



## Annual Update: Educational Partnerships - Office of VP Student Services - Educational Partnerships

### Resources

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

**Gavilan Course Catalog** (<http://www.gavilan.edu/catalog/index.php>)

**Gavilan College Website**

- a. **Education Master Plan**  
(<http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php>)
- b. **Gavilan College ILOs** ([http://www.gavilan.edu/administration/ilo\\_map/index.php](http://www.gavilan.edu/administration/ilo_map/index.php))
- c. **Mission Statement** (<http://www.gavilan.edu/about/index.php>)
- d. **Strategic Plan** ([http://www.gavilan.edu/administration/board/Gavilan\\_StrategicPlan\\_2017\\_2022\\_BOT\\_Approved.pdf](http://www.gavilan.edu/administration/board/Gavilan_StrategicPlan_2017_2022_BOT_Approved.pdf))

**PIPR Website** ([http://www.gavilan.edu/staff/program\\_planning/index.php](http://www.gavilan.edu/staff/program_planning/index.php))

- a. **Previous Planning and Review Report**  
([http://www.gavilan.edu/staff/program\\_planning/Past\\_Plans.php](http://www.gavilan.edu/staff/program_planning/Past_Plans.php))
- b. **Previous Annual Plans** ([http://www.gavilan.edu/staff/program\\_planning/Past\\_Plans.php](http://www.gavilan.edu/staff/program_planning/Past_Plans.php))

**Gavilan Intranet** (<https://my.gavilan.edu:8447/cas-web/login?service=https%3A%2F%2Fmy.gavilan.edu%2Fc%2Fportal%2Flogin>)

- a. **SLO Website**
- b. **GavData**
  - (Equity Tab) Complete Program Review Data Sheet
  - Other GavData (paths listed in the document)

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

### Main

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#### Overview

**Academic Year** 2023 - 2024

**Originator** Mann, Lelannie

**Division** Office of VP Student Services

**Department** Educational Partnerships

**Programs**

### 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

Craig-Marius, Renee

Servin, Adriana

## Review Questions

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Review Questions

## Program Mission and Accomplishments

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

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

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential. The mission of the College District includes providing educational programs and services that are responsive to the needs of the students and communities of within the College District; and whereas, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences.

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

Response and follow-up to previous program reviews

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

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

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

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

NOTES: We are currently increasing the number of CCAP agreements from one (SP23) to three high schools (Fall2023). Additionally, we have entered into CCAP partnerships with Anzar High school and Morgan Hill Unified School District (2 high schools). The focus has been offering Career Education pathways as well as General Education.

High Step (Non-CCAP) has been continuing with four other local high schools.

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

CTE Departments Only

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

## Student and Program Outcomes

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College Goal for Student Achievement

**Increase Scorecard Completion Rate for Degree and Transfer** The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units). As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Success

**The following questions refer to data regarding student achievement. If your area does not regularly interface with or provide direct services to students, skip to question 3. Use GavData's Student Outcomes Milestone pages for overall Gavilan College rates of success. Path -from link above: Gavilan Fact Book ? Student Outcomes ? Milestone Tracking Summary. Now, explore data.**

**1. If your area regularly interfaces with or provides direct services to students, please answer the following question: Given the data, what is your set goal for success? If your program does not have set goals, please determine this now. Do you meet your goal?**

Over five years, increase the following:

- 20% the number of CCC students annually who acquire AS degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- 35% the number of CCC students transferring annually to a UC or CSU.
- decrease the average number of units accumulated by CCC students earning AS degrees.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

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

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

CCAP was new for Gavilan College SP23. For SP23 Approved Pilot CCAP Agreement (two sections for KIN 3 & KIN4A) with HHS, Gavilan served 75 students.

High Step Non-CCAP served for SP23 165 students.

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

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

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

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

For dual enrollment:

Goal #1 Collaboration between college and high school counselors. Which courses are right for the student and requirements students want to fulfill.

Goal #2 in collaboration with our college counselor, structure of classes. Having recommended classes for dual enrollment divided by meta major/Guided Pathway.

Goal#3 Data: ways of coding CCAP students, Aggregate numbers and Disaggregates numbers.

Goal#4 Bell schedules - High school calendars do not align with college/district calendars.

Goal#5 Instructional and student processes-forms/signatures needed and deadlines.

Goal#6 For retention, checking in with students to ensure they are aware of the resources available to them.

## Resource Requests

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### Resource Requests

1.

#### **Funding Decision (Admin-Only)**

##### **Funding Decision**

##### **Funding Decision Notes**

As our programs continue to expand—particularly in dual enrollment, community events, and student retention—we would like to formally request the addition of a third outreach person to our team. This position will play a key role in supporting our strategic plan and helping us further strengthen our relationships with both local high schools and the broader community.

Recently, we have seen a noticeable increase in our presence within the community, with several organizations and outside high schools reaching out to request our participation in presentations, tabling events, and other activities. While this is an exciting development and a testament to our growing impact, it also highlights the need for additional support to manage these opportunities effectively.

With the recent addition of the Hollister campus and our projected future growth, we are excited to be more visible in our service areas and even expand our outreach beyond. Having a third outreach person will enable us to keep up with the increased demand, ensuring that we maintain the quality of engagement with both current students and potential partners.

We are confident that this addition will greatly benefit our efforts and help us achieve even greater success in the coming years.

##### **Request Overview**

##### **Item Description**

**Check here if you have made this request before** No

##### **Request Type and Cost**

##### **Type of request**

##### **Brief Description (Admin-only legacy field)**

**Approximate costs: \$**

##### **Type(s) of Funding**

##### **Criteria and Rationale**

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

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

No

#### **Board Priorities**

**Primary Board Priority**

**Secondary Board Priority**

#### **Approved College Plans**

**Primary link to Approved College Plan**

**Secondary link to Approved College Plan**

**Link to Institutional Accreditation Requirements**

**Link to Your Unit Planning Objectives**

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

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

**Clear Plan for Evaluation after Implementation**

**Extent of Benefit**

**Operational Necessity**

**Resource Request Linkage with Outcome Assessment Reports**

#### **Resource Request Dependencies**

2.

#### **Funding Decision (Admin-Only)**

##### **Funding Decision**

##### **Funding Decision Notes**

As we continue to enhance our Dual Enrollment program, we would like to introduce a Student Ambassador program at our local high schools. This model, already successfully implemented at other schools, would provide dual enrollment students the opportunity to offer peer-to-peer support while gaining valuable leadership skills.

The Student Ambassadors would serve as mentors and resources for their peers, helping with academic challenges, navigating the dual enrollment experience, and fostering a positive, collaborative learning environment. This initiative not only benefits the students they assist but also provides the ambassadors with the chance to develop important skills, such as communication, teamwork, and leadership.

To ensure that these student ambassadors are compensated for their time and efforts, we propose offering a \$1,000 stipend per academic year. This financial support would help recognize their contributions and encourage more students to participate in the program.

We believe this initiative will greatly enhance the dual enrollment experience and create a strong network of student support.

**Request Overview****Item Description**

Check here if you have made this request before No

**Request Type and Cost**

Type of request

Brief Description (Admin-only legacy field)

Approximate costs: \$

Type(s) of Funding

**Criteria and Rationale**

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

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

No

**Board Priorities**

Primary Board Priority

Secondary Board Priority

**Approved College Plans**

Primary link to Approved College Plan

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**Extent of Benefit**

**Operational Necessity**

**Resource Request Linkage with Outcome Assessment Reports**

**Resource Request Dependencies**

3.

**Funding Decision (Admin-Only)****Funding Decision****Funding Decision Notes**

As we continue to grow and strengthen our partnerships, a topic that has been raised frequently is the substantial additional workload that high school faculty teaching Dual Enrollment courses must manage. Many times, this extra work is completed without additional compensation, which can include tasks such as HR paperwork, curriculum development, Keenan training, orientations, department meetings, and more.

We recognize the importance of these efforts in maintaining the quality and success of our programs, and we would like to propose a more competitive approach to acknowledge the time and dedication required by the high school faculty. Specifically, we suggest putting in place a stipend for the extra responsibilities tied to teaching these courses.

#### **Request Overview**

##### **Item Description**

**Check here if you have made this request before** No

##### **Request Type and Cost**

**Type of request**

**Brief Description (Admin-only legacy field)**

**Approximate costs: \$**

**Type(s) of Funding**

##### **Criteria and Rationale**

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

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##### **Board Priorities**

**Primary Board Priority**

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##### **Approved College Plans**

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**Clear Plan for Evaluation after Implementation**

**Extent of Benefit**

**Operational Necessity**

**Resource Request Linkage with Outcome Assessment Reports**

**Resource Request Dependencies**

4.

**Funding Decision (Admin-Only)**

**Funding Decision**

**Funding Decision Notes**



We have found after the past two years that there is a need for more support in managing the student contract process and onboarding. We would benefit from an additional dual enrollment support person who would focus on collecting, reviewing student contracts, and registering students. This is a critical and highly detailed step in the process, as it is the final stage before students are officially enrolled as college students. Given the importance of this task and the time it requires, additional resources are essential to ensure we can continue to grow and ensure our partner districts and students feel supported. We want the enrollment process to be a positive experience and leave students with excitement about attending college.

**Request Overview****Item Description**

**Check here if you have made this request before** No

**Request Type and Cost****Type of request****Brief Description (Admin-only legacy field)**

**Approximate costs: \$**

**Type(s) of Funding****Criteria and Rationale**

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

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

No

**Board Priorities****Primary Board Priority****Secondary Board Priority****Approved College Plans****Primary link to Approved College Plan****Secondary link to Approved College Plan****Link to Institutional Accreditation Requirements****Link to Your Unit Planning Objectives**

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

**Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)****Clear Plan for Evaluation after Implementation****Extent of Benefit****Operational Necessity****Resource Request Linkage with Outcome Assessment Reports****Resource Request Dependencies**

## Equity

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

**Questions? View the handbook ([http://www.Gavilan.edu/en/employee-services/research-planning-and-grants/planning/program\\_review/guidelines/resource\\_requests.html](http://www.Gavilan.edu/en/employee-services/research-planning-and-grants/planning/program_review/guidelines/resource_requests.html))**

### Equity

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

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

Collaborating with middle schools to showcase college programs and services. Forging connections with high school and community partners who share the common goal of student success. Building upon those collaborative partnerships.

Note: data pending.

**2. BP 3420 (Equal Employment Opportunity) states: The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program. How do you meet the District's Equal Opportunity goals?**

College sponsored cultural events, using inclusive language on outreach materials. Promoting learning opportunities/orientations for Dual Enrollment instructors. Explore how to infuse diversity into the classroom - diverse speakers. The goal of dual enrollment is to serve students who may not be college bound and underrepresented.

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

The goal of dual enrollment is to serve students who are underrepresented. We work closely with high school partners to identify and provide the opportunity to earn college credit and to implement a college transition program that eliminates barriers.

Data pending. We are creating opportunities through the dual enrollment program.

## curriQunet

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

**Are your SAOs mapped in curriQunet?**

No

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

No

**Are your SAOs been assessed in the last five years?**

No

**If no, what is your plan to bring our SLOs and PLOs into compliance with the five-year assessment cycle? Address this in your Three-Year Program Plan at the end of this document.**

For 2023-24 new SAOs will be developed for Dual Enrollment & Educational Pathways.

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

No

## SAOs/ILOs

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Services Area Outcomes (SAO)

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

NA. Has not been assessed. In process of SAOs.

Institutional Learning Outcomes (ILO)

**1. How do your SAO support the college ILOs? Be specific.**

Gavilan College has adopted four institutional learning outcomes that reflect the knowledge, skill, abilities and experiences our student have attained. We expect students to (1) think critically and creatively; (2) communicate effectively; (3) practice social responsibility; and (4) cultivate well-being. Faculty, staff and administration are committed to building an educational framework and experience for all students from diverse backgrounds that promotes their academic and social growth. Demonstrating a commitment to student success and creating guided pathways for all students, Gavilan seeks to expand and develop its existing dual enrollment program and articulation agreements to ensure equitable access to higher education in South Santa Clara and San Benito Counties. The College's commitment to expanding access and success has led to the receipt of numerous federal Title V (HSI) and Title III grants.

Gap Analysis

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

The purpose of offering or expanding dual enrollment opportunities is consistent with the provisions of high school students "who may not already be college bound or who are underrepresented" in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness.

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

## Program and Resource Analysis

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

### Program and Resource Analysis

1. **2022**

**Full Time Faculty**

0

**Part Time Faculty**

0

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

2. **2021**

**Full Time Faculty**

0

**Part Time Faculty**

0

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

3. **2020**

**Full Time Faculty**

0

**Part Time Faculty**

0

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

**Percentages**

# Percentage Full to Part Time Faculty

**Additional Comments**

## Evaluation of Resource Allocations

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**Resource Allocation****1. Books, salary, professional experts, professional development****Funding Source**

Grant

**Academic Year**

2022 - 2023

**Purpose of Funding**

Dual Enrollment

**Result**

Began CCAP agreements with local high schools.

## Integrated Planning and Initiatives

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

We are currently in collaboration with all departments.

Guided Pathways framework rests on 4 Pillars as it relate to DuE.

- **Clarify the Path:** create clear pathways to employment and further education.
- **Enter the Path:** help students choose and enter their pathway.
- **Stay on the Path:** help students stay on their path.

- **Ensure Learning:** follow through and ensure improved student results.

Title V 2023 goals:

**Goal #1 (Academic Programs):** Re-envision how Hispanic students are introduced and on-boarded to GC's programs so that Hispanic students know that they belong and are supported.

**Goal #2 (Institutional Management):** Transform structures for serving that are responsive and adaptive to the strengths and needs of Hispanic students and faculty.

**Goal #3 (Fiscal Stability):** Increase capacity to keep pace with the rising level of care students need, stabilizing enrollment and outcomes-based apportionment funding.

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

Non-CCAP students taking online courses didn't do well. Students opted out of online learning due to lack of resources such as internet access and computers/laptops. High school students are 100% in person and were comfortable with that format and suffered as they transitioned online. An additional concern was not having immediate access to the instructor. One of the opportunities that surfaced from this was offering different instructional formats such as Hybrid, In Person, and Online Asynchronous. Students do well with in person classes with High Step (Non-CCAP) and especially now with CCAP and taking courses during their high school day.

## Other Opportunities and Challenges

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**1. Provide any additional information that has not been mentioned elsewhere in this program plan and review for opportunities or challenges to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc.**

Currently, Dual Enrollment and Educational Pathways is a one-person team. That said, with the new Title V funding we are expanding the team with the goal of creating relationships and connections with the community. We hope to increase dual enrollment with any initiative that provides students from marginalized groups the opportunity to continue with their education.

Create connections with Guided Pathways. This is a great opportunity to ensure dual enrollment courses align with the various pathways. This will require CCAP agreements and pathway development programs that will lead to an increase in completion.

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The college needs to work on data infrastructure and better tracking of participants of dual enrollment throughout their academic journeys.

- 

Faculty engagement and training-We want to create constant training and feedback channels with DE faculty, which will allow program improvement.

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On the logistical side, we want to streamline the enrollment process by making it easier for students, parents and staff. Development of CCAP agreements to streamline the process.

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

The pandemic has widened the educational gap, and we believe that dual enrollment can help mitigate some of this especially among students who are navigating the educational system as potential first-generation college students.

## Appendix

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### Optional Questions

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

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

Personnel attend outside training with Career Ladders Project. Spring 2023, we started a work group with a professional expert available to teach and answer questions to faculty and staff.

**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.**

This department currently has one person but due to the volume and the grant awarded we will be expanding. We began our first semester with 75 students and tripled by the following semester.

**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 are being inclusive and transparent with the plans and direction of dual enrollment. We communicate to Senate, unions, and our Board.

## Review Process Feedback

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**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.**

Having data available.

## Additional Questions

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

Implementation of the program has been a huge accomplishment.

## Annual Update

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**1. Academic Year 2023 - 2024**

**Previous Goals** Partner with all high schools in our district.

**Proposed Activity to Achieve Goal:**

Connect high school partners

**Responsible Party:**

Dual Enrollment Team

**Total Three Year Resource Allocation Request:**

0

**Timeline to Completion Month / Year:**

Three to five years.

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



Data dashboard development: reviewing data through Tableau which will help track the number of dual enrolled students. In one to two years compare student and retention and success based on increased CCAP Agreements.

#### **End of Year Goal Status In Progress**

##### **Please describe your status (No more than 200 words)**

We are currently partnered with several local high schools and continuation schools to offer dual enrollment opportunities for students. Of the six high schools, we have a CCAP agreement with four, and we also provide a form of dual enrollment (High Step) at one of the continuation high schools. We are actively in discussions to expand our offerings, aiming to establish a CCAP agreement with two additional high schools and one additional continuation school for Fall 2025.

Student success is a top priority for us, and we work closely with our partners and counselors to monitor progress and provide timely interventions. These interventions include tutoring resources and one-on-one academic counseling to ensure students receive the support they need. Our new College Transitions Counselor has played a key role in supporting dual enrollment students and guiding their successful matriculation.

In collaboration with our Admissions and Records team and IT department, we regularly run reports to track key metrics such as grades, drops, and success rates. Additionally, we are working with our new Action Researcher to gather more detailed data to identify potential gaps and areas for improvement. The data dashboard has been updated, and we are excited to move forward with our new platform to enhance our monitoring and support capabilities.

##### **Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)**

Although no additional resources were requested in the previous PIPR, significant changes in our Dual Enrollment program have led us to recognize the need for additional support. Our program has grown substantially, now serving over 1,000 students and continuing to expand. We are noticing a gap in our outreach efforts, particularly with the addition of another large district (GUSD), which will soon be offering CCAP. To address this, we propose adding a third outreach team member to assist with recruitment, onboarding, presentations, and events in our community.

Additionally, there is a need for more support in managing the student contract process. We would benefit from an additional dual enrollment support person who would focus on collecting, reviewing student contracts, and registering students. This is a critical and highly detailed step in the process, as it is the final stage before students are officially enrolled as college students. Given the importance of this task and the time it requires, additional resources are essential to ensure we continue to meet the growing demand and maintain the quality of support we provide to our students.

We would like to explore a competitive approach to compensating our high school faculty who teach Dual Enrollment. This is an area that has been brought up by our partners as the dual-enrollment high school faculty are taking extra time to prepare, complete HR paperwork, training etc.

Lastly, we would like to implement a Dual Enrollment student Ambassador program. Current high school students participating in dual enrollment can serve as the bridge between high school and college. This is a powerful approach to peer support. A stipend would be requested.

#### **Planning**

We are continuing our discussions with districts to emphasize the importance of dual enrollment and our commitment to removing barriers and ensuring equitable access for all students. The team is thoroughly reviewing our processes to ensure that we are providing the necessary support and fostering a positive experience for students. We are meeting with deans, faculty and continuing internal and external retreats to review our practices. We are actively strategizing to maximize resources as we expand, while also ensuring that our high schools receive the support they need. Additionally, we will continue to analyze data and conduct student surveys to drive continuous improvement.

### **Additional Comments**

I am incredibly proud of all the work the team and the college are doing. The Dual Enrollment team has been highlighted in Benito Link, professional webinars and conferences. Dual enrollment has grown significantly, and it has been a testament to the passion we share for supporting the success of our current and future students.

## Resource Requests

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### **Click Add Item to Enter a Resource Request**

1. **1. Request Name (short title)** Program Services Specialist Outreach
2. **2. Request amount** 70000
3. **3. Type of Request** Personnel
4. **4. Alignment to Goal(s)** Partner with all high schools in our district.
5. **5. Is this a one-time or ongoing expense.** Ongoing
6. **6. Category of Request (Select all that apply).**

Full-Time Classified Professional

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

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

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

As our programs continue to expand—particularly in dual enrollment, community events, and student retention—we would like to formally request the addition of a third outreach person to our team. This position will play a key role in supporting our strategic plan and helping us further strengthen our relationships with both local high schools and the broader community.

Recently, we have seen a noticeable increase in our presence within the community, with several organizations and outside high schools reaching out to request our participation in presentations, tabling events, and other activities. While this is an exciting development and a testament to our growing impact, it also highlights the need for additional support to manage these opportunities effectively.

With the recent addition of the Hollister campus and our projected future growth, we are excited to be more visible in our service areas and even expand our outreach beyond. Having a third outreach person will enable us to keep up with the increased demand, ensuring that we maintain the quality of engagement with both current students and potential partners.

We are confident that this addition will greatly benefit our efforts and help us achieve even greater success in the coming years.

2. **1. Request Name (short title)** Dual Enrollment Student Ambassador
- 2. Request amount** 20000
- 3. Type of Request** Personnel
- 4. Alignment to Goal(s)** Partner with all high schools in our district.
- 5. Is this a one-time or ongoing expense.** Ongoing
- 6. Category of Request (Select all that apply).**

Part-Time Classified Professional or Student Worker

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

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

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

As we continue to enhance our Dual Enrollment program, we would like to introduce a Student Ambassador program at our local high schools. This model, already successfully implemented at other schools, would provide dual enrollment students the opportunity to offer peer-to-peer support while gaining valuable leadership skills.

The Student Ambassadors would serve as mentors and resources for their peers, helping with academic challenges, navigating the dual enrollment experience, and fostering a positive, collaborative learning environment. This initiative not only benefits the students they assist but also provides the ambassadors with the chance to develop important skills, such as communication, teamwork, and leadership.

To ensure that these student ambassadors are compensated for their time and efforts, we propose offering a \$1,000 stipend per academic year. This financial support would help recognize their contributions and encourage more students to participate in the program.

We believe this initiative will greatly enhance the dual enrollment experience and create a strong network of student support.

3. **1. Request Name (short title)** Dual Enrollment High School Faculty Stipend
- 2. Request amount** 30000
- 3. Type of Request** Non Personnel
- 4. Alignment to Goal(s)** Partner with all high schools in our district.
- 5. Is this a one-time or ongoing expense.** Ongoing
- 6. Category of Request (Select all that apply).**

## Professional or Contracted Services

**7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.**

**Which of the following best describes your requests?**

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

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

As we continue to grow and strengthen our partnerships, a topic that has been raised frequently is the substantial additional workload that high school faculty teaching Dual Enrollment courses must manage. Many times, this extra work is completed without additional compensation, which can include tasks such as HR paperwork, curriculum development, Keenan training, orientations, department meetings, and more.

We recognize the importance of these efforts in maintaining the quality and success of our programs, and we would like to propose a more competitive approach to acknowledge the time and dedication required by the high school faculty. Specifically, we suggest putting in place a stipend for the extra responsibilities tied to teaching these courses.

4. **1. Request Name (short title)** Program Services Specialist (Dual Enrollment)
- 2. Request amount** 70000
- 3. Type of Request** Personnel
- 4. Alignment to Goal(s)** Partner with all high schools in our district.
- 5. Is this a one-time or ongoing expense.** Ongoing
- 6. Category of Request (Select all that apply).**

Full-Time Classified Professional

Part-Time Classified Professional or Student Worker

**7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.**

**Which of the following best describes your requests?**

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

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

We have found after the past two years that there is a need for more support in managing the student contract process and onboarding. We would benefit from an additional dual enrollment support person who would focus on collecting, reviewing student contracts, and registering students. This is a critical and highly detailed step in the process, as it is the final stage before students are officially enrolled as college students. Given the importance of this task and the time it requires, additional resources are essential to ensure we can continue to grow and ensure our

partner districts and students feel supported. We want the enrollment process to be a positive experience and leave students with excitement about attending college.

## Executive Summary

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**Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for this year. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).**

I would like to highlight the tremendous work the Dual Enrollment team has been doing in support of the students currently participating in the program. The team's dedication and efforts have not gone unnoticed, as we have received recent recognition in local publications like *Benito Link* and our participation in a webinar/conferences showcasing our success.

We are actively building the infrastructure necessary to sustain and expand dual enrollment, not just within our current team, but also in collaboration with the college. Achieving continued success in this initiative requires teamwork across multiple departments—including Deans, faculty, Human Resources, Admissions & Records, and the Research department—and I'm proud to say that this collaborative effort is already yielding positive results.

Looking ahead, I anticipate that additional schools will begin offering some form of dual enrollment within the next two years. Our goal is to ensure that students are not only participating but also engaged in an academic pathway that prepares them for long-term success. As we move forward, we will continue to monitor our data and gather feedback from all stakeholders to guide our ongoing improvements.

The work we've done so far is just the beginning, and I'm excited for what's to come as we continue to grow and strengthen this program.

## Attach Files

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

Attached File