

**Division Student Support Programs - Division Office, Special Programs**

## I. Main

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**Overview**

**Academic Year** 2024 - 2025

**Originator** Cisneros, Carina

**Division** Division Student Support Programs

**Department** Division Office, Special Programs  
**Programs**

## II. Co-Contributors

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Questions? Find answers in CurricUNET User Manual. ([http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program\\_reviews/create\\_pr.html](http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html))

Contributor

## III. Program Mission and Accomplishments

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### **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).**

Student support programs play a crucial role in Gavilan College's commitment to student success and equity by addressing academic, financial, and personal barriers that students face. These programs ensure equity and access by providing tailored support and resources to foster student success for historically underserved and marginalized students.

**AEC** ensures that students with disabilities receive accommodations, assistive technology, and specialized counseling, fostering an inclusive learning environment. **Basic Needs** provides services, including food pantries, housing assistance to promote well-being and academic persistence. **CalWORKs** supports students receiving welfare benefits by offering work-study opportunities, job training, and educational planning, promoting economic independence. **EOPS** provides academic counseling, financial assistance, and support services to first-generation, low-income, and educationally disadvantaged students. **CARE** offers additional support for single parents receiving CalWORKs assistance, helping them balance academic and family responsibilities through grants, counseling, and resources. **NextUp** supports current and former foster youth by providing financial aid, academic counseling, life skills training, and community connections to ensure stability and success in higher education. **Fresh Success** is an employment and training program

supporting low-income students in career education majors. **Higher Aspirations** serves students who are currently or formerly incarcerated by providing career and academic pathways, social support, and basic needs services. **Veterans Resource Center** supports veterans in using their GI bill education benefits.

**2. On the PIPR website ([http://www.gavilan.edu/staff/program\\_planning/index.php](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. **One of my previous goals indicated that I would ensure all program integrated plans (PIPR) in my division were submitted timely and complete.**
- 2.
- 3.

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

Yes there have been several significant changes in services, primarily as a result of new initiatives from the CCC Chancellor's Office; the Student Support Division has received the following new programs:

- Higher Aspirations grant in 2023
- Juvenile Justice grant in 2024
- LGBTQ+ : three rounds of "one-time" categorical funding to support LGBTQ+ students
  - Funding received in AY21, AY23, AY24
- NextUp program: new categorical program added in AY22
- Workability III enhancement grant (2025-2028) in partnership with the Department of Rehabilitation
- New minimum requirements for Veterans Resource Centers, May 2024 (reference attachment 1)

All of these new programs and initiatives have resulted in increased staffing and have required additional workspaces. Additionally, with new programs available to students, it's become both a great benefit and a challenge to coordinate services that serve students who participate in multiple programs. It requires us to be very intentional about the services we provide and the role we play in the student's journey at Gavilan.

## IV. Student and Program Outcomes

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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](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?**

N/A

**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.**

N/A

**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.**

N/A

## 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](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?<br> Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?**

N/A

**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)**

Annual head counts of students served by the program:

AEC: 790

WAIII: 100

EOPS: 500

CARE: 45

NextUP: 35

CalWORKs: 105

Fresh Success: 110

Higher Aspirations: 80

Veterans: 95

Basic Needs/Food Pantries: 2,000+

These programs provide unique and tailored services that are regulated by Title 5 and require several student contacts per student, per semester. Generally, students who are engaged in support programs and receive services are more likely to be successful than non-program participants.

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

Support Programs have been intentional about modeling each other's best practices to not establish new support programs that are vastly different than what has been proven to work best for students. This collaborative approach allowed students in different programs to receive services that mirror those in other programs to provide students with similar experiences across all support programs.

**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)**

Students are seeking more engagement opportunities that allow them to connect and build a community. One of the most popular service programs is transportation support grants and gas cards. Additionally, food assistance typically rises to the top for students' needs.

## V. Equity

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### 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)?**

What has worked:

Post COVID pandemic, several support programs noticed our High School partnerships suffered with personnel transitions and loss of relationships that supported a healthy pipeline to Gavilan College. The AEC has increased direct and intentional outreach efforts with service area high schools to provide presentations to students with ILP or 504 plans in spring semester to prepare for their transition to Gavilan College. This effort is led by AEC Counselors and allows students with ILP/504 plans to learn about the difference between High School and college accommodations and prepare for their transition to college. As a result, the AEC student participation numbers have returned to pre-COVID highs and incoming High School students are more prepared with timely accommodation.

In spring 2023, Support Programs including EOPS, CARE, NextUP, CalWORKs, MESA, Fresh Success, Higher Aspirations, AEC, PUENTE and Veterans collaborated to develop a common application for support programs to improve student access and connection to support programs and communities. This effort aimed to remove student barriers in accessing support programs by facilitating the application process and improving collaboration among staff to keep student support and success at the forefront. As a result of this effort, the college outreach team has one common flyer to share with potential students about support programs available at Gavilan College and the number of applications received by support programs jumped significantly by almost 300% in some areas. This effort has allowed all programs to reach their student enrollment goals and supported the Chancellor's office mission of creating a sense of unconditional belonging for our most vulnerable student groups.

**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)?**

Instructional services within the student support division is limited to educational assistance courses offered by the Accessible Education Center for students with verified disabilities. Since the transition out of the COVID pandemic, the majority of these educational assistance courses quickly resumed their in-person modality, including all vocational courses; Adapted PE, Guidance and Career Prep. The areas that have been slow to transition back to in-person services include the Learning Skills lab and High Tech Center where faculty have kept their course offerings in an online modality with in-person lab support. Incoming students with disabilities are seeking and expecting in-person services, and we have seen a trend in students wanting in-person support for the Learning Skills Lab and High Tech Center. For the fall 2025 semester, the AEC is looking to schedule all courses with an in-person required component to increase the level of student engagement and support.

**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.)**

Support Programs work very collaboratively with each other because there is an understanding that our students are often mutually served by multiple programs and this means their level of need for support is greater. Employees in Support Programs division understand that our programs provide services that support underserved and marginalized student groups with varied needs. There is a culture of going above and beyond within the Support Programs division to support students, because these programs are founded on equity principles to bring equity to disproportionately impacted student groups.

Service areas such as El Centro have kept equity at the forefront of their work by developing programs and processes that maximize student access, reduce stigma and create a sense of belonging for vulnerable students. This is reflected in their food assistance programs where they worked with financial aid and non-credit to identify students eligible for food services and develop a streamlined method of distribution for students in both Gilroy and Hollister campus.

Higher Aspirations and Rising Scholars are two programs that are ramping up targeted support for formerly incarcerated students and creating a pipeline to college for system-impacted youth. These programs received grant funding and were able to hire dedicated full-time staff in fall 2023 and spring 2025 to create a new pathway to college. These efforts have already changed the face and culture of Gavilan College. We have peer-led support groups, mentorship and counseling services that are making college accessible to student groups who previously did not see themselves reflected in the student body.

**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?**

Several Support Programs, including AEC, EOPS, CARE and CAIWORKs are required to have program advisory committees with participation from on-campus and off-campus partners. All advisory committees are also required to have student participation to ensure that there is regular communication and feedback from stakeholders.

The inclusion of Higher Aspirations within student support programs division has worked well for students to develop a sense of belonging. Having a dedicated space for Higher Aspirations has been instrumental in creating community and connection.

Separately, all support programs have a method of collecting student satisfaction feedback and include this information in their program planning and review process.

## VI. Learning and Area Outcome

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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?**

No

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

Yes

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

Yes

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

Yes

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

I plan to start fresh with my Division SAO's so they can be mapped in CurriQunet for assessment in future years.

## VII. Outcome Assessments

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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?**

New SAO: Students who engage with the Division of Student Support services will develop the knowledge and skills to effectively navigate academic, personal, and institutional resources, enhancing their ability to achieve educational and career goals.

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.**

This SAO aligns with **ILO 3: Personal, Academic, and Career Development**, as it fosters students' ability to access and utilize support systems that contribute to their academic persistence, self-efficacy, and lifelong learning.

**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?**

Generally, yes - the Division of Student Support is meeting its SAO outcomes by delivering high quality and high impact, timely services to eligible students.

All programs receive very high student engagement and have reported serving students at volumes higher than pre-COVID pandemic. There is room for improvement. The needs is always greater than the amount of resources available to students; particularly for our unhoused and housing insecure students. Additionally, we could benefit from ongoing categorical funding to ensure that the support we are creating for LGBTQIA community will not go away as the one-time funding resources are only short term.

## VIII. Curriculum and Course Offerings Analysis

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**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).**

The AEC instructional service area is limited to educational assistance classes which are not allowed to be considered for enhanced CDCP funding.

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

Not Applicable

**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).**

The Accessible Education Center offers educational assistance courses and vocational instruction to students with disabilities in various locations and modalities, including:

HOPE Services Gilroy: in-person

HOPE Services Hollister: in-person

Adapted physical education is offered online and in-person.

Educational Support classes are offered online and in-person.

Classes within the department are scheduled to avoid conflict with each other and also provide flexibility to students.

## IX. Program and Resource Analysis

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**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. **2024**

**Full Time Faculty**

9

**Part Time Faculty**

5

**Full Time Classified Professional**

15

**Part Time Classified Professional or Student Worker**

12

**Full Time Manager, Confidential or Administrator**

3.00

**Part Time Manager, Confidential or Administrator**

0.00

2. **2023**

**Full Time Faculty**

10

**Part Time Faculty**

5

**Full Time Classified Professional**

16

**Part Time Classified Professional or Student Worker**

8

**Full Time Manager, Confidential or Administrator**

3.00

**Part Time Manager, Confidential or Administrator**

0.00

3. **2022**

**Full Time Faculty**

10

**Part Time Faculty**

3

**Full Time Classified Professional**

15

**Part Time Classified Professional or Student Worker**

3

**Full Time Manager, Confidential or Administrator**

3.00

**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)?**

We have several 3 - 5 year grants that are new to the college (Juvenile Justice, WAIII enhancement grant and Higher Aspirations). These grants have promising futures with the Chancellor's office making increasing investments to support college pathways for the formerly incarcerated population and system-impacted youth. Likewise, the Department of Rehabilitation and CDSS funding for the WAIII also look promising since we have had our WAIII grant since the 1990's.

We have one projected retirement in May 2026 for our Vocational (Special Education Instructor) and it will be crucial for us to get a head start on the recruitment to fill such a specialized position. Ideally, we would like to begin recruitment in the Fall 2025 for a spring/summer start date.

The LGBTQ+ one-time funding is difficult to foresee because we have received three rounds of one-time funding in the last four years. This categorical funding has the potential to become a new ongoing categorical program.

**3. Additional Comments**



## X. Evaluation of Resource Allocations and Program Efficiency

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### Resource Allocation

- 2022 - 2023  
**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)?**  
2600  
**Total Allocation (Irrespective of Funding Source)** 4000000  
**Funding Source**  
At least 1 item needs to be checked.
  - Grants & Categorical Programs**Total Spent (Irrespective of Funding Source)** 3950000
- 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)?**  
3000  
**Total Allocation (Irrespective of Funding Source)** 4000000  
**Funding Source**  
At least 1 item needs to be checked.
  - Grants & Categorical Programs**Total Spent (Irrespective of Funding Source)** 4000000
- 2024 - 2025  
**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)?**  
3,000  
**Total Allocation (Irrespective of Funding Source)** 4,134,000  
**Funding Source**  
At least 1 item needs to be checked.
  - Grants & Categorical Programs
  - Other Funds**Total Spent (Irrespective of Funding Source)** 4,000,000

### 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)

Except for basic needs, all programs within the Student Support Division are fully supported by categorical dollars and grants. Two-thirds of the entire budget for the Student Support Division falls under the Accessible Education Center (AEC) and Extended Opportunity Programs and Services (EOPS) as they are the largest categorical programs.

These programs directly support student success and completion by providing students with direct support, resources and services in a timely manner. Financial support is an essential component of several support programs which provide textbook support, supplies, transportation and technology support.

Within the accessible education center, the staff focus their time and effort on ensuring that course accommodations are provided and students have access to necessary services to maintain equity in access.

**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)**

Categorical programs within Student Support Division spend a high percentage of funds on direct student aid, including grants, book services, instructional supplies, transportation support and food assistance. All services provided within the division support students in a tailored "over and above" approach to what the district offers all students. Costs and services by support programs are aligned with Title 5 regulations, which are specific to each program.

Because I have several new categorical programs that started within the last three years, it has been a challenge to determine the baseline and ongoing funding for these programs and also determine the appropriate level of staffing to support them. The funding levels for LGBTQIA and NextUp have been unpredictable. Additionally, the receipt of three new grant programs has been a great opportunity for us to support new student populations, and has also pushed our supervisory employees to a maximum capacity.

## **XI. Integrated Planning and Initiatives**

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**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)**

Support programs continue to work on maintaining collaborative partnerships within the division and externally, because we understand students often benefit from and require the support of more than one program.

The pathway from prison/jail to college will continue to be a collaborative effort that will require ongoing leadership support as we build the pathway and break down barriers for system-impacted youth and adults. The ongoing challenge of delivering curriculum in the jail can be alleviated if we are mindful of new faculty positions that have the potential for instruction at the jail. Being more deliberate in recruitment of faculty who are open and qualified to teach at the jail can help us make progress in this area.

## **XII. Other Opportunities and Challenges**

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**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)**

There is an opportunity in my division to develop support for the LGBTQIA community. The work has recently begun with the addition of a new temporary department assistant.

**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)**

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

Support programs continue to grow to support the increased needs of students and to implement the latest initiatives from the CCC chancellor's office. While the increase in resources is of tremendous help to our students, the challenge being exacerbated is lack of physical workspaces for increased staff, and a need for increased administrative support to the Dean of Student Support and Director of Basic Needs.

### XIII. New Goals

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

1. **All student support programs will work collaboratively to complete their first annual vision-aligned reports.**

**Alignment to Strategic Goal**

**Alignment to SLO or SAO**

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

Vision aligned reporting (VAR) is a data collection and reporting process designed to directly align with an organization's strategic vision, ensuring that all reported data is relevant, actionable, and specifically tied to achieving key goals, allowing for better decision-making based on insights that directly reflect the organization's priorities and mission.

**Proposed Activity to Achieve Goal**

I plan to host two working meetings with leads in all support programs to: 1) understand the importance of vision-aligned reporting and 2) facilitate the completion of the VAR reports on each area.

**Responsible Party**

Dean of student support

**Timeline to Completion: Semester/Year**

Fall 2025

**How Will You Evaluate Whether You Achieved Your Goal**

I will analyze all vision-aligned reporting submissions and determine if they were completed fully and timely.

### XIV. Resource Requests

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Click Add Item to Enter a Resource Request

1. **1. Request Name (short title)** Department/Office assistant - Food Pantry  
**2. Request amount** 59999

**3. Type of Request** Personnel

**4. Alignment to Goal(s)** All student support programs will work collaboratively to complete their first annual vision-aligned reports.

**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.**

Gavilan College has significantly broadened their basic needs services to address student food and housing insecurity. Initiatives such as the food pantries in Gilroy and Hollister, meal card programs, emergency housing assistance, and comprehensive resource fairs have become more widespread. These efforts aim to provide holistic support, ensuring students can focus on their education without the burden of unmet essential needs.

These basic needs efforts require the support of an additional classified professional to support the two food pantries (Gilroy and Hollister). Currently, these efforts are being supported by part-time temporary staff in both food pantries.

2. **1. Request Name (short title)** Full-time school certifying official

**2. Request amount** 69999

**3. Type of Request** Personnel

**4. Alignment to Goal(s)** All student support programs will work collaboratively to complete their first annual vision-aligned reports.

**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 Veterans Resource Center has received updated guidance (May, 2024) around the minimum standards used to maintain a high-functioning, student-centered VRC. Currently, the VRC operates with a .60 FTE Program Specialist who serves as the school certifying official and one part-time veteran counselor. The current staffing structure is substandard for the high level of responsibility and coordination required of the VRC/school certifying official. Additionally, the VRC is best functioning when it employs VA study students who can provide veterans with peer-to-peer connections and support. With the new LSRC building coming online in the next year, it

will be critical to have full-time staff who can operationally support the VRC beyond the current 3-days per week. Ideally, veterans would have access to the VRC on all 5 days of the week and this would require reclassifying the position to full-time or hiring another 0.60FTE staff. This request for an increase in personnel supports the goal of ensuring that each program submits their VAR report on-time. The VAR report is a new report for VRC and would require additional support.

## XV. Additional Questions

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**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?**

Yes, we provide the following:

UndocuAlly training; Know Your Rights Training

LGBTQIA training for employees

DisAbilities Roundtable for employers

New Faculty Orientation: Overview of Accessible Education Center

New Faculty Orientation: Overview of Basic Needs

Accessible Education Center bulletin - sent to all faculty every semester

**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.**

The Veterans Resource Center has a need for a full-time staff member to increase their operation hours from 3 days per week to five days per week.

**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?**

I share job listings with relevant CCC listservs and the LinkedIn network; I also encourage classified staff to seek higher education and prepare for career advancement opportunities within the college.

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

Support Programs have worked towards developing and maintaining a collaborative relationship to best support students. The result of this collaborative working relationship among programs has resulted in a highly effective support network for our most vulnerable student populations. With one single application and point of entry, the programs have worked to achieve a culture of "unconditional belonging" for students.

**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.**

Questions are too repetitive. Please reduce the total number of questions.

## XVI. Executive Summary

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**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).**

Over the past three years, categorical programs supporting California community college students have played a crucial role in promoting equity, retention, and student success. Key trends and highlights include:

1. Expanded Basic Needs Support: including food pantries supporting both campuses in Gilroy and Hollister, a meal card program/initiative, student housing support, resource fairs, etc.
2. New categorical and grant-funded programs targeting new student populations, including current and formerly incarcerated; LGBTQIA and Foster youth.
3. Enhanced WorkAbility III grant program aims to support young adults with disabilities who can benefit from vocational training, including expanded access to job placement services to help young students find pathways into meaningful careers.

Starting in AY 2024-25, the California Community Colleges Chancellor's Office will require the first annual vision-aligned reporting for all categorical programs within student support. While it remains unclear whether this data will impact funding formulas, it raises concerns about potential shifts in resource allocation and the sustainability of these critical programs.

Student support programs are crucial to supporting vulnerable and marginalized student populations, yet many of these programs are anchored by one specialized full-time staff member, which limits the operational capacity and sustainability of the programs.(see: Support Programs Org chart 2025 attached). There is a growing need for supervisory support, particularly in the Accessible Education Center as it continues to see growth in student populations and grant funding. The center operationally supports six district program areas with great responsibility for delivering timely services and support.

## **XVII. Attach Files**

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### **Attached File**

VRC minimum standards -Revised May 2024.pdf (/Form/Module/\_DownloadFile/492/46870?fileId=471)

Support Programs updates\_OrgChart 2025.pptx (/Form/Module/\_DownloadFile/492/46870?fileId=472)