: Ability to collaborate to increase awareness and participation in services available.

Threats: Lack of center space for students to utilize and recolonize as a space for career and transfer resources.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?

Services provided virtually such as workshops, presentations, employer or university rep visits can maintain.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

Lack of a designated space for Career and Transfer.

Lack of staff support for Transfer services.

Lack of staff support for Internships services.

Additional 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.

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

N/A

2. 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.

Existing data to justify the request is not available.

Will begin transition to utilize Gav Connect to track goal rates and success.

3. 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?

N/A

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

A Career and Academic Pathway Specialist role is active to support career and transfer services.

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.

PIPR workshops are extremely helpful.

The slide deck for SMART Goals are helpful.

Institutional Goals and Guided Pathway Goals and Enrollment Goals could be printed and provided in area to easily reference.

Goals

Three-Year Program Plan Goals

1. **Increase Student Engagement in CAP focused career and transfer services by 3%**

Connection of Goal to Mission Statement, Strategic Plan and SAO Results

Students will report increased awareness and skills in academic, career, and transfer options.

Students will have exposure to pathways, choose a pathway and be supported with guidance at every academic and service level. Students will build and refine their abilities in: Thinking critically & creatively, communicate effectively, practice social responsibility, cultivate well-being.

Proposed Activity to Achieve Goal**

Implement student centered activities, events, and assignments with collaboration of success teams and student leads. Enhance the relevance of the activity by collecting feedback and identifying barriers/leads.

Responsible Party

CTC Staff, Success Teams, Student Workers

Fund amount requested. If a collaboration, what % required from each partner?

3%

Total Three Year Resource Allocation Request

1

Timeline to Completion Month / Year

December / 2026

How Will You Evaluate Whether You Achieved Your Goal

Measure student turnout, student confidence levels, action steps/goal tracker

Increase student employment readiness and exit skills for students in CAPs and special programs

2. **by 3%**

Connection of Goal to Mission Statement, Strategic Plan and SAO Results

Students will report increased awareness and skills in academic, career, and transfer options.

Students will have exposure to pathways, choose a pathway and be supported with guidance at every academic and service level. Students will build and refine their abilities in: Thinking critically & creatively, communicate effectively, practice social responsibility, cultivate well-being.

Proposed Activity to Achieve Goal**

workshops/presentations on resume building, interviewing, professional ethic, current job market trends, employer visits, and career panels.

Responsible Party

CTC staff, CAP success teams, student workers

Fund amount requested. If a collaboration, what % required from each partner?

3%

Total Three Year Resource Allocation Request

1

Timeline to Completion Month / Year

December / 2026

How Will You Evaluate Whether You Achieved Your Goal

Distribute and Collect Surveys on Student confidence level for career/transfer readiness and exit skills

3. **Increase potential employer visits at the Hollister campus by 3%**

Connection of Goal to Mission Statement, Strategic Plan and SAO Results

Students will report increased awareness and skills in academic, career, and transfer options.

Students will have exposure to pathways, choose a pathway and be supported with guidance at every academic and service level. Students will build and refine their abilities in: Thinking critically & creatively, communicate effectively, practice social responsibility, cultivate well-being.

Proposed Activity to Achieve Goal**

Coordinate 2 employer visits at the Hollister campus per semester, ctc staff visits and operation, partnership collaboration.

Responsible Party

CTC staff, CAP success teams, student workers

Fund amount requested. If a collaboration, what % required from each partner?

3%

Total Three Year Resource Allocation Request

1

Timeline to Completion Month / Year

December / 2026

How Will You Evaluate Whether You Achieved Your Goal

Measure student visits/participation, Collect feedback on student experience /success.

4. **Improve transfer assistance and enhance transfer informational sessions by 3%**

Connection of Goal to Mission Statement, Strategic Plan and SAO Results

Students will report increased awareness and skills in academic, career, and transfer options.

Students will have exposure to pathways, choose a pathway and be supported with guidance at every academic and service level. Students will build and refine their abilities in: Thinking critically & creatively, communicate effectively, practice social responsibility, cultivate well-being.

Proposed Activity to Achieve Goal**

Integrate transfer informational sessions and culture into CAPs and student populations by aligning activity to specific requirements/opportunities at targeted four-year institutions. Fostering a strong relationship to local universities.

Responsible Party

CTC Staff, Success Teams, Student Workers

Fund amount requested. If a collaboration, what % required from each partner?

3%

Total Three Year Resource Allocation Request

1

Timeline to Completion Month / Year

December / 2026

How Will You Evaluate Whether You Achieved Your Goal

Measure student turnout, action steps/goal tracker, transfer agreements/dual enrolment, transfer rate

Executive Summary

Please provide a brief 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 Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

In absence of a strong Career and Transfer Center, services remain siloed. There is opportunity to increase services to students and the community strategically and aligned to Institutional goals. With an increase in collaboration, additional staff/peer mentors and integration to Guided Pathways, engagement of students and populations who are disproportionately impacted can have services widely accessible, better announced, and attended.

The goals and SAOs can lead to achieving streamlined academic processes, academic success, career aligned experiences, and transfer pathways. Measurable data can include certificates/degrees awarded, number of students/disproportionally students served, student confidence in career/transfer readiness survey, and student experience/satisfaction of workshop/activities/etc. survey. Collection of data can further be utilized to determine student needs, improve equity, measure alumni employment, academic success and foster alumni community. Effort to meet Goals and SLO/SAO are ongoing, there is no current effective form to measure CTC success. Students are slowly becoming aware of the Career and Academic Pathway Specialist and their role with Career, Transfer, and CAP success team services and resources. Services are to integrate into measurable processes that can be duplicated, effectively communicated, designed for students, and tap into various SLO areas. Plans to improve them include creating experiences, outreach activities, improved Success Team communication channel, create a space for career and transfer, implement career and transfer assignments, actives, workshops, and events with collaboration of faculty and staff. Presence and communication at Advisory Meetings, Academic Senate and Student Services meetings.

Attach Files

Attached File