

COMPREHENSIVE PROGRAM REVIEW

Office of Student Services

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Renee Craig-Marius

Division: Office of VP Student Services

Department: Office of VP Student Services

II - CO-CONTRIBUTORS

- 1) Grace Cardinalli
- 2) Click or tap here to enter text.
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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

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 Office of Student Services supports all departments within Student Services which includes: Gilroy Early College Academy (GECA), the Hollister campus, general Counseling, Student Health, Welcome Center, Puente, Transfer/Career Center, student conduct, Outreach, Dual Enrollment, all Student Support Services (AEC, EOPS/CARE, CalWORKs, Basic Needs, NextUp, Fresh Success, Higher Aspirations, & Veterans Resource Center), Admissions & Records, Financial Aid). In alignment with Gavilan College's mission, the OSS is dedicated to providing the structure and resources that empower every student to thrive. By practicing hands-on leadership that prioritizes collaboration, approachability, and shared problem-solving across departments The Assistant Superintendent/VP of Student Services ensures that every Gavilan student receives the support needed for academic achievement, personal growth, and lifelong

success.

2. On the [PIPR website](#), 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)

No previous program or annual plans were completed for the Office of Student Services. This is the first time a comprehensive program review is being done. However, the VPSS established and monitored goals over the past three years.

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

The OSS is responsible for the coordination, planning, and execution of the college's annual Commencement ceremony. Over the past three years, between 2023-25, the number of graduates attending the ceremony and the number of guests attending has increased (2023 - 3152 attendees, 394 graduates; 2024 - 3200 attendees, 400 graduates; 2025 - 3544 attendees, 443 graduates).

During the 22-23 academic year, the college underwent a restructure of Student Services and Academic Affairs to an organizational structure that would be more agile and responsive to the needs of students. This resulted in moving away from having an Executive Vice-President who oversaw both areas to an Assistant Superintendent/VP of Student Services and hiring a new VP of Academic Affairs. The reclassification to an Assistant Superintendent/VPSS comes with added Districtwide responsibilities: serves as acting Superintendent/President during the Superintendent/President's routine absence from the district, oversee district areas and projects cross-functional between Student Services and Academic Affairs, and support the Superintendent/President leading and implementing new districtwide initiatives.

The restructure also moved Admissions and Records, Financial Aid, Outreach, and the Hollister campus from the Dean of Student Success and Equity, Enrollment Services to the VPSS. Additionally, new positions were added within Student Services such as a new Coordinator of Student Life and Engagement, Career/Transfer & CAP Specialist, Supervisor of Health Services, and the reclassification of the Dean of Enrollment Services to the Dean of Counseling, Student Success & Equity. Finally, student conduct was officially positioned with the Dean of Counseling, and the role of Title IX Coordinator has been temporarily moved to the Supervisor of Health Services to improve responsiveness.

The OSS has also provided increased support for CCAP/Dual Enrollment efforts with the creation of three new CCAP agreements with feeder high school districts. With the opening of the new Hollister campus in January 2025, the VPSS is present at the campus one day each week to support the Site Director with overall campus operations. The OSS also provides direct support for Guided Pathways efforts, Banner Steering Committee, and serves as administrative support for A&R and Financial Aid as those Directors do not have an assistant. Finally, core student services have now extended their operational hours to

provide evening services to students.

Other changes to services are noted in the separate student service department program reviews.

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 [Program Review Data Matrix website](#).

1. **(Instructional 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. **(Instructional Only)** Now find your program's 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 [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program 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)?

Click or tap here to enter text.

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)

The OSS supports all programs and departments under Student Services. Every single student is served throughout their educational journey at the college by one or more student service programs:

Collegewide Unduplicated headcount:

22-23 – 8,786

23-24 – 10,879

24-25 – 11,319

Furthermore, students engage with student services programs and departments multiple times each year. Estimated duplicated student contacts:

2023-24 - 27,120

2024-25 - 28,000

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

The OSS supports student success and retention through leadership, support, advocacy, and guidance to all Student Services so they can address the holistic needs of students. This is done in a myriad of ways such as providing basic needs support and high-demand resources like food, transportation grants and gas cards. Academically, Counseling Services and the Transfer Center have guided thousands of students through one-on-one planning and career transitions. Simultaneously, we have prioritized student wellness and community through mental health support at the Health Center and engagement opportunities via Student Activities. By organizing cultural events, and Welcome Week activities, we have fostered a sense of belonging that keeps students connected to their goals. The Hollister campus has bolstered student success and retention by evolving into a comprehensive "one-stop shop" that centralizes essential academic and personal resources. All these approaches ensure that every student has the financial, emotional, and academic stability required to persist and succeed in their education.

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).

Gavilan College has experienced a rise in student enrollment and an escalating demand for holistic support as students navigate academic, financial, and personal challenges. Key trends indicate that mental health and counseling services have become essential to addressing widespread stress and anxiety, while basic needs—specifically food security and transportation assistance—remain the primary drivers of student stability. Furthermore, there is an emerging and critical need to strengthen the bridge between college and high school counselors. The loss of the 2023 Title V grant, due to Federal government mandates, has left a void in full-time dual enrollment counseling, creating a barrier for students attempting to transition successfully from high school into the college environment.

To support success and retention amidst these trends, some strategic personnel initiatives must be developed. To proactively manage behavioral concerns and the rising volume of Title IX cases, the college should hire dedicated Student Conduct staff position and either create a permanent position or reclassify a management role to focus on student Title IX issues. Additionally, the introduction of a retention specialist is important for providing "just-in-time" interventions to students as well as follow-up to support students who are struggling, while a third Outreach Specialist is needed to meet the current demand for visibility within our surrounding communities.

Beyond staffing, the college should focus on structural and technological enhancements to maximize current capacity. This includes the continued use of Starfish (Gav Connect) and streamlined self-service workflows to improve the student experience. At the Hollister campus, specifically, the focus should move toward creating a course schedule that will allow students to complete most, if not, all their courses for general education, certificate or degree. Finally, efforts dedicated to the major transition of all Student Services into the new Library Student Resource Center (LSRC) in November 2025 are important. This move is currently being supported by a facilitator to ensure a successful cultural shift, ultimately creating a centralized hub designed to foster long-term student success and retention.

V - 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)?

While this question is not applicable to the OSS, some of our individual student services programs identified significant gaps in access and completion for Latinx, Native American, first-generation, and students with disabilities, often exacerbated by post-pandemic personnel changes. To address these disparities, we implemented intentional outreach strategies that have proven highly effective. Specifically, direct AEC counselor presentations to high school students with ILP or 504 plans have successfully restored participation to pre-COVID highs by clarifying the transition to college accommodations.

What has worked well is the 2023 collaboration across programs like EOPS, MESA, and Puente to develop a common application. This initiative removed significant administrative barriers, resulting in a 300% increase in applications for some areas. We have also found success in utilizing Title V grants for tailored tutoring and specialized

counseling. Conversely, systemic barriers like financial aid complexity and non-inclusive environments for LGBTQ+ and Hispanic males remain persistent challenges. While our outreach is thriving, data suggests we still need to strengthen "just-in-time" academic support and professional development to fully bridge completion and transfer gaps for students.

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 programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program 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.)*

Ways in which Student Services create an inclusive environment include:

- The Equity Committee, led by the Dean of Counseling, Student Success and Equity, developed a campuswide Equity Framework by which to examine issues with an equity lens, evaluate policies, programs, and interactions to uncover and remove obstacles while promoting inclusive decision-making.
- At the Hollister site, we recognized there were physical barriers like the lack of consistent bookstore services and public transit. Therefore, the college alongside student leaders, are currently lobbying San Benito County Transit to add campus routes.
- Departments such as Admissions and Records and Financial Aid act as model representations of the student body by employing first-generation, bilingual staff who share the lived experiences of the students they serve.
- Student Equity and Achievement (SEA) funds supported employee attendance at key

leadership conferences, including A2MEND, APAHE, and Colegas, while providing specialized training in Culturally Relevant Teaching to foster more inclusive classroom environments.

- Programs like Higher Aspirations and LGBTQ+ have hired staff to build pathways for formerly incarcerated and system-impacted youth and shift campus culture by expanding opportunities for the LGBTQ+ community.
- The Financial Aid department adopted an equity lens to proactively identify students for the Gav 4 Free initiative and collaborated with El Centro to streamline the process by which students seek food assistance to reduce social stigma and ensure student stability.

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?

Student Services addresses student and employee equity by prioritizing representation and creating a culture of belonging. For example, the Hollister campus has focused on building a diverse staff that reflects the student population it serves. For students, equity has been integrated into the physical and digital environment by providing translated marketing materials, livestreaming cultural events between campuses, and dedicating space for a serene student study lounge—an initiative that came from student forum feedback.

To support historically underserved students, we utilize a multi-layered approach centered on student voice. Support programs such as AEC, EOPS, CARE, and CalWORKs utilize advisory committees that student participation, ensuring students have a seat at the table in the decision-making process. Programs like Higher Aspirations provide dedicated community spaces that foster connections for system-impacted youth, while regular satisfaction feedback is integrated into program reviews to ensure services remain effective.

Student Life has enhanced success for disproportionately impacted students by hosting cultural celebrations that foster a sense of belonging and campus connection. To ensure these initiatives are effective, Student Services consults with students and ASGC to center their voices in the planning of all cultural programming. Furthermore, by collaborating with various student service teams for targeted advertising and scheduling events at flexible times, we try to ensure that underrepresented groups can fully participate regardless of their personal time constraints.

The Student Services division provides ongoing professional development for faculty, staff, and administrators, specifically focused on delivering culturally responsive services that meet the diverse needs of our campus community. However, there are areas in which we can improve. For example, there have been discussions to explore a mentoring program for our classified and management employees similar to what is offered for faculty to support employee retention. There is also an opportunity to enhance the new employee onboarding process by moving beyond department-specific training toward a comprehensive division-wide orientation that

introduces new hires to division goals, processes and policies while providing a welcoming space for them.

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?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? NO
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? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Due to the pandemic and the implementation of the new curriculum system, there was no mechanism set up in the system to add SAOs and assess them. Most programs, including the OSS, created goals outside of CurriQunet because of the limitations of the system. We expect that the system will be working to allow all programs to enter their SAOs and assess them on a consistent basis starting the 2026-27 academic year.

VII - OUTCOME ASSESSMENTS

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

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) 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?

There are no service area outcomes for the OSS in CurriQunet. This is the first time SAOs will be developed.

New SAO:

SAO 1 - Streamlined Student Progression and Goal Attainment

- The Student Services Division will provide clear, data-informed pathways and proactive support systems that empower students to navigate their educational journey from entry to completion.

SAO 2 - Equitable Access to Comprehensive Support Services

- The Student Services Division will ensure that all students, regardless of location or background, have equitable access to comprehensive support services integrated with Equity Framework principles.

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
- New SAOs for Student Services will directly map to the college's Institutional Learning Outcomes (ILOs) by creating an environment where students can effectively navigate their education, advocate for themselves, and maintain their holistic health.

(SAO 1) Streamlined Student Progression and Goal Attainment

- Alignment with ILO A: Think Critically & Creatively
 - When students interact with the Pathways Program Mapper or work with counselors to develop their student education plan, they are required to find, synthesize, and evaluate information. They must employ quantitative reasoning to understand their remaining units and time-to-completion, effectively using information literacy to navigate college systems.
- Alignment with ILO D: Cultivate Well-Being
 - Supports job readiness through clear career pathways.

(SAO 2) Equitable Access to Comprehensive Support Services

- Alignment with ILO B: Communicate Effectively
 - The division's goal to "streamline communications" and provide "just-in-time" messaging requires students to read and listen analytically. By engaging with Success Teams, students learn to express and exchange ideas regarding their needs, practicing interpersonal communication within a professional academic context.
- Alignment with ILO C: Practice Social Responsibility
 - This ILO focuses on practicing respect for diverse people and cultures. The division's commitment to the Equity Framework and expanding services to Hollister/Coyote Center ensures that the institution demonstrates civic responsibility. Students participating in these diverse service environments learn to collaborate with individuals from different backgrounds to reach their common goal of graduation.
- Alignment with ILO D: Cultivate Well-Being

- SAO 2 promotes social and emotional health by providing supports that affirm positive individual and communal identities, especially for disproportionately impacted students.
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?

SAOs are new and will be assessed in upcoming 26-27 academic year.

The ASVPSS has developed annual goals since arrival to the college in January 2022. All goals are aligned to the college's strategic plan. Goals for the 22-23, 23-24, and 24-25 academic years are included in attached documents. There has been substantial progress in meeting the ASVPSS goals over the past three years.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

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

N/A

3. 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

Select Year 1: 2023-2024

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 2

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 2

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2025-2026

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 2

Number of Part Time Manager, Confidential or Administrator: 0

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)

There are no employees within the OSS who are reassigned. The ASVPSS does serve as 25% Project Director for the 2023 Title V grant. The EA to the ASVPSS (Confidential employee) will retire in June 2026.

3. Additional Comments:

While there are only 2 employees in the OSS, the following is a breakdown of employees within Student Services. These employees are accounted for under each program's program review but will mention here for reference:

- Number of Full Time Faculty: 27
- Number of Part Time Faculty: 4
- Number of Full Time Classified Professional: 41
- Number of Part Time Classified Professional or Student Worker: 50
- Number of Full Time Manager, Confidential or Administrator: 11

- Number of Part Time Manager, Confidential or Administrator: 0

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

Select Year 1: 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)?*

27,120 Duplicated Contacts

Total Allocation (Irrespective of Funding Source): \$7,628,448.00

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$2,512,894.86

All general funds were spent. The remaining balance was due to carryover dollars from Student Equity and Achievement categorical (two different allocations), retention and enrollment/outreach one time funding carryover, guided pathways one time funding carryover, carryover from the 2020 Title V grant and carryover from the 2023 Title V grant. All of these funds were under the OSS during 23-24.

Select Year 2: 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)?*

28,000 Duplicated Contacts

Total Allocation (Irrespective of Funding Source): \$4,801,154.98

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$3,204,954.17

All general fund money was spent. The two Title V grant budgets and the SEA budgets were moved to other managers. Carryover from guided pathways and retention and enrollment/outreach funds remained under the OSS.

Select Year 3: 2025-2026

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)?

Total Allocation (Irrespective of Funding Source): \$630,062.62

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): FY not over yet.

Anticipated that all general funds and guided pathways funds will be expended at the end of the FY 25-26. Remaining funds will be the Pathways Program Mapper grant funding which is estimated at \$30,000 and will carryover to the next fiscal year.

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)

Student Services funding played an important role in supporting the success, well-being, and persistence of all college students in all programs within Student Services. These funds have helped sustain essential services that remove barriers to learning and promote equitable access to education. Through counseling, transfer services, and support programs, students received academic guidance that helped them set goals, stay on track, and make informed decisions regarding their educational pathways. Student Services funding has supported financial aid assistance for students and other resources that make college affordable. Moreover, grant and categorical funding has supported high school students to access college courses through dual enrollment opportunities.

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)

Spending delays in recent years have been primarily driven by the standard startup processes for new grants, which often require significant time for staffing and recruitment. Many of the categorical programs (e.g. Student Equity and Achievement (SEA), Guided Pathways, and Retention and Outreach), allow for two years of carryover funds. Because the college follows the practice of spending the oldest carryover funds first, a large balance typically appears in later years as new annual allocations are added to the remaining pool.

Regarding general funding, the Office of Student Services (OSS) budget bears the majority of the cost of commencement. Historically, these funds have been insufficient to cover all graduation expenses, necessitating additional funding requests. Furthermore, the

OSS general fund has frequently been used to supplement departments with limited general funding, such as the Hollister campus, Admissions and Records, Financial Aid, and Outreach. In previous cycles, the Welcome Center and Outreach departments lacked their own dedicated budgets and relied entirely on fluctuating categorical and grant money.

The implementation of a new chart of accounts will resolve these issues by delivering funds directly to specific program accounts, shifting management away from the OSS having the transfer money. Additionally, the Welcome Center and Outreach departments now request resources through the formal program review and budget development processes. This shift ensures that both fiscal and staffing needs are clearly identified and funded appropriately within the college's long-term financial structure.

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 program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

The OSS provides oversight of the guided pathways efforts for the college as well as manage the budget. The ASVPSS leads the GP Guidance Team which consists of administrators, faculty, and classified staff to form a strong cross-functional collaboration on districtwide student success efforts. Furthermore, we collaborate with instructional faculty leads and Deans in each CAP, the VP of Academic Affairs, academic schedulers, Institutional Research, counseling faculty, welcome center peer mentors, Career/Transfer Center, outreach and dual enrollment on GP efforts. We also partner with STEM on the Title III STEM grant and outreach/dual enrollment on the 2023 Title V grant. We were deeply involved in the development of the Student Equity Plan and Equity Framework, ASGC activities, enrollment management, and governance committees.

Externally, the ASVPSS is an active member of the CalSOAP Board, involved with non-profit organizations in San Benito County, peer reviewer team member for other CCC accreditation processes, and a member of the statewide Vision Aligned Reporting (VAR) project and academy. Finally, the OSS is very involved in meeting with feeder high school district partners, staff, teachers, and administrators (Morgan Hill, Gilroy, San Juan Bautista-Anzar).

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important

subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? (200 words or less)

The Student Services division is facing an intersection of growth-driven opportunities and structural threats that directly impact its ability to serve key student subgroups. One of the most significant threats is the current management imbalance under the Dean of Counseling, Student Success and Equity, where a single manager oversees more than ten departments and only one Supervisor who is focused on Health Services, reporting to the Dean. This lack of supervisory depth forces management to focus on immediate crises rather than long-term strategic planning.

Similarly, the sustainability of the Admissions and Records staff is at risk as they struggle to keep pace with rising enrollment. Additionally, the Outreach team remains undersized with only two staff members tasked with covering the entire service area and all dual enrollment efforts. These staffing shortages jeopardize the college's ability to provide high-touch support to certain student populations, particularly high school seniors and incoming students who require intensive follow-up.

Despite these challenges, the Student Services division have opportunities to deepen the college's commitment to equity and holistic wellness. The Financial Aid department plans to expand its outreach and proactive communication to ensure students complete the necessary corrections to secure their funding, which is essential for low-income and first-generation populations. There is also an opportunity to develop more dedicated support for the LGBTQIA+ community, ensuring they feel seen and grounded on campus. Finally, as the college identifies an increasing need to address the mental and physical health of the student body, there is opportunities to integrate comprehensive health resources into the division's core offerings.

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)

The shift to a remote environment has revealed some high-efficiency service models that we intend to maintain to ensure accessibility and student success. One discovery is the effectiveness of the virtual Welcome Center, which allows students to receive comprehensive support via Zoom from the convenience of their own homes. This has removed barriers to entry, such as transportation and scheduling conflicts. Similarly, virtual counseling drop-ins have proven popular, providing students with a quick and efficient way to address immediate academic or personal concerns without the need for an on-campus appointment. Beyond standard

business hours, transition to online has highlighted the critical importance of providing 24/7 online crisis care as well as the need to provide flexibility of services to our evening students.

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

As students struggle to reach the new Hollister campus location, the lack of expanded routes from the San Benito County transit system has become a direct threat to student enrollment.

Concurrently, a shortage of physical office space at the Gilroy campus remains an emerging crisis that the new Library Student Resource Center (LSRC) may not fully resolve. While the LSRC was intended to centralize services, the division has already reached the building's capacity, leaving some programs such as Outreach, Dual Enrollment, and Health Services to be housed elsewhere. This space deficit is further complicated by the growth of the Gavilan Early College Academy (GECA), which has outgrown its current facilities. The subsequent reassignment of campus portables to GECA displaces other programs, creating a domino effect of logistical challenges. Even with the planned purchase of additional portables, the limited physical spaces at the Gilroy campus remains an issue that could hinder the college's ability to house professional staff and student employees as enrollment and support needs rise.

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). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—

moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (*One Sentence Limit*):** Continue to Support Dual Enrollment Efforts
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **SAO 1 Streamlined Student Progression and Goal Attainment**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal directly supports the Mission Statement by providing "equitable access" to high school students before they even graduate. By modifying CCAP agreements and expanding pathways, the college fulfills the Strategic Plan objective of "Community Engagement and Partnerships." It aligns with SAO 1 by creating a "streamlined student progression" that begins in high school, ensuring students are already on a data-informed path toward transfer success and career advancement.
- Proposed Activity to Achieve Goal: Modify and update CCAP agreements to expand the offering to more high schools and identify additional dual enrollment pathway opportunities.
- Responsible Party (One Sentence limit): VPSS and Director of Educational Partnerships
- Timeline to Completion: Semester/Year: Fall 2026
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): CCAP agreements will be completed with all high school districts.
- **Goal (*One Sentence Limit*):** Maintain comprehensive student services are provided at the Hollister Campus.
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **SAO 2 Equitable Access to Comprehensive Support Services**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Maintaining full-service entities at the Hollister campus is a direct application of SAO 2, which mandates "equitable access... regardless of location." This goal fulfills the Mission's promise of a "welcoming inclusive environment" by ensuring off-campus students aren't marginalized. It supports the Strategic Plan objective of "Institutional Effectiveness" by leveraging new facilities to provide comprehensive support where students live and work.
- Proposed Activity to Achieve Goal: Develop a plan that ensures continued

- development of the Hollister campus and ensure current categorical services are present and accessible to students at the new campus.
- Responsible Party (One Sentence limit): VPSS, Hollister Campus Director, Student Services Leads
 - Timeline to Completion: Semester/Year: Ongoing
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): CCAP agreements will be completed with all high school districts.
-
- **Goal (*One Sentence Limit*):** Champion diversity, equity, and inclusion (DEI) by utilizing our Equity Framework to uphold and integrate DEI principles across all division operations and policies.
-
- Alignment to Strategic Goal **Goal 2: Equity, Access, and Inclusion - With equity at the forefront, build inclusive spaces and curriculum that honor, support, and respect diverse student populations.**
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): SAO 2 Equitable Access to Comprehensive Support Services
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal is the heart of the College mission statement, specifically the commitment to "diverse backgrounds" and "equitable access." By institutionalizing the Equity Framework, this goal aligns with SAO 2 (integrated Equity Framework principles) and the Strategic Plan objective of "Equity Access and Inclusion." It ensures that DEI is not a standalone initiative but a lens through which all college operations are filtered.
 - Proposed Activity to Achieve Goal: Integration of the Equity Framework into Student Services' Service Area Outcome (SAO) and Program Review processes.
 - Responsible Party (One Sentence limit): VPSS, Student Services Leads
 - Timeline to Completion: Semester/Year: Ongoing
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Student Services programs will have developed SAOs aligned with the Equity Framework.
-
- **Goal (*One Sentence Limit*):** Maintain guided pathways efforts and support college planning for long-term integration and sustainability of GP efforts.
-
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **SAO 1 Streamlined Student Progression and Goal Attainment**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Guided Pathways is the primary mechanism for SAO 1, providing the "clear, data-informed pathways" necessary for goal attainment. It aligns with the Mission by "guiding students... to achieve academically" through structured support like CAP

- Success Teams and updated Academic Maps. Furthermore, it addresses the Strategic Plan objective of "Student Success and Completion" by streamlining the journey from entry to career or transfer.
- Proposed Activity to Achieve Goal: Collaborate with VPAA and deans to institutionalize faculty roles in GP efforts. Continue to integrate GP into college infrastructure and governance: Ensure coherence between college infrastructure and CAPs. Standardize and utilize data metrics. Update academic maps and the Pathways Program Mapper to ensure clear and current guidance for students. Align local high school pathways with Gavilan College programs to create seamless transitions and ensure students have access to clear, supported postsecondary opportunities.
 - Responsible Party (One Sentence limit): VPSS, GP Guidance Team
 - Timeline to Completion: Semester/Year: Spring 2028
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Document the formal inclusion of Guided Pathways in college governance structures; Evaluate the degree to which Success Teams are actively analyzing disaggregated student equity gap data to set specific goals; all program maps are updated; Regularly review and "modify and update CCAP agreements" to ensure they are expanding and identifying new dual enrollment pathway opportunities.
-
- **Goal (*One Sentence Limit*):** Optimize Student Success through Data-Driven Decisions
-
- Alignment to Strategic Goal **Goal 5: Institutional Effectiveness - To systematically leverage technology across all campuses to continuously improve processes, enhance data-analysis capability, and facilitate data-informed decision-making, leading to increased operational efficiency.**
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **SAO 1 Streamlined Student Progression and Goal Attainment**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal supports SAO 1 by using "data-informed pathways" to empower student navigation. It connects to the College mission by ensuring "comprehensive support" is actually effective and based on student needs. It directly fulfills the Strategic Plan objective of "Institutional Effectiveness," which seeks to enhance "data-analysis capability" to facilitate informed decision-making that leads to higher retention and operational efficiency.
 - Proposed Activity to Achieve Goal: Support implementation of the Student Success and Equity Committee that systematically collects, analyzes, and utilizes data to inform decisions across student success initiatives, including marketing, support services, outreach, and academic programs.
 - Responsible Party (One Sentence limit): VPSS and new Student Success and Equity Committee
 - Timeline to Completion: Semester/Year: Fall 2027
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Develop and implement an annual systemic audit that measures the transition of data into equitable institutional action across identified goals.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. **Request Name (short title): Hire Director of Student Success**
2. Request amount: \$135,000
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) Maintain guided pathways efforts and support college planning for long-term integration and sustainability of GP efforts.
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☒
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

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

Which of the following best describes your requests?

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

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)

The Director will report to the Dean of Counseling, Student Success and Equity. This role provides centralized leadership for Guided Pathways, equity, program mapping, and First-Year Experience, and ensures alignment between institutional priorities and department-level implementation. This position also will provide another level of leadership/management to address the unbalanced workload of the Dean.

1. **Request Name (short title): Hire Conduct and Title IX Officer**
2. Request amount: \$135,000
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) Champion diversity, equity, and inclusion (DEI) by utilizing our Equity Framework to uphold and integrate DEI principles across all division operations and policies
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☒
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐

- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

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

Which of the following best describes your requests?

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

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)

To proactively manage behavioral concerns and the rising volume of Title IX and conduct cases, we need a dedicated Student Conduct staff and either create a permanent position or reclassify a management role to focus on student Title IX issues. Currently we have a Supervisor who is paid additional compensation to serve as the student Title IX Coordinator and the Dean of Counseling serves as the Conduct Officer. The volume of cases directly impacts these two positions by reducing the amount of time they can focus on their regular duties. This role 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. Moreover, the supervisor and Dean serve in a supportive role for students and therefore presents a potential conflict of interest if they are also serving in a disciplinary and compliance role related to Title IX and conduct. Separating out the duties to a dedicated employee would spread the work out more equitably and also provide more timely and dedicated support to the Title IX and conduct cases.

1. Request Name (short title): Hire a Dual Enrollment Coordinator

2. Request amount: \$110,000

3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) Maintain guided pathways efforts and support college planning for long-term integration and sustainability of GP efforts.
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☒
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☒

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

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

Which of the following best describes your requests?

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

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)

The Dual Enrollment Coordinator will report to the Director of Outreach and Educational Partnerships and provide dedicated support and coordination of dual enrollment efforts between the college and feeder high school districts. This position also will provide another level of coordination to address the daily operations of a dual enrollment program.

1. Request Name (short title): Hire two student success coaches

2. Request amount: \$130,000

3. Type of Request: Personnel

4. Alignment to Goal(s) in section XIII (*enter goal from above*) Maintain guided pathways efforts and support college planning for long-term integration and sustainability of GP efforts; Champion diversity, equity, and inclusion (DEI) by utilizing our Equity Framework to uphold and integrate DEI principles across all division operations and policies.

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

6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☒
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☒
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☒

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐

- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

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

Which of the following best describes your requests?

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

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)

Success Coaches (classified staff or paraprofessionals) – to help with front end advising of new students and to help with early engagement, follow-up and retention efforts. These positions provide the "high-touch" support necessary to conduct activities that increase student retention. They can directly execute "in-reach" campaigns and registration nudges. Coaches assigned to specific Career and Academic Pathways (CAPs) provide a consistent point of contact for students, ensuring that services are not only present but actively utilized by the students who need them. Success Coaches are the essential "missing link" on these teams, providing the dedicated assistance to foster CAP identity and execute student connection events that faculty and deans may not have the capacity to manage alone.

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?

Student Support Programs providing the following training:

- 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

Counseling, Student Success and Equity programs offer continuous training focused on the needs of disproportionately impacted students at Gavilan College. They have utilized SEA and Title V funds to help faculty and staff attend professional development workshops and to bring speakers to campus.

Admissions and Records has created tutorial videos on Faculty Banner functions such as: How to drop students, enter grades and hours. The department presents to new part-time faculty before every start of the semester. The presentation focuses on: Important deadline dates, importance of census and record keeping.

Financial Aid provides training to the Welcome Center/Peer Mentors on FAFSA/CADAA applications, conducts financial aid presentations to faculty and staff at bi-annual convocation and new faculty orientations, as well as to individual departments that request training. Professional development opportunities are made available for FA staff to attend, including: CCCSFAAA annual conference and online trainings, CSAC webinars, NASFAA annual conference and online trainings, National Scholarship Providers Association conference, Campus Logic annual conference, CalGrant training, COLEGAS conference, and many other online professional development trainings and webinars.

Outreach and Dual Enrollment programs provide orientations to new and continuing dual enrollment instructors, workshops at convocation and ongoing training regarding dual enrollment to deans, schedulers, and administrative areas such as HR.

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.

To support success and retention several strategic personnel initiatives must be developed. To proactively manage behavioral concerns and the rising volume of Title IX cases, we need a dedicated Student Conduct staff and either create a permanent position or reclassify a management role to focus on student Title IX issues. Additionally, the introduction of a retention-focused specialist is vital for providing "just-in-time" interventions to follow-up and support students who are struggling, while a third Outreach Specialist is needed to meet the current demand for visibility within our surrounding communities.

The Director of Student Success will help to support Guided Pathways, equity, program mapping, and First-Year Experience (FYE). The Director will report to the Dean of Student Success and Equity. This role provides centralized leadership for

Guided Pathways, equity, program mapping, and First-Year Experience, and ensures alignment between institutional priorities and department-level implementation.

Success Coaches (paraprofessionals) – to help with front end advising of new students and to help with early engagement, follow-up and retention efforts.

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?

Supporting employees to further their education and taking advantage of professional development opportunities.

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

Over the last three years, Gavilan College's commencement ceremonies have demonstrated a consistent upward trend in student participation and a deepening commitment to cultural inclusion. Participation has grown steadily year-over-year, rising from 350 graduates in 2023 to 409 in 2024, and reaching a record high of 442 participating students in 2025. This recent 2025 ceremony marked a significant milestone for the college, reflecting an increase of 64 participants over the previous year and drawing a massive community presence of over 3,000 guests. A notable highlight in 2024 was the graduation of 51 Gavilan Early College Academy (GECA) students and the historic introduction of a formal land acknowledgement to honor the traditional territory of the Amah Mutsun Tribal Band of Ohlone Costanoan Indians. Throughout this three-year period, the college has successfully managed large-scale logistics for thousands of attendees, consistently hosting celebratory events that serve as a joyful conclusion to the academic year for hundreds of families.

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. Thank you for the work and efforts to improve the PIPR process.

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for

your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Office of Student Services (OSS) has navigated a period of significant structural transformation designed to increase agility and responsiveness to student needs. Following a districtwide restructure, the OSS now oversees a broader portfolio, including Admissions and Records, Financial Aid, and the Hollister campus, while managing increasing enrollment growth. A central highlight of the past three years is the consistent growth and success of the annual Commencement ceremony, which reached a record 442 participating graduates and over 3,500 guests in 2025.

Program Trends and Highlights

- **Rising Demand for Holistic Support:** There is an escalating need for mental health, counseling, and basic needs services (food and transportation) to address student stress and financial instability.
- **Commitment to Equity:** The division has supported the institutionalization of a campuswide Equity Framework to remove systemic barriers.
- **Operational Shifts:** The shift to remote services has yielded high-efficiency models, such as virtual Welcome Center support and 24/7 online crisis care, which will remain permanent fixtures.
- **Critical Challenges:** Structural threats include a management imbalance under the Dean of Counseling, Student Success and Equity, understaffed outreach, dual enrollment, and admissions teams, and a shortage of physical office space at the Gilroy campus that the new LSRC building may not fully resolve.

Over the next three years, the OSS will focus on five primary goals aligned with the college's strategic plan:

1. **Dual Enrollment Expansion:** The division will support the update of CCAP agreements to expand offerings to more high schools, creating seamless transitions for local students.
2. **Hollister Campus Development:** Efforts will focus on evolving the Hollister campus into a full-service entity with accessible services and a comprehensive course schedule.
3. **Equity Framework Integration:** The division will continue to champion diversity, equity, and inclusion by fully integrating Equity Framework principles across all operations and policies.
4. **Guided Pathways Sustainability:** Strategic planning will focus on the long-term integration of Guided Pathways, supported by requests for a Director of Student Success and Student Success Coaches to provide consistent coordination and leadership, and "high-touch" student support.
5. **Data-Driven Decision Making:** The OSS will support the new Student Success and Equity Committee in utilizing data to inform marketing, outreach, and academic support initiatives to increase overall retention.

XVII - ATTACH FILES

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