



Program Review All Fields

Division Counseling, Student Success & Equity - Division Office, Counseling, Student Success & Equity

I. Main

Overview

Academic Year 2024 - 2025

Originator Espinoza, Diego

Division Division Counseling, Student Success & Equity

Department Division Office, Counseling, Student Success & Equity

Programs

II. 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

III. 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.

1. 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 General Counseling, Student Health, Welcome Center, Puente, Transfer and Career Center, and Student Conduct programs at Gavilan College are integral to cultivating student learning and personal growth. These programs align with the college's mission by providing innovative support services that empower students of all backgrounds and abilities to achieve academic and personal success.

- General Counseling offers comprehensive guidance to help students navigate their educational and career pathways, ensuring they make informed decisions about transfer, degree completion, and personal development.
- Student Health Services promotes well-being by providing essential first aid and mental health support, recognizing that student success is directly tied to physical and emotional wellness, in addition to connecting students to resources in the community.
- The Welcome Center serves as a vital entry point, assisting new and prospective students to access resources, understand enrollment processes, and feel a sense of belonging from the start.

- Puente fosters academic success and leadership development among Latinx and historically underrepresented students, supporting transfer readiness through culturally responsive mentorship and curriculum.
- The Transfer and Career Center strengthens transfer pathways by providing workshops, advising, and university connections, ensuring students are well-prepared for a seamless transition to four-year institutions and Career
- Student Conduct upholds a safe and inclusive learning environment by promoting integrity, accountability, and restorative practices that contribute to student growth and community responsibility. While educating our campus community on restorative justice practices.

Together, these programs create a holistic support system that prepares students for success.

2. On the PIPR website (http://www.gavilan.edu/staff/program_planning/index.php), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal.

Enter each goal separately by clicking Add Item

- 1.
- 2.
- 3.

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

Over the past three years, our programs have expanded and adapted to serve our students' evolving needs better. One significant change has been the increased support for dual-enrolled students, as more high school students participate in college-level coursework. These students require specialized academic planning, mental health resources, and guidance to ensure a smooth transition into higher education. Additionally, the opening of the Hollister campus has created a need for expanded student services, including counseling, health support, transfer guidance, and student conduct resources, to ensure equitable access for students in this growing region. Furthermore, the enrollment growth across Gavilan College has placed greater demand on our programs, particularly in general counseling, transfer support, and student wellness initiatives. To continue providing high-quality services, it is essential to advocate for increased staffing and resources that align with the needs of our expanding student population. These ongoing developments highlight the necessity of sustained investment in student services to ensure all students. Whether dual-enrolled, attending the new Hollister campus, or part of the broader Gavilan College community we need to ensure students can receive the guidance and support required for their academic and personal success.

IV. Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the Institution Data Dashboard. (https://www.gavilan.edu/about/research/program_review.php)

1. (For Instructional Programs Only) Find your program's course success information. Consider your program 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?

Not Applicable for student services

2. (For Instructional Programs Only) Now find your program persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Not Applicable for student services

3. 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.

Not Applicable for student services

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the Institution Data Dashboard. (https://www.gavilan.edu/about/research/program_review.php)

**4. (For Instructional Programs Only) 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)?**

Not Applicable for student services

5. 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? (200 words or less)

This report summarizes the impact of key student services during Summer 24, Fall 2024, Winter 2025 and the start of Spring 2025 across Gilroy, Hollister, and virtual platforms. It highlights the diverse support provided to students and fosters their academic success and well-being. Counseling services played a vital role, engaging in 7,512 student contacts encompassing a range of services designed to address academic, personal, and social needs. The Welcome Center served as a central hub, assisting with 15,205 student questions or processes and facilitating 32 tours for 1,681 guests. The Transfer Center provided comprehensive support to 664 students through 1:1 appointments, classroom visits, and Transfer Day participation. The Health Center significantly contributed to student well-being, logging over 1,000 contacts through mental health support, health fairs, blood drives, and other events. Student Activities engaged over 500 students in cultural activities, speaker events, panels, tours, conferences, and other enriching experiences. Welcome Week, focused on student well-being, saw participation from over 350 students. Finally, over 50 campus volunteers provided way-finding assistance to students. The data presented showcases the significant impact of these student services, providing crucial support across our various areas.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Over the past year, we've been committed to supporting student success and keeping students engaged through a variety of services that address their academic, personal, and social needs. Counseling Services has provided thousands of students with guidance on academic planning, personal challenges, and overall well-being. The Welcome Center has been a go-to resource, answering questions, assisting with enrollment, and offering campus tours to help new students feel comfortable. Our Transfer Center has supported hundreds of students in preparing for the next step in their education through one-on-one appointments, classroom visits, and events like Transfer Day. We've also prioritized student wellness through the Health Center, offering mental health support, wellness events, and outreach programs to help students manage stress and stay healthy. Student Activities has played a key role in building a sense of community by organizing cultural events, speaker panels, tours, and leadership opportunities. Additionally, Welcome Week and our dedicated campus volunteers have helped students feel more connected and supported. By providing these essential services, we've made a meaningful impact on student retention and success, ensuring that students feel empowered to continue their education and achieve their goals.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less)

Over the past year, we have seen a growing demand for student support services, particularly in Counseling, Mental Health, and Student Conduct, as students navigate academic, personal, and financial challenges. Counseling appointments have steadily increased, highlighting the need for additional counselors to provide timely academic and personal guidance. Similarly, the demand for mental health services has risen, with more students seeking support for stress, anxiety, and other wellness concerns. The complexity of student conduct cases has also grown, requiring more dedicated staff to address behavioral concerns while maintaining a supportive and educational approach.

To better support student success and retention, we need to increase staffing in these critical areas. Expanding Counseling Services would allow students to receive timely guidance, reducing delays that may impact their academic progress. Investing in additional mental health professionals would ensure students have access to support when they need it most, improving overall well-being and academic performance. A dedicated Student Conduct staff member would help address behavioral concerns proactively, creating a safer and more supportive campus environment for all parties involved. Additionally, establishing a retention-focused position—someone who can provide just-in-time support to struggling students—would help identify and address barriers before they lead to dropouts. Strengthening these areas will be essential in fostering a more supportive, responsive, and student-centered campus.

V. Equity

Equity

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

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less)

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? How can your area help increase disproportionate student success? (200 words or less)?

Student success disparities arise from systemic inequities, socioeconomic factors, limited resources, cultural barriers, and implicit biases. Specifically, Native American, Latinx, first-generation, and students with disabilities often struggle with English/Math completion due to inadequate K-12 preparation and insufficient academic support. Enrollment disparities for Asian, Black, White, and Native American students may stem from financial aid barriers and lack of community information. Completion challenges for Native American, male students with disabilities, and LGBTQ+ males can be attributed to non-inclusive environments. Transfer difficulties for Hispanic males and males with disabilities often result from inadequate transfer guidance and financial limitations.

Counseling, Student Success, and Equity initiatives will address these gaps through targeted strategies. We will enhance outreach to underserved populations, providing college enrollment information through public events, high school visits, and community partnerships. Developing inclusive activities remains a priority. Strengthened academic support, including tailored tutoring and advising, will continue through our Title V Grant-2020. Professional development on equity and inclusion for faculty and staff will be prioritized through SEAP and Title V.

To boost disproportionate student success, dedicated support programs are essential. These include initiatives like specialized counseling for first-generation students through general counseling and programs like Puente. Collaboration with AEC and other programs will foster an inclusive campus climate.

2. (Instruction Only) 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? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

N/A

3. Our 2023 Equal Employment Opportunity (EEO) Plan States "Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism."

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 are you creating/ ensuring diversity in your department or in the classroom? (300 words or less)

(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.)

Our area is deeply committed to fostering an inclusive college environment by supporting staff and faculty through ongoing professional development and inclusive practices. A central part of our efforts has been the development of the Equity Framework. This tool will allow us to measure the effectiveness of our equity initiatives and ensure accountability within our department. Through this framework, we have been able to identify barriers within our own practices and make data-informed changes that support staff and faculty diversity and inclusion.

We are collaborating with Student Services, Academic Affairs, and Administrative Services to strengthen our internal culture and ensure that staff and faculty have the tools and knowledge to support all students, especially those from disproportionately impacted groups. By aligning our professional development programs with equity goals, we are improving our collective ability to serve students equitably and inclusively.

To promote diversity within our department, our department is committed to inclusive hiring practices and have supported several professional development opportunities for staff and faculty, including the Colegas Conference, APAHE Conference, and A2MEND Conferences. We have also funded initiatives such as keynote speakers and Culturally Relevant Teaching training to deepen faculty's understanding of diverse student needs. These efforts reflect our dedication to creating an environment where staff and faculty feel valued, supported, and empowered to contribute to the college's inclusive mission.

4. 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?

Everything we do is focused on creating opportunities for the success of historically underserved students and addressing equity at all levels. For students, we will continue to expand access to resources, support services, and culturally responsive programs that directly target the needs of disproportionately impacted populations. We will also enhance professional development for faculty and staff to ensure that they are equipped to support these students effectively.

Every decision we make, from student support services to hiring practices, is guided by the goal of fostering an inclusive environment where all individuals—students and employees alike—can succeed and thrive.

VI. Learning and Area Outcome

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

Report

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

Yes

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

No

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

No

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

No

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

Ongoing review of SAO's.

VII. Outcome Assessments

Review Outcomes data located in CurriQunet Assessment Area. After you have examined your results, what do your findings suggest?

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

1. Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

- **Enhanced Student Success and Retention:** Improving academic outcomes, persistence, and graduation rates for all students, focusing on closing equity gaps identified in the Equity Plan.
- **Cultivated Inclusive and Supportive Campus Environment:** Creating a welcoming and equitable campus climate where all students feel a sense of belonging and access to necessary resources.
- **Improved Access to and Utilization of Student Support Services:** Increasing student awareness of and access to available support services, including Onboarding, counseling, mental health resources, and specialized programs.

Institutional Learning Outcomes (ILO)

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

Our Service Area Outcomes directly support and enhance the college's Institutional Learning Outcomes (ILOs) in several key ways:

- **Enhanced Student Success and Retention:** Directly supports ILO 1 (Critical Thinking) and ILO 4 (Goals & Health). Academic success demonstrates critical thinking and problem-solving skills, while retention efforts address student well-being, ensuring they can achieve their educational goals.

- **Cultivated Inclusive and Supportive Campus Environment:** Connects to ILO 2 (Communication), ILO 3 (Civic Awareness), and ILO 4 (Health). Inclusivity requires effective communication and fosters ethical awareness by valuing diverse perspectives. A supportive environment enhances student well-being and promotes a sense of belonging.
- **Improved Access to and Utilization of Student Support Services:** Supports all ILOs, particularly ILO 1 (Critical Thinking), ILO 2 (Communication), and ILO 4 (Health). Access to academic support develops critical thinking and problem-solving skills. Counseling often focuses on communication skills and interpersonal effectiveness. Career and wellness resources support student well-being and informed decision-making.

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

Will be assessing for the first time next year.

VIII. Curriculum and Course Offerings Analysis

1. (Instruction Only) 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).

N/A

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

N/A

3. (Instruction Only) 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).

N/A

IX. Program and Resource Analysis

1. 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.

Click Add Item to enter information for each year

1. **2022**

Full Time Faculty

0

Part Time Faculty

0

Full Time Classified Professional

0

Part Time Classified Professional or Student Worker

0

Full Time Manager, Confidential or Administrator

0.00

Part Time Manager, Confidential or Administrator

0.00

2. 2023**Full Time Faculty**

6

Part Time Faculty

4

Full Time Classified Professional

5

Part Time Classified Professional or Student Worker

15

Full Time Manager, Confidential or Administrator

2.00

Part Time Manager, Confidential or Administrator

0.00

3. 2024**Full Time Faculty**

7

Part Time Faculty

3

Full Time Classified Professional

6

Part Time Classified Professional or Student Worker

18

Full Time Manager, Confidential or Administrator

2.00

Part Time Manager, Confidential or Administrator

0.00

2. 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)?

Although our department has six full-time faculty members, the reality is that three of them have significant reassignments that make it challenging to support the general student population. One faculty member is allocated 80% of their time to serve as the Articulation Officer, another is reassigned to the Puente Program for 50% of their time, and the last faculty member is the college's functional lead for Starfish implementation. While these roles are essential for our college, there remains an urgent need to expand access to counseling services at both of our physical campuses and online.

In 2025, we anticipate our first of two retirements, creating an opportunity to bring in two new general counseling members. The second retirement will involve the college's long-serving articulation officer, which will create a significant gap that needs to be filled promptly, especially as the number of initiatives requiring articulation support continues to grow.

On the classified staff side, all of our offices operate with just one team member each (Welcome Center, Student Activities, Transfer, Student Health), placing considerable pressure on our staff to ensure year-round coverage. As a team, we work to support one another while also fulfilling our primary duties and responsibilities. As student needs increase, we must advocate for additional resources and positions to adequately support these demands. The

3. Additional Comments

Thank you for the opportunity to begin evaluating our programs and projects. As this is the first report, I look forward to providing annual updates on our progress.

X. Evaluation of Resource Allocations and Program Efficiency

Resource Allocation

- 2023 - 2024

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

24,829 Duplicated Contacts

Total Allocation (Irrespective of Funding Source) 2,795,862.00

Funding Source

At least 1 item needs to be checked.

- Grants & Categorical Programs

Total Spent (Irrespective of Funding Source) 2,538,176

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

Funding and resources are essential for promoting student success and ensuring the effectiveness of our programs. They form the foundation that allows our initiatives to operate smoothly. The SEAP Fund supports various areas of student services, including the Welcome Center, Transfer Center, Student Activities, Tutoring, Non-Credit programs, and outreach, among others. Our Title V 2020 Grant continues to advance the initiatives at El Centro, provide embedded tutoring, and enhance the campus's capacity regarding guided pathways and student equity. These high-impact activities support students from enrollment through to the completion of their academic goals.

3. 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. (200 words or less)

The district is currently working on reorganizing its FOAPS . This reconfiguration will allow departments that previously did not have their own budgets to manage individual budgets. This change aims to reduce the workload for a few staff members and enable others to learn the processes involved in the business office.

However, this transition is causing some challenges, including limited access to reporting tools and financial resources that could help management monitor expenses and budgets effectively. Additionally, major departments such as tutoring and counseling primarily rely on grant funding, and we need to develop a plan to ensure that these services can continue without interruption if the grant funding expires.

XI. Integrated Planning and Initiatives

1. 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)

The Programs and Offices under Counseling, Student Success, and Equity are actively engaged in the Guided Pathways framework. One of the significant accomplishments this year was identifying a counseling lead to enhance the leadership of Guided Pathways. This has resulted in a renewed focus on involving non-instructional counseling faculty in the Guided Pathways model. Consequently, we have witnessed the initial stages of collaboration and an increase in the overall number of activities. This includes a campaign aimed at encouraging more students to create an educational plan. Additionally, this effort is further supported by the HSI Title V 2020 Grant, which emphasizes the importance of the Guided Pathways model.

XII. Other Opportunities and Challenges

1. 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 Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years? (200 words or less)

One of the biggest challenges our department faces is the limited bandwidth to manage the many important initiatives that arise. While we make every effort to address these, our capacity often forces us to prioritize urgent issues, leaving other critical areas under-supported. This is especially evident in departments like the Business Office and Information Technology, where additional support is necessary to ensure smooth operations. In our department, there is only one manager under the Dean who oversees more than 10 departments and college-wide initiatives. The lack of supervisory staff limits the Dean's ability to focus on strategic vision and planning, as much of their time is consumed by addressing immediate concerns. Additionally, the shortage of both full-time and part-time counseling faculty is having a detrimental impact on students. With a small department, we are often forced to provide services through drop-in appointments, which is not ideal for a guided pathways model of counseling that fosters more personalized and effective support. Our plan is to continue to demonstrate the need for increase in staffing and resources to make it easier for students to receive the help they need.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? (300 words or less)

As we navigate ongoing transitions, we remain committed to supporting Gavilan College students in various ways. We recognize that each student flourishes in different environments; therefore, we offer assistance both online and in-person.

The Welcome Center is accessible via Zoom, allowing Gavilan College students to receive support conveniently from their own spaces. Our virtual counseling drop-ins have gained popularity and provide quick and efficient help whenever needed.

Additionally, our programs are designed with flexibility in mind, offering both in-person and virtual options to ensure that every Gavilan College student receives the support they need, regardless of their preferred mode of assistance. We are dedicated to fostering a friendly and welcoming environment and continuously seek

new methods to enhance the student experience. For example, Student Health provides access to a Wellness Magazine that has garnered over 6,800 views per year, showcasing important health information to support students in college and their personal lives. This fully online tool is still very popular.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)

As mentioned previously, the main challenges we are facing stem from limited resources, particularly regarding physical space for our professional staff and student employees. With the potential addition of much-needed positions to meet the growing demands of the campus and its students, it is crucial to find a solution that provides our full-time staff with adequate office space, equipped with modern technology, to perform their duties effectively. Additionally, the college's general services also require further support. We need more programmers to assist with the increased use of educational technology, as well as additional staff in business services to manage the growing volume of activities and transactions resulting from this expansion. Furthermore, as a result of the increase in reports and the need for training, we require a dedicated person to support student conduct and Title IX efforts. This role will ensure proper handling of cases and ensure compliance with regulations. Additionally, there is a need for additional staff specifically focused on retention efforts for students on probation or at risk of dismissal, providing targeted support to help them succeed and stay enrolled. Addressing these needs will help ensure that we are properly equipped to handle the challenges of a growing campus and continue supporting the success of our students.

XIII. New Goals

The PIPR/RAP committee will rank each goal according to a rubric based on two main criteria: the alignment of the goal with the college's mission statement, strategic plan, and student learning outcomes (SLOs) or service area outcomes (SAOs), and the specificity, measurability, achievability, relevance, and timeliness of the goal (SMART goal). If resources are requested, complete the Resource Request section. Ranking Rubric (www.google.com)

Click Add Item to Enter a Goal

This is the section to state goals for Information for Strategic Goals

(https://www.gavilan.edu/administration/master_plan/docs/Gav_strategic_plans_2019-2023.pdf)

1. Support and maintain District's enrollment management efforts

Alignment to Strategic Goal

Alignment to SLO or SAO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

(https://www.gavilan.edu/administration/master_plan/docs/Gav_strategic_plans_2019-2023.pdf)

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

Supporting and maintaining the District's enrollment management efforts directly aligns with Gavilan College's mission of engaging, empowering, and enriching students from all backgrounds and abilities. Effective enrollment management ensures that students are successfully recruited, guided through the application process, and provided with access to courses and resources tailored to their needs. This fosters an inclusive environment where students can thrive academically, socially, and economically. By helping students navigate their educational journey, enrollment management plays a key role in empowering them to reach their full potential and ensuring they have the support necessary for success at every stage.

Proposed Activity to Achieve Goal

1. Partnership with Dual Enrollment and Outreach: Collaborate with local high schools to offer dual enrollment opportunities, where high school students can take guidance college courses. This helps ease the transition to higher education and increases engagement with Gavilan College.
2. Continue Hosting Events such as Enrollment Days and Rock and Enroll: Organize regular Enrollment Days where prospective students can get hands-on assistance with registration, financial aid, and Counseling, ensuring a smooth start to their college experience.
3. Advocating for Smoother Enrollment Processes: Work with staff to identify and recommend improvements to the enrollment process, such as simplifying forms, offering more explicit instructions, using a Waitlist, offering priority registration, or increasing support during peak times to make it easier for students to enroll.

Responsible Party

Counseling, Student Success, and Equity

Timeline to Completion: Semester/Year

Ongoing with Yearly Assessment

How Will You Evaluate Whether You Achieved Your Goal

Number of students served, Number of events hosted, Close equity gaps in successful enrollment, Usage of GAV Connect

2. **Ensure appropriate student services are provided at the new Hollister Campus.**

Alignment to Strategic Goal**Alignment to SLO or SAO****Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results****Mission Statement**

(https://www.gavilan.edu/administration/master_plan/docs/Gav_strategic_plans_2019-2023.pdf)

Ensuring appropriate student services at the new Hollister Campus directly supports Gavilan College's mission by creating an inclusive, supportive environment that actively engages students. By offering essential resources—such as welcome center, counseling, Student Activities, Mental Health, and Transfer and career services—the new campus empowers students from San Benito County to overcome challenges and achieve academic, social, and economic success. This initiative enriches the student experience by providing tailored support that meets the individual needs of San Benito County Students.

Proposed Activity to Achieve Goal

To ensure that appropriate student services are provided at the new Hollister Campus, several key activities can be implemented. First, essential services such as counseling, mental health support, student activities, and a Welcome Center will be established on-site to guarantee that students have immediate access to the resources necessary for their success. Second, regular needs assessments will be conducted through surveys to gather student feedback and identify service gaps, allowing us to better address their needs. Finally, we will continue to host orientation and welcome events to help students become familiar with the available services and provide opportunities for them to connect with staff, ensuring they feel supported from the very beginning of their academic journey.

Responsible Party

Counseling, Student Success and Equity

Timeline to Completion: Semester/Year

Ongoing. Will assess each year.

How Will You Evaluate Whether You Achieved Your Goal

Gavconnect Data, Student Retention, Student Services Satisfaction Survey

3. **Support equity efforts with a particular focus on the development and implementation of the campus-wide equity framework**

Alignment to Strategic Goal

Alignment to SLO or SAO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

(https://www.gavilan.edu/administration/master_plan/docs/Gav_strategic_plans_2019-2023.pdf)

Supporting equity efforts, with a focus on developing and implementing a campus-wide equity framework, directly aligns with Gavilan College's mission by ensuring that all students, regardless of their background or abilities, have equal access to the resources and opportunities needed to succeed. The equity framework is designed to identify and address barriers to student success, promoting an inclusive environment where every student feels valued and supported. By prioritizing equity, the college engages students in a way that empowers them to overcome challenges and enriches their academic, social, and economic potential, ensuring that all students can build a strong foundation for success.

Proposed Activity to Achieve Goal

1. Complete the Equity Framework: Finalize and implement a comprehensive campus-wide equity framework that outlines clear goals, strategies, and metrics for promoting equity across all areas of the college. This framework will serve as a guiding document to ensure consistent and intentional efforts toward student success for all populations.

2. Provide Equity Training for Faculty and Staff: Offer regular professional development workshops focused on equity, diversity, and inclusion for faculty and staff. These training sessions will help ensure that all campus members are equipped with the knowledge and tools to support an inclusive and equitable environment for students of all backgrounds.

3. Create Student Support Programs Focused on Equity: Develop and implement targeted student support programs that address the unique needs of underrepresented groups, such as first-generation students, students with disabilities, and students from low-income backgrounds.

Responsible Party

Counseling, Student Success, and Equity

Timeline to Completion: Semester/Year

Ongoing, Yearly Assessment

How Will You Evaluate Whether You Achieved Your Goal

Faculty and Staff Retention, Closing of Equity Gaps, Increase in retention and transfer rates.

XIV. Resource Requests

Click Add Item to Enter a Resource Request

1. **1. Request Name (short title)** Dedicated Space for the PUENTE Program
- 2. Request amount** 0
- 3. Type of Request** Non Personnel
- 4. Alignment to Goal(s)** Support equity efforts with a particular focus on the development and implementation of the campus-wide equity framework
- 5. Is this a one-time or ongoing expense.** One-time
- 6. Category of Request**

Select all that apply

- 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.

- Other

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.

A dedicated space for the PUENTE program will allow for continued growth and expansion of this vital program serving first-generation and underrepresented students. This space will provide a central hub for PUENTE students, fostering a strong sense of community and belonging. It will also facilitate dedicated tutoring support, academic advising, and ongoing programming specifically designed to meet the unique needs of PUENTE students, ultimately improving retention and completion rates. Having a dedicated space also allows the PUENTE club to meet and build community, further enhancing the supportive environment crucial for student success.

2. **1. Request Name (short title)** Funding for Simple Practice Subscription for Mental Health Office
- 2. Request amount** 1200
- 3. Type of Request** Non Personnel
- 4. Alignment to Goal(s)** Ensure appropriate student services are provided at the new Hollister Campus.
- 5. Is this a one-time or ongoing expense.** Ongoing
- 6. Category of Request**

Select all that apply

- Non-Instructional Software

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.

- Non-Instructional Software

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.

This investment directly supports Improved Access to and Utilization of Student Support Services, which is crucial for retention and completion. Increased demand for mental health services at Gavilan College highlights the importance of student well-being for academic success. When students have access to timely and effective mental health support, they are better equipped to handle stress, anxiety, and other challenges that can derail their education. Streamlining administrative tasks through Simple Practice will allow therapists to see more

students, reducing wait times and improving access to care. Improved mental health support contributes to better student well-being, which is directly linked to improved academic performance, increased retention, and higher completion rates. Critically, Simple Practice offers HIPAA-compliant telehealth capabilities, allowing us to provide immediate support to students through secure video conferencing and messaging tools within the app. This is particularly beneficial for students facing barriers to in-person appointments, such as transportation issues or scheduling conflicts. Additionally, this platform offers our interns a more authentic experience by exposing them to real-world clinical management tools used in professional practice, enhancing their training, and preparing them for future careers in mental health. This makes us more competitive when recruiting Graduate Interns.

3. **1. Request Name (short title)** Conduct and Title IX Officer
- 2. Request amount** 111696
- 3. Type of Request** Personnel
- 4. Alignment to Goal(s)** Support and maintain District's enrollment management efforts
- 5. Is this a one-time or ongoing expense.** Ongoing
- 6. Category of Request**
Select all that apply

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.

- **Safety:** Requests that ensure a safe learning and working environment for students and employees, such as emergency preparedness, campus security, health and wellness, and risk management.
- **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.

This position is important for creating a welcoming and supportive campus environment, which helps students stay in school and complete their degrees. A safe and fair campus is essential for student success. When students feel protected and supported, they are more likely to continue their education.

By applying conduct policies fairly and consistently, and providing proactive training on student conduct and Title IX, this officer can improve the campus atmosphere. This approach reduces stress and helps students feel a sense of belonging, which enhances retention and completion rates.

Using restorative justice models encourages a complete way to handle conflicts and misconduct. These models focus on repairing harm and encouraging accountability. They promote open conversations among everyone involved, helping to rebuild relationships and deepen understanding of the consequences of actions. This creates a community focused on growth and healing.

Clear and consistent rules about conduct and Title IX issues reduce confusion and potential legal problems, making the campus a more stable place for learning. This officer will also lead training

for all faculty and staff, ensuring they know how to create a safe and inclusive environment while effectively using restorative justice principles.

4. **1. Request Name (short title)** 50% Reassignment for a Counselor to Lead the Transfer Center
2. Request amount 48675
3. Type of Request Personnel
4. Alignment to Goal(s) Support and maintain District's enrollment management efforts
5. Is this a one-time or ongoing expense. Ongoing
6. Category of Request
 Select all that apply

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.

- 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.

The dedicated transfer counselor 50% reassignment will provide expert guidance on transfer requirements, application processes, and articulation agreements, increasing the likelihood of successful transfer in partnership with CAP Specialists. Smooth transfer pathways improve student progress and contribute to timely degree completion. Furthermore, by streamlining the transfer process and increasing transfer success rates, we are also enhancing overall student retention, as students who successfully transfer are more likely to persist and complete their degrees at a four-year institution. This targeted support will lead to improved completion rates for transfer students and add value to Gavilan College by working on our perception as a college that supports students whose goal is to transfer.

5. **1. Request Name (short title)** Student Retention Specialist Position
2. Request amount
3. Type of Request Personnel
4. Alignment to Goal(s) Support and maintain District's enrollment management efforts
5. Is this a one-time or ongoing expense. Ongoing
6. Category of Request
 Select all that apply

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.

- 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.

By proactively identifying and supporting at-risk students, the Retention Specialist will have a significant impact on both retention and completion. This specialist will work with students facing academic, financial, or personal challenges, connecting them with appropriate resources like tutoring, financial aid, counseling, and other support services. Early intervention is key to

preventing students from becoming overwhelmed and dropping out. By addressing barriers to persistence, the Retention Specialist will directly improve student retention rates, which in turn will lead to higher completion rates. This proactive approach is much more effective than reactive measures taken after a student has already considered leaving.

XV. 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?

The SEAP Funds and Title V 2020 Funds offer continuous training focused on the needs of disproportionately impacted students at Gavilan College. We have utilized these funds to help faculty and staff attend professional development workshops and to bring speakers to campus.

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.

At only 4.6 FTE counselors currently, general counselors account for just 29% of the total FTE counselors at Gavilan. Last academic year, Gavilan's total headcount was 10,863. Since general counselors are expected to serve all students, there is a counselor-to-student ratio of 1:2362, which is up to over 300 students per counselor from the previous year (1:2026). In the 2003 document, Consultation Council Task Force on Counseling, the Academic Senate recommends a counselor to student ratio of 1:370. For Fall 2024, Winter 2025, and Spring 2025, general counselors will teach 100% of the counseling guidance courses offered (GUID 1, GUID 6, GUID 27, GUID 52). Additionally, last fiscal year (7/1/23 - 6/30/24), general counselors completed 9,315 student interactions and served 5,289 unique students with just 3.64 FTE counselors. Our numbers were impacted due to losing one FT counselor and not replacing them last year.

In regard to the Conduct Officer and Title IX, we are witnessing a significant increase in cases across the campus that require our urgent attention and support for both victims and perpetrators. In the academic year 2023-2024, we have recorded a total of 63 cases classified as CARE, Safety-Related, or Student Complaints. With four months still remaining in the year, we have already addressed 62 cases, reflecting a marked rise in the reporting of CARE and safety-related issues. It is crucial to note that while not every report necessitates a full conduct investigation, those that do require our immediate and focused action. Furthermore we are seeing the need in the training of Faculty and Staff in addressing student concerns and disagreements, and provide deescalation technique.

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?

We understand that our district is currently unable to offer salaries that compete with nearby districts. Therefore, it is crucial for us as managers to create a positive work environment that recognizes the contributions of all staff members to student success. Additionally, we must promote our district's pilot program that allows remote workdays for classified staff, as this is one way to enhance the appeal of working at our campus. Recognizing collective achievements and providing opportunities for professional growth are also essential.

I am pleased to report that this year, three members of the classified staff on my team are in the process of

applying to graduate programs or are already enrolled. I want to support their growth because I believe that, with continued support, they could become the next leaders in student services—or even the future presidents of Gavilan College.

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

There are really many many deserving accomplishments to celebrate however I will mention only a few:

1) Career and Transfer Center: We have recently opened a new Career and Transfer Center! For many years, students struggled without a dedicated space to receive assistance with their transfer processes, but now they have a welcoming environment where they can find the support they need.

2) Growth of the PUENTE Program* Our PUENTE Program is experiencing remarkable growth! In just one year, we have gone from facing challenges in student recruitment to having a full cohort ready before the semester begins. We have hosted numerous events that highlight our commitment to supporting Latinx students through a dedicated cohort model. Additionally, funding from the Chancellor's Office has enabled us to enhance our counseling and classes with engaging activities for our students.

3) Welcome Center: The Welcome Center continues to be a standout feature of our college. As the first point of contact for most students, the center provides a friendly and inviting atmosphere for both students and the broader community.

4) Mental Health Counselor: The hiring of a full-time mental health counselor has been transformative for our campus during a crucial time when mental health support is needed. This addition has also allowed us to launch our first graduate intern program in many years, coinciding with an increase in student requests for professional assistance.

These few developments amongst many more reflect our ongoing commitment to enhancing student support and creating a more positive experience for everyone at our college!

5. 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.

I really appreciate the committee figuring out Curricunet and keeping the campus in the loop. The form is still a bit confusing, but I hope there are general improvements in the years to come. It would be great to have one specific to student services.

XVI. Executive Summary

1. 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 Program Review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Counseling, Student Success, and Equity Department is dedicated to engaging, empowering, and enriching students of all backgrounds. Although there is much to celebrate and we proud of, As student needs evolve, challenges related to enrollment management, student services, and equity initiatives continue to grow. To address these, the department is focused on strengthening partnerships, simplifying processes, and ensuring comprehensive support services. Key initiatives include expanding dual enrollment opportunities,

organizing Enrollment Days, and refining enrollment processes for a smoother student experience. The new Hollister Campus also presents an opportunity to enhance student services by establishing on-site support, conducting regular needs assessments, and offering orientation programs.

However, the rising demand for services has highlighted critical resource constraints. Limited staffing makes it difficult to manage multiple initiatives effectively. With only one supervisor under the Dean overseeing over ten departments and college-wide initiatives, much of the department's focus remains on urgent issues rather than strategic planning. Additionally, the shortage of full-time and part-time counseling faculty often limits services to drop-in appointments instead of a structured, guided-pathways model.

Beyond staffing challenges, the department faces increasing space and infrastructure needs. As new positions are created to support student success, adequate office space with modern technology must be provided. There is also an urgent need for additional personnel in college core services, including programmers to support educational technology, business services staff to handle growing transactions, and dedicated staff for student conduct and Title IX compliance. Additionally, more staff are needed to focus on retention efforts, particularly for students on probation or at risk of dismissal.

XVII. Attach Files

Attached File