All Fields

Annual Update: Career Transfer - Division Counseling, Student Success & Equity - Career Transfer

Resources

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

Gavialn Course Catalog (http://www.gavilan.edu/catalog/index.php)

Gaviln College Website
  a. **Education Master Plan (http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php)**
  b. **Gavilan College ILOs (http://www.gavilan.edu/administration/ilo_map/index.php)**
  c. **Mission Statement (http://www.gavilan.edu/about/index.php)**
  d. **Strategic Plan (http://www.gavilan.edu/administration/board/Gavilan_StrategicPlan_2017_2022, BOT Approved.pdf)**

PIPR Website (http://www.gavilan.edu/staff/program_planning/index.php)
  a. **Previous Planning and Review Report (http://www.gavilan.edu/staff/program_planning/Past_Plans.php)**
  b. **Previous Annual Plans (http://www.gavilan.edu/staff/program_planning/Past_Plans.php)**

Gavilan Intranet (https://my.gavilan.edu:8447/cas-web/login?service=https%3A%2F%2Fmy.gavilan.edu%2Fc%2Fportal%2Flogin)
  a. **SLO Website**
  b. **GavData**
     ○ **(Equity Tab) Complete Program Review Data Sheet**
     ○ **Other GavData (paths listed in the document)**

CCCCO ScoreCard (https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=441)

Main

Overview
Academic Year 2023 - 2024
Originator Lopez Jimenez, Daisy
Division Division Counseling, Student Success & Equity
Department Career Transfer
Programs

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)
Contributor

Craig-Marius, Renee

Espinoza, Diego

Padilla, Diana

Review Questions

Review Questions

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.
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 disproportionally impacted career and transfer Resources are integrated with Guided Pathway Success Teams creating streamlined academic processes, academic success, career aligned experiences, and transfer pathways.

This page is only applicable to Instructional Reviews. For more details on this page, refer to Curriculum Currency Help (http://www.Gavilan.edu/en/employee-services/research-planning-and-grants/planning/program_review/guidelines/curriculum_currency.html)

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.
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.

Title 5 requires departments to review all curricula (courses, certificates, degrees, sequences) in each program for currency, relevance, content, and requisites every every six years (for CTE departments, every two years). Please review the data on your currency (showing a list of all activity from last year, all courses and programs that are one year from losing currency, and all courses/programs out of currency) and comment below. Please address how well your department is meeting this requirement.

CTE Departments Only

Title 5 requires every CTE department or program to have an Advisory Committee that meets at least once per year. Please describe your advisory committee -- its membership, when it last met, and links to or locations of agendas/minutes. (provide url if located on a website) Please address how well your department is meeting this requirement.

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 CCCCO 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?
No Data kept previously.

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

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.**

No Data kept previously.

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

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?**

For more details on this page, refer to Assessment Currency (http://www.Gavilan.edu/en/employee-services/research-planning-and-grants/planning/program_review/guidelines/assessment_currency.html)

According to the Gavilan Assessment Plan, outcomes are assessed for services and programs and courses at least once every 3 years. Please comment on how you are currently satisfying this 3-year benchmark.

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.

Resource Requests

Resource Requests

1.
      Funding Decision (Admin-Only)
      Funding Decision

      Funding Decision Notes
      50000 for 1 faculty assignments or 1 part-time classified professionals to increase resources needed to provide program specific career and transfer support to Arts & Media Students and Social Sciences & Humanities Students. Primary responsible for student career readiness, internship development, and university tours.

      Request Overview
      Item Description

      Check here if you have made this request before No

      Request Type and Cost
      Type of request

      Brief Description (Admin-only legacy field)

      Approximate costs: $

      Type(s) of Funding

      Criteria and Rationale
      This request is a high priority to ensure/meet Health and Safety requirements No

      This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation
      No

      Board Priorities
      Primary Board Priority

Secondary Board Priority

Approved College Plans
Primary link to Approved College Plan

Secondary link to Approved College Plan

Link to Institutional Accreditation Requirements

Link to Your Unit Planning Objectives

Please note that the links in the "Resource Requests Linkage with Outcome Assessment Reports" section (further down) are supplementary to the information provided here.
Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Clear Plan for Evaluation after Implementation

Extent of Benefit

Operational Necessity

Resource Request Linkage with Outcome Assessment Reports

Resource Request Dependencies

2.
   Funding Decision (Admin-Only)
   Funding Decision

   Funding Decision Notes
   50,000 for 1 full-time classified professional or 1 reassigned (.50) Transfer Counselors, which can support students and the transfer center exclusively with transfer resources at the Gilroy and Hollister Campus. Their input can be utilized to determine common trends and student needs for the Transfer Center to coordinate and provide group sessions to fill those needs. As will the Career and Academic Pathway Success Teams.

   Request Overview
   Item Description

   Check here if you have made this request before No

   Request Type and Cost
   Type of request

   Brief Description (Admin-only legacy field)

   Approximate costs: $

   Type(s) of Funding

   Criteria and Rationale
   This request is a high priority to ensure/meet Health and Safety requirements No

   This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation
   No

   Board Priorities
   Primary Board Priority
   Secondary Board Priority

Approved College Plans

Primary link to Approved College Plan

Secondary link to Approved College Plan

Link to Institutional Accreditation Requirements

Link to Your Unit Planning Objectives

Please note that the links in the "Resource Requests Linkage with Outcome Assessment Reports" section (further down) are supplementary to the information provided here.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Clear Plan for Evaluation after Implementation

Extent of Benefit

Operational Necessity

Resource Request Linkage with Outcome Assessment Reports

Resource Request Dependencies

3.

Funding Decision (Admin-Only)

Funding Decision

Funding Decision Notes

22500 essential for sustaining and expanding the transfer center staff with equipment such as office supplies, event supplies & food, digital tools for students such as "what can i do with this major", transfer application coupon codes, materials for our visiting university representatives and employees. Additional funding for professional development and work conference travel.

Request Overview

Item Description

Check here if you have made this request before No

Request Type and Cost

Type of request

Brief Description (Admin-only legacy field)

Approximate costs: $

Type(s) of Funding

Criteria and Rationale

This request is a high priority to ensure/meet Health and Safety requirements No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation

No

Board Priorities

Primary Board Priority

Secondary Board Priority

Approved College Plans

Primary link to Approved College Plan

Secondary link to Approved College Plan

Link to Institutional Accreditation Requirements

Link to Your Unit Planning Objectives

Please note that the links in the "Resource Requests Linkage with Outcome Assessment Reports" section (further down) are supplementary to the information provided here.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Clear Plan for Evaluation after Implementation

Extent of Benefit

Operational Necessity

Resource Request Linkage with Outcome Assessment Reports

Resource Request Dependencies

Equity

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.

Questions? View the handbook (http://www.Gavilan.edu/en/employee-services/research-planning-and-grants/planning/program_review/guidelines/resource_requests.html)

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

1. Comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data.
Have data to interpret.

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?
see tableau and data mart

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.
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

curriQunet

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

Are your SAOs mapped in curiQunet?
Yes

Are your SAOs up to date in curriQunet AND on the reporting website?
No

Are your SAOs been assessed in the last five years?
No

If no, what is your plan to bring our SLOs and PLOs into compliance with the five-year assessment cycle? Address this in your Three-Year Program Plan at the end of this document.
Pending direction for CurriQunet reporting...need to be updated

There isn't an accessible evaluation or reporting tool.

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
No

SAOs/ILOs

Services Area Outcomes (SAO)
1. What is your set goal for SAO success for each SAO?

SLO	THINK CRITICALLY & CREATIVELY	COMMUNICATE EFFECTIVELY	PRACTICE SOCIAL RESPONSIBILITY	CULTIVATE WELL-BEING
70% of students will report increased knowledge and awareness of career, transfer and academic options	X	X	x	X

70% of students will report having knowledge of the services provided by the Career and Academic Pathway Specialist and where the services are located.	x	X	x	x
The Career and Academic Pathway Specialist will work with the Equity committee and counseling/ Transfer committee to determine next steps for providing outreach and support to transfer/grad-ready students.	X	X	X	X

Institutional Learning Outcomes (ILO)

1. How do your SAO 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.

Gap Analysis

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

Effort to meet the SLO/SAO are is 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, actives, workshops, and events with collaboration of faculty and staff. Communicate at Advisory Meetings, Academic Senate and Student Services meetings.

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

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**

   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. **Full Time Faculty**

   Part Time Faculty

   Full Time Staff

   Part Time Staff

   Full Time Mgr/Admin

Part Time Mgr/Admin

3. **Full Time Faculty**

   Part Time Faculty

   Full Time Staff

   Part Time Staff

   Full Time Mgr/Admin

   Part Time Mgr/Admin

4. **Full Time Faculty**

   Part Time Faculty

   Full Time Staff

   Part Time Staff

   Full Time Mgr/Admin

   Part Time Mgr/Admin

Percentages

Percentage Full to Part Time Faculty

Additional Comments

N/A

Evaluation of Resource Allocations

Resource Allocation

Integrated Planning and Initiatives

1. 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?

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.

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.

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

Other Opportunities and Challenges

1. Provide any additional information that has not been mentioned elsewhere in this program plan and review for opportunities or challenges 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, etc.

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 the program plans for the next three years? Address this in your Three-Year Program Plan at the end of this document.
Lack of a designated space for Career and Transfer.

Lack of staff support for Transfer services.

Lack of staff support for Internships services.

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.

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

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.
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.

Additional Questions

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.

Annual Update

1. **Academic Year** 2023 - 2024
   Previous Goals Improve transfer assistance and enhance transfer informational sessions by 3%
   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
   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
   End of Year Goal Status In Progress
   Please describe your status (No more than 200 words)
   Began hosting transfer applications sessions by academic pathway with plans to continue and increase the available sessions in fall 2026. Begining to include sessions by student populations such as application workshops for first-generation students, veteran students and undocumented students. Support is needed to further strengthen relationships with local universities to increase student awareness of opportunities to connect with universities while on campus and of Gavilan sponsored trips to universities.

   Did you request the same resources the previous year? If so, what was the result? Has there a been a significant change since your request?)
   Yes, the result is further utilizing the career and transfer center to support program specific informational sessions (transfer/ career) and guided pathway culture. Such as the career and transfer center hosting counselor conference watch parties, peer mentor meetings, career and academic pathway success team space for academic specific programming. Hosting space for transfer representatives and being the colleges' point of contact for 4-year universities.

   Planning
   Objective to increase by 10% instead of 3%

   Additional Comments
2. **Academic Year** 2023 - 2024
   Previous Goals Increase Student Engagement in CAP focused career and transfer services by 3%
   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
   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 leve for career/transfer readiness and exit skills
End of Year Goal Status In Progress
Please describe your status (No more than 200 words)
With collaboration from the counseling, Student Success, Equity Division and Dual Enrollment this program is further implementing student centered activities with Title V Peer Mentors. The Career and Transfer Center has not been able to collect feedback to identify barriers/ leads. Guidance and Data is needed to meet this goal.

Did you request the same resources the previous year? If so, what was the result? Has there a been a significant change since your request?)
Yes, as a result, peer mentors by career and academic pathways are available. The Spring 2025 cohort is a group of 9. This program will work closely with the cohort to Implement student centered activities, events, and assignments with collaboration of success teams. It has been a significant change.

Planning
Objective to increase by 10% instead of 3%

Additional Comments
3. **Academic Year** 2023 - 2024
   Previous Goals Increase potential employer visits at the Hollister campus by 3%
   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
   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 leve for career/transfer readiness and exit skills
   End of Year Goal Status In Progress
   Please describe your status (No more than 200 words)
   The Hollister campus opened in January 2025 and staff/ faculty are getting situated. This department has ensured with the Hollister Site Director, there will be an opportunity to utilize space such as the community room to host employer / CTC visits. However, in-person CTC services will be limited due to staff availability and capacity.

   Did you request the same resources the previous year? If so, what was the result? Has there a been a significant change since your request?)
   Yes, initial results are to be begin spring 2025 or fall 2026 as limited services become avavaible

   Planning
   Objective to increase by 10% instead of 3%

   Additional Comments
4. **Academic Year** 2023 - 2024
   Previous Goals Increase student employment readiness and exit skills for students in CAPs and special programs by 3%

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
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 leve for career/transfer readiness and exit skills
End of Year Goal Status In Progress
Please describe your status (No more than 200 words)
Activities to achieve the goal continue. Additional support is needed to increase capacity. This department will collaborate with Counseling, Student Success and Equity Division to develop and utilize a cohesive student event satisfaction/ feedback/ confidence survey to evaluate goals.

Did you request the same resources the previous year? If so, what was the result? Has there a been a significant change since your request?)
Yes, 1 career and academic pathway specialist position has opened and filled to support the STEM department and occasional campus-wide activities such as the annual transfer fair and career fair. As a result the STEM department has a functional and successful department team to further support students with career/ transfer readiness and exit skills. There is potential for other academic departments to open and hire for similar positions. There is ongoing efforts for CAP Success Teams to further integrate career/transfer readiness but need structural college changes to make a significant progress.

Planning
Objective to increase by 10% instead of 3%

Additional Comments

Resource Requests

Click Add Item to Enter a Resource Request

1. **1. Request Name (short title)** Staffing and Student Success
   2. Request amount 50000
   3. Type of Request Personnel
   4. Alignment to Goal(s) Increase Student Engagement in CAP focused career and transfer services by 3%
   5. Is this a one-time or ongoing expense. Ongoing
   6. Category of Request (Select all that apply).

   > Faculty Special Assignment or Reassigned Time
   > Part-Time Classified Professional or Student Worker

   7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.
   Which of the following best describes your requests?

   > Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate

process by the Faculty Staffing Committee or the Executive and Leadership Council.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

50000 for 1 faculty assignments or 1 part-time classified professionals to increase resources needed to provide program specific career and transfer support to Arts & Media Students and Social Sciences & Humanities Students. Primary responsible for student career readiness, internship development, and university tours.

2. **1. Request Name (short title)** Transfer Specialist

   2. Request amount 50000

   3. Type of Request Personnel

   4. Alignment to Goal(s) Improve transfer assistance and enhance transfer informational sessions by 3%

   5. Is this a one-time or ongoing expense. Ongoing

   6. Category of Request (Select all that apply).

     Full-Time Faculty
     Part-Time Faculty
     Full-Time Classified Professional

   7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.
   Which of the following best describes your requests?

     Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership Council.

   8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

   50,000 for 1 full-time classified professional or 1 reassigned (.50) Transfer Counselors, which can support students and the transfer center exclusively with transfer resources at the Gilroy and Hollister Campus. Their input can be utilized to determine common trends and student needs for the Transfer Center to coordinate and provide group sessions to fill those needs. As will the Career and Academic Pathway Success Teams.

3. **1. Request Name (short title)** Ongoing operational budget for Transfer Center and Career and Academic Pathways

   2. Request amount 22500

   3. Type of Request Non Personnel

   4. Alignment to Goal(s) Increase student employment readiness and exit skills for students in CAPs and special programs by 3%

   5. Is this a one-time or ongoing expense. Ongoing

   6. Category of Request (Select all that apply).

     Non-Instructional Supplies and Materials
     Professional Development
     Travel and Conference
     Professional or Contracted Services
     Repairs and Maintenance
     Other

7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.
Which of the following best describes your requests?

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)
22500 essential for sustaining and expanding the transfer center staff with equipment such as office supplies, event supplies & food, digital tools for students such as "what can i do with this major", transfer application coupon codes, materials for our visiting university representatives and employees. Additional funding for professional development and work conference travel.

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 this year. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
The Career & Transfer goals require adjustments to better support student success. A key adjustment includes increasing goal objectives from 3% to 10%. (Baseline of 70 appointments, 154 class visits, 42 university representative contacts, 230 student participants at the transfer fair) Additionally, there is a need to strengthen integration of career and transfer discussions and activities within classrooms to better engage both students and faculty. A critical objective as many of our students remain online and as our community grows in the Hollister Campus. University connections, career exploration, employment opportunities, and industry connections are expanding. Faculty are actively working to clarify pathways, providing the Transfer Center to facilitate relevant program mapper sessions and transfer workshops before assisting students with their transfer applications. Collaboration is a driving force behind these efforts. The Student & Equity Achievement Department, Career & Academic Pathways Success Teams, and newly established roles including the STEM CAP Specialist, Senior Research Analyst, and Director of Institutional Research & Planning are a pivotal role in reshaping transfer success. As the transfer center continues to evolve, its role continues to be the hub for career and transfer support, ensuring its resources align with the 8 Career & Academic Pathways.

Attach Files

If there is any additional information regarding your program that you will like to have uploaded, please attach it here.
Attached File