**INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)**

**ANNUAL REPORT**

**2016-2017**

**Committee**:

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**Programs Reviewed**

* Career Transfer Center
* English
* English as a Second Language
* Social Sciences
  + Anthropology
  + History
  + Political Science
  + Psychology
  + Sociology

**Status Updates**

* General Counseling
* MESA
* Natural Sciences
* Public Information Office
* TRiO

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**INTRODUCTION**

**Overview**

The Institutional Effectiveness Committee (IEC) reviewed the following programs during the 2016-2017 academic year: Career/Transfer Center, English, English as a Second Language, and Social Sciences, which consists of Anthropology, History, Political Science, Psychology and Sociology.

The IEC Annual Report includes two sections:

1. Program Review Self Studies: This section includes two parts for each program.
   1. IEC Executive Summary, submitted by the IEC, summarizing the program’s main goals and the committee’s recommendations.
   2. Self-Study Summary: This section is taken directly from the Self-Study of each program, and summarizes the major themes in the Self-Study.
2. Status Update Reports: This section contains the status updates, submitted by each program two years after the Self Study submission, and providing updates on recommendations made by IEC during the Self Study phase of the Program Review cycle.

**Process**

Programs slated to submit Self Studies and Status Updates are notified at the beginning of Fall semester and are provided an orientation in September of the academic year. The orientation introduces the programs to their IEC support team and explains the process, including a tour of the website and self-study forms. Two or three committee members are assigned to each program under review. These teams assume a support function, supporting and communicating with the program representatives throughout the process. Program representatives are counseled on how best to complete the self study, which includes a discussion of the goals of Program Review, advice on how to collaborate with other members of the program and other programs on campus, and information about changes since the last cycle; for example, this year, there were newly approved changes to the Self-Study forms, with the addition of questions about the Institutional Effectiveness Partnership, and about Student Equity.

The program reps work on the self study throughout the fall semester, with the goal of getting a first draft to the committee by the deadline, early in Spring semester. While some programs are working on their Self-Studies, the others are submitting their Status Updates, which are reviewed during Fall semester. Early in Spring, when the Self-Studies come in, committee members review each submission and provide comments and suggestions for revision. The suggestions are then forwarded in electronic form to the programs under review, who then meet with their support teams to go over the revision suggestions in detail. Deadlines are established for submission of the final draft. After the revisions are submitted, the support teams for each program develop the Executive Summaries, which summarize each programs broader goals, challenges and plans, and outlines the committee’s recommendations for the next cycle. The committee reviews, discusses, revises and votes on each Executive Summary. Lastly, the committee discusses, revises and votes to approve the Annual Report, which consists of Executive Summaries and Self-Study summaries. After being approved by the committee, the Annual Report goes to the Board of Trustees for approval, and then on to various campus committees as an information item.

The complete text of each Self-Study report as presented to the committee may be found on the IEC website, pending Board of Trustees approval of the Annual Report.

**IEC Evaluation of the Process for 2016-2017**

There were several notable changes to the process implemented this year. For example, this was the first time these programs used the new form, which asks about the Institutional Effectiveness Partnership Initiative (IEPI). The Chancellor’s Office, with the help of Santa Clarita CC, administers the initiative. Gavilan was asked to develop framework indicators designed to measure the success of recent programs and resources dedicated to student success and student equity. The Self-Study report form solicits information relevant to the goals of this initiative, including hard data as well as narrative analysis, further integrating the program review process and strategic planning process. The committee will continue to focus on the program review process as an integral part of Gavilan’s overall vision for student success, and every program from this point forward will report on their progress in this area.

Additionally, during this past cycle, the committee completely revised the seven-year rotation schedule for program review. The committee reviewed all the programs in the rotation and revised the order, deleting programs that no longer exist, and adding new ones like the Learning Commons. The revision ensured that going forward, all programs in a certain area will be reviewed at the same time. For example, now all programs under the Vice President of Student Services, Administrative Services, Academic Affairs, and Career/Technical Education are reviewed in the same cycle, thereby allowing the stakeholders to collaborate whenever possible to examine the larger shared issues affecting their areas, and the various ways the different programs interact with and affect one another.

The committee also voted to amend the timeline, beginning with Academic Year 2017-2018. Instead of notifying program reps in the Fall that they will be undergoing Program Review, the committee voted to conduct notifications and orientation in Spring. From now on, the first draft of the Self-Studies and Status Updates will be due during the Fall Semester instead of at the beginning of Spring semester. This move accomplishes two things: 1) it allows program reps the option of working on their Self-Studies and Status Updates during the summer and working on their revisions during winter break and 2) it spreads the workload of the IEC committee members more equitably throughout the year, allowing equal time to review and discuss first and second drafts of the Self-Studies and Status Updates. Instead of having the bulk of the work backed up at the end of the semester, and often running into summer, these changes will ensure that the first and final drafts are submitted in enough time for thorough review and revision, and that the Annual Report is approved before the committee breaks for summer. The first Spring orientation was held in May for the upcoming programs under review, and the committee will assess and evaluate the effectiveness of this change during the coming cycle.

The changed timeline was partially in response to some issues that came up this year around submissions of Self-Study revisions. While most of the Self-Studies were submitted on time (which is an improvement from past years), the revisions were a different matter. We received a final draft from only one of the programs under review this year: English as a Second Language. Two other Self-Studies , English and Career/Transfer, submitted drafts too late to be considered for meaningful revision. English was awaiting revision suggestions from the committee, while Career/Transfer, being novice to the program review process, needed multiple 1-1 meetings with the support team. The last program, Social Sciences, submitted no revision at all. The initial report was submitted on time, but it was noted at the time of submission that it was on the wrong form. After receiving the rest of the committee’s suggestions for revision in April, they determined that a month was not enough time to address those suggestions. Further inquiries about revision, including a request to transfer the responses onto the proper form, received no response, and so the first draft had to stand as the final draft. To avoid a repetition of these problems, which were not insignificant in a year with only four Self-Studies, and which will be unsustainable during cycles with more, the committee implemented the earlier timeline. Other measures that will be implemented in the next cycle include bringing the Deans and Vice Presidents into the process more visibly, and the support teams making earlier and more frequent contact with program reps to check on progress.

Other changes include an overhaul of the Committee website, which streamlined the documents available to the campus community, a revision and adoption of new by-laws, which addressed the committee make-up and responsibilities, and several changes in membership, including a new Ex-Officio member, Michele Bresso, in place of Kathleen Rose, and three new committee members that came on mid-year, receiving their orientations in February. The committee is now more complete than it has been in a long time, but is still in need of another faculty member, and a student representative. The Chair is working with the Senate President and the President of the Associated Student Body to fill those vacancies for fall.

For the next cycle, in addition to maintaining and evaluating the changes implemented this year, the committee will focus on a few more goals, such as: 1) developing criteria for defining what a “program” is, and articulating how all programs operate in concert with one another on campus, 2) developing protocol for identifying and addressing struggling programs, programs in crisis and/or programs that lack adequate personnel and support for the review process, and 3)designing an evaluation tool that allows programs undergoing review to respond to the committee and make suggestions on the process and the forms once their Self-Study review is complete.

At the first meeting of the next cycle, in September of 2017, these and other suggestions for improving the process will be discussed. Meanwhile, the IEC continues to encourage the campus community to read the findings from all reports as they relate to the strategic planning process, as well as in preparation for future program reviews and overall college improvement.

**EXECUTIVE SUMMARIES AND SELF-STUDY SUMMARIES**

**Executive Summary: Career/Transfer Center**

Major Program Goals:

* Institutionalize funding for CTC personnel and resources
* Increase awareness of CTC on and off campus
* Track student usage of CTC resources, in person and online
* Assess the effectiveness of strategies for promoting CTC
* Collaborate with on-campus and community resources to achieve CTC goals

Concerns/Trends:

* Limited staff
* No institutionalized funding or budget
* CTC is underutilized, due to students lack of awareness or interest
* More resources needed for certain student demographics, such as online students and students identified in the Equity Report

Plans for Addressing Concerns and Trends:

* Request position be increased to 12 months, and request two work study students
* Work to get position and budget funded through general fund
* Develop strategies for student outreach, such as forming partnerships with faculty for visits to classrooms, using social media, establishing a transfer club and career club
* For online students: develop and promote web based resources such as job boards, virtual university visits, self assessment for career choices, etc

IEC Recommendations:

* In conjunction with the VP of Student services, update program plan to reflect more specific, action-based goals and strategies in the following areas: 1. outreach and promotion of CTC, 2. identification of student needs and potential solutions, 3. data collection, 4. collaboration with other groups on and off campus and 5. assessment of current activities
* With the help of VPSS, develop a list of activities, events and resources to achieve the goals identified in the Program Plan
* Work with VPSS to identify ways to secure institutionalized funding for personnel and budget for CTC
* With VPSS, collect salient data with the goal of exploring possibility of increasing hours for coordinator and hiring work study students to help achieve goals identified in program plan
* With the support of VPSS, look into forming an advisory group, perhaps including representatives from counseling, the retention specialist, CTE, EOPS and CalWORKs, to provide support and guidance in articulating mission and long term goals of CTC, and the day to day operations of the center.

**Self-Study Summary: Career/Transfer**

The new Gavilan College Career Transfer Center opened Fall 2015 Semester.

The concern to develop a campus transfer culture was addressed, thereby increasing the knowledge from the student body about the CTC services which are addressed in the program plan. Focus has been concentrated on improving communication with classroom visits and providing information to the off-campus sites.

Primary focus is to encourage teachers to advocate for CTC as a resource, build awareness. In addition, a CTC website and Facebook page has been developed. CTC coordinates the TAG and TAP programs which are facilitated by University campus visits. To assist students with Career/Jobs, CTC website has a designated webpage where students can view online current job postings and explore employment opportunities directly with Employers. Career Café is an online job search tool where students are connected with Cal Jobs (EDD). Students can complete a Career Assessment with EUREKA to identify their values, interest, skills and aptitude. The CTC staff provides assistance to students individually and group sessions by providing career assessments, resume writing, completing college applications and sharing job search information, thereby making a career selection decision. CTC helps students with job search etiquette, interviewing skills, resume workshops in preparation to meet with potential employers.

Gavilan Career Transfer Center offers assistance to students in transferring to a variety of institutions. Helps guide and support students on their journey beyond Gavilan College and transferring to a four-year college or university. The resource library consists of California and nationwide colleges and career reference material. The CTC is committed to work closely with the counseling academic senate, department chairs, administration, to ensure the transfer process functions with a high priority for the students.

**Collaboration:**

Collaborating with the academic programs such as English, Math and Science classes, including Guidance classes and support programs. Equity students are targeted by the CTC coordinating and collaborating with a number of programs, particularly those who are underrepresented in the transfer process. These programs include; Veterans, DRC, EOPS, TRIO, MESA, Puente. The CTC is committed to working closely with the counseling department, academic senate, department chairs, administration, to ensure the transfer process functions with a high priority for the students

**TRANSFER SERVICES FOR STUDENTS INCLUDE**:

Individual Assistance, Visits from University Representatives; Transfer Preparation Workshops; Transfer Fairs; Resource Library; Transfer Website and Internet Resources; Referrals; Collaboration and Coordination with Gavilan Guided Pathways Project implementation.

Gavilan Career Transfer Center helps students assess career options and explore job opportunities.

**CAREER SERVICES FOR STUDENTS INCLUDE**:

Career Assessments; Student referrals to Counseling Services for individual career guidance; Student referrals to Counseling Services for individual career guidance; Resource Library; Current Employment Information; Career Development Workshops; Career Job Fairs; Collaboration and Coordination with CTE’s Strong Workforce Program.

Currently Gavilan Career Transfer center is operating with a 11 month Career Transfer Specialist and no operational budget. The Gavilan CTC received start-up reopening funds per an allocation from the Gavilan Equity Plan.

Important emerging trends affecting the Career Transfer Center are the need for improvement in the transfer, graduation and certificate outcomes in the Equity goals, improving the career identification and certification of incoming students; and increasing online tools for student self-assessment. Promote the use of SKYPE as communication source for cranium café , virtual connectivity and access for students, advisors , counselors and others based on service demand to satisfy requirements in a timely and close-loop collaborative manner mutually beneficial to all participants. The ability to access information and present students with a 24hr interactive availability hopefully will yield effective results!

Some primary goals and objectives for the short and long term include:

Gavilan CTC has achieved some significant accomplishments since reopening the Center in September 2015. The College Transfer Day Event in November 2015 and 2016 were resumed and embraced by a large number of CSU and Private Universities and Colleges. (On March 16, 2017an average of 450-500 participants) Similarly on the Career and Job Fair venue (There was an average of 500-550 participants) during this period. Several Employers visited the campus to share insights on the skills needed and spent valuable time talking with Gavilan Students and Community members on expanding and creating a strong workforce to meet changing business demands in a local and globally competitive market!

Gavilan CTC will strengthen its communication outreach, develop partnerships and collaborate with CTE, Faculty, Staff, Students and University/College Admission Representatives to increase and facilitate student transfers from Gilroy main campus, Hollister, Morgan Hill, San Martin and new San Jose Coyote Valley location. Organize and establish a CTC Advisory Board.

INCREASED STAFFING and BUDGET REQUEST INCLUDE:

Recommend increasing the Career Transfer Specialist position to 12 months to support full year career and transfer services for Gavilan students and maximize coverage for outreach to remote campuses in Morgan Hill, San Jose Coyote Valley and Hollister in addition to providing continued guidance and support and outreach to local businesses in the Gilroy community. Add two work/study students to assist and support CTC objectives 2017-2018. Increasing to full year support and the addition of more work/study students will allot the CTC specialist more dedicated time to research, report writing, website development and updating, event planning and visits to offsite campus. Also include time to develop partnerships with local employers and universities and on campus equity groups; EOPS, Veteran, TRIO/MESA, DRC, Puente.

Gavilan CTC’s expanded student services role creates some key challenges that must be addressed with additional resource and financial needs to maintain student services and implementation of new programs.

Some of the key challenges include:

The need to increase Gavilan student participation, presence at Career Fairs / Transfer Day and CTC Events on campue .In addition there is a need to develop and implement an effective incentive approach to encourage Gavilan student participation. Another recommendation which is supported by a Department Chair was the idea to link Gavilan Career Transfer Center’s website into the academic I-Learn class description as students explore their courses. This may prove to be a valuable information sharing approach to increase overall event awareness and sign-ups at beginning of semester class scheduling.

I sincerely hope this summary overview gives you a glimpse into the progress Gavilan CTC has made over the 2015-2017 operational years. We have identified the emerging trends, as well as potential challenges. With proper planning and continued institutional support, CTC will provide Gavilan students with professional guidance and support that is aligned with the Gavilan College Strategic Plan.

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| **Executive Summary: English** |
| Major Program Goals**:** |
| * 1. Secure money for training in new pedagogies such as acceleration, SI, iLearn and integrated reading and writing, and support these pedagogies with proper data and oversight   2. Create the Learning Commons as a centralized resource for students, and integrate it with the Writing Center   3. Provide equitable tutoring services, preferably SI services, at all the off-sites for basic skills students   4. Work with faculty across disciplines to implement Integrated reading and writing pedagogy   5. Develop a system for collecting and analyzing data to evaluate the productiveness of new pedagogies   6. Expand Service Learning offerings   7. Improve portfolio system and perhaps expand to English 1a   8. Attract quality candidates for full time job, using SI, comp factor and increased support for training opportunities as incentives   9. Provide services, such as English Boot Camp and Summer Bridge programs   10. Develop a plan for addressing Information Competency requirement |
| Concerns/Trends |
| 1. Turnover of part-time faculty 2. Lack of capacity to utilize data. 3. Workload and compensation, particularly for part time faculty. 4. Change in 1A course to 4 units and modifications to the Supplemental Instruction program. 5. Provision of academic support for off-sites. 6. Distance education |
| Plans for Addressing Concerns: |
| 1. Continue high levels of professional development. 2. Hire additional full time instructors. 3. Re-form SI program. 4. Develop online academic support system for evening and offsite students. |
| IEC Recommendations: |
| 1. Establish and implement an advisory group, which includes the Director of Institutional Research, to guide development and evaluation of new SI and 4 unit 1A course. 2. Conduct regular reviews of student data, including flow data. 3. In accordance with existing hiring plan, add one full-time faculty. 4. Use exemplary portfolio assessment process used for basic skills classes to glean data to inform curriculum and program modifications. |

**Self-Study Summary: English**

The English Department provides instruction in reading, composition, literature, creative writing, information competency and training for Writing Assistants that work in the Writing Center.

Reading classes include: English 420 and 260. Composition classes include: English 440, 250, 1A, 1B and 1C. Literature classes include: English 2A, 2B, 2C, 2E, 2F, 2H, 2J, 4A, 4B, 5A and 5B. Creative Writing classes include: English 9A, 9B and 9C. Writing Assistant training classes include: English 12A, 12B, 12C and 12D.

**Significant accomplishments** in the last cycle have included: Implementation of the English and film majors, establishment of the Learning Commons, establishment of the Supplemental Instruction program, approval for the Acceleration Program, hiring of one fulltime English instructor with a reading credential, approval to increase English 1A to four units, with the additional unit being an emphasis on information competency

**Contribution to student achievement and student learning outcomes:**

The English department provides the prerequisites for many of our transfer level classes, and as such provides students with pedagogy in composition and information competency, which are relevant to all classes. We also pair up with other departments and disciplines for Learning Communities and Service Learning Projects, in addition to sponsoring professional development opportunities such as Faculty Inquiry Groups and brown bag lunch discussions. The department coordinates the Writing Center and the Learning Commons, both of which provide resources, tutoring services, quiet study spaces, specialized workshops and printing services for students across all disciplines. We have created training opportunities for all faculty in subjects such as Acceleration and Integrated Reading and Writing.

**Resources and Staffing Changes**

We have in the last cycle hired one full time instructor with a reading credential, which allows us to staff more reading classes with a full timer. We also lost a seasoned full time instructor to the Humanities department, which decreased our ability to staff transfer level classes with a full timer. Part time instructor pools continue to fluctuate as people come and go, requiring us to engage in continuous training in such areas as Supplemental Instruction, distance learning, integrated reading and writing, acceleration, plagiarism detection software, etc. The full time faculty that we do have are a significant minority, and all but one are consistently taking release time for such activities as grant coordination, IEC, senate and union work, and other assignments. This leaves the vast majority of our classes to be taught by part timers, who are often undertrained and who have no support for critical tasks like office hours, participation in department decision making processes, etc.

**Goals for the upcoming cycle**

1. Secure money for training in new pedagogies such as acceleration, SI, iLearn and integrated reading and writing, and support these pedagogies with proper data and oversight
2. Create and maintain improved English Department website
3. Create the Learning Commons as a centralized resource for students, and integrate it with the Writing Center
4. Provide equitable tutoring services, preferably SI services, at all the off-sites for basic skills students
5. Develop a strategy for dealing with information competency at the 1A level.
6. Work with faculty across disciplines to implement Integrated reading and writing pedagogy
7. Develop a system for collecting and analyzing data to evaluate the productiveness of new pedagogies
8. Expand Service Learning offerings
9. Improve portfolio system and perhaps expand to English 1a
10. Attract quality candidates for full time job, using SI, comp factor and increased support for training opportunities as incentives
11. Provide services, such as English Boot Camp and Summer Bridge programs, to boost student success rates.
12. Develop a plan for addressing Information Competency requirement
13. Hire two more full time English instructors
14. Create a multiple-measure assessment tool to replace current tool

**Executive Summary: English as a Second Language**

Major Program Goals:

* Collaborate with Noncredit to create more Noncredit courses at all ESL levels, including contextualized ESL courses and dual-listed courses.
* Provide more academic support for students
* Increase number of certificates awarded
* Strengthen bridge between Credit and Noncredit programs,
* Help ESL students integrate into the larger college community in order to meet their educational goals.

Concerns/Trends:

* Decreased number of enrollment in ESL credit classes and increase in non-credit enrollment
* Enrollment and success rates in Credit program have declined significantly
* ESL assessment scores are not being entered into Banner, which affects priority registration
* There are discrepancies recorded in the number of petitions for certificates that are filed and the number recorded in Banner as having been awarded.
* There are potential compensation issues for full time instructors who are forced to teach non-credit as part of their load due to declining enrollments in the Credit program.

Plans for Addressing Concerns:

* Implement monthly ESL meetings that include Noncredit faculty to develop dual enrollment and pathways
* 2. Address needs of identified populations in Equity Plan by offering free classes and books, gas cards, more tutoring, reestablished conversation groups, and referrals to on- and off-campus resources
* 3. Hire Instructional Specialist to address decreased success rates, administrative tasks such as data entry and student follow up and outreach.
* 4. Advocate for equitable pay between Noncredit and Credit programs.
* 5. Provide Kickstart Orientation and Educational Plan opportunities through Counseling to boost success rates and ease transition to larger college community and to encourage students to petition for their certificates

IEC Recommendations

* Gain access to Banner to enter ESL assessment test scores.
* Collaborate with Basic Skills counselor to visit classrooms of Intermediate II and
* Advanced II courses to complete graduation petitions to help increase the number of students who petition for certificates of proficiency
* Collect data to support request for additional Instructional specialist hours
* Work with IT and A and R to resolve discrepancy issues for ESL certificates.
* Examine flow rates and identify potential areas that could be streamlined and/or benefit from Acceleration
* Examine pros and cons of a merger between Credit and Noncredit programs.

**Self Study Summary: English as a Second Language**

The ESL Department provides English language instruction to native speakers of other languages from basic to advanced level of proficiency. Students are of predominantly Hispanic background, many of them not having more than an elementary school education. The complete ESL Program contains seven levels: Lifeskills 1 and 2, Beginning, Intermediate I and II, and Advanced I and II. When students begin at the first level, it normally takes them three-and-a-half years to complete the program if they take a full load each semester. The first four levels are offered in an Integrated Skills format. The last three levels are a combination of listening/speaking, reading/vocabulary, writing and/or grammar courses.

Reasons for attending ESL classes vary. Some students seek solely to gain personal enrichment, while others wish to obtain certificates, the A.A/A.S. degree, or to transfer to a university. Before exiting the program, students take a writing exam to demonstrate competence to take mainstream English classes. Based on data collected, the students have been very successful, with the greater majority placing into English 250/260. At the advanced level, a counselor visits the Composition class to share information about further educational opportunities. Students proceed by making a counseling appointment to make an individualized educational plan. This process contributes to their successful transition from ESL to mainstream courses. Students also complete a Kickstart Orientation and GUID 210 to qualify for priority registration. The ESL Program offers two Certificates of Proficiency, one at the Intermediate II level and one at the Advanced II level. Comparable certificates will be created for Noncredit.

The ESL Department enjoys, above all, a spirit of collaboration. Instructors are willing to give of their time and talent to work collectively to accomplish tasks in a timely manner. There is much interaction among instructors within their levels, strands, and as a whole. Part-time faculty, especially, go above and beyond their duty in support of the department and students. The two ESL Instructional Program Specialists have provided much needed support for the students. In December 2015, one of the ESL Instructional Specialists retired. Since then, the ESL Instructors have tried to absorb the loss. As a result, some ESL students have been underserved in the area of tutoring and support.

Although a bridge from Noncredit to the Credit program had been a goal for a number of years, declining numbers in the program moved the ESL Program to pilot a Noncredit ESL class on the Gilroy main campus.  Next, the plan was to move this cohort of Noncredit students through to the next level alongside Credit students by offering dual-listed courses.    Now, the program hopes to move this cohort from the intermediate to advanced levels of ESL, so they can complete the ESL Program. The reason for implementing and expanding on the dual-listed format is to allow for more flexibility and more access; while there are various reasons why a student would choose one type of course over the other, Noncredit is especially beneficial for students who do not have permanent resident status.  On the other hand, for students who do, it is advantageous to register for credit-bearing ESL classes as financial aid then becomes available, allowing students to live better while dedicating themselves to their language study.  By offering both types of enrollment within one class, students have the choice to select the one that is most helpful to their personal situation. Through this process the ESL Program will continue to collaborate with Noncredit to offer more dual-listed courses, so that the program can create better access and a variety of pathways to success for ALL of the second language learners in the community.  Through the modification of the ESL Program with its integration of Noncredit, Credit and dual-listed ESL courses, including all levels of ESL from beginning to advanced, ESL bridge courses that articulate with English 250 and 260 as well as general education courses, basic contextualized ESL courses that can lead to advanced CTE courses, and a variety of certificate bearing courses, the ESL program is now better able to meet the diverse language and educational needs of the community.

**Executive Summary: Social Sciences**

Major Program Goals

* Create ADTs in LGBTQ Studies, Sociology, Social Justice, and Social Work
* Track transfer rates of all students with SS majors
* Cross-discipline collaboration to improve student success
* Expand service learning options for students
* Support part time faculty with mentoring and participation in department goals
* Develop more options for online students
* Maintain representation on faculty committees such as Senate and GCFA
* Develop resources with the Title V Civic Engagement Grant funding
* Emphasize fundamentals such as reading, writing and critical thinking skills when planning for Student Success, especially for students identified in the Equity Plan (Native American and African American even more specifically)

Concerns/Trends

* Lack of support for part time faculty
* Lack of significant improvement in student retention and pass rates, especially for online students and students identified in Equity Report
* No prerequisites for transfer level Social Science courses
* Lack of time and opportunity for faculty to meet together
* Lack of preparedness for dealing with emergencies, especially at the off-sites

Plans for Addressing Concerns

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| --- |
| * Participate in formal and informal opportunities for cross-disciplinary collaboration, such as FIGs, Reading Apprenticeship, Habits of Mind, Service Learning Project, etc. * Improve student success by focusing on fundamental skills such as reading, writing and critical thinking * Take advantage of time saved by capping classes to schedule more meetings * Align SLOs with PLOs, develop rubric to measure student success, provided there is adequate support for faculty undertaking this effort |

IEC Recommendations

* Create more opportunities for faculty to meet together, with special emphasis on including part time faculty.
* Use existing data tools to identify disciplines, courses and student populations that are underperforming
* Use the results of data analysis to develop, implement and assess effectiveness of more specific strategies for improving student retention and pass rates, particularly for those students identified in the Equity Plan
* Align SLOs and PLOs, and assess LOs with the goal of using data collection to plan for future strategies

**Self Study Summary: Social Sciences**

Program description and services:

The Social Science Department offers a wide range of courses and majors that prepare students for lifelong personal and professional learning. Disciplines in the Social Science Department prepare students to ask critical questions, develop research skills, and communicate effectively. Students engage in a wide range of research, group, and personal growth activities. Majors offered in the Social Science Program prepare students for transfer to four-year institutions and teach students clarity of thought, global citizenship, interdisciplinary thinking, and ethical humanity.

The Social Science Department offers the following AA degrees: Liberal Arts in Social Science with an emphasis in Behavioral Studies; Liberal Arts in Social Science with a Cultural and Historical emphasis; Social Science with an emphasis in Community Studies; Social Science with an emphasis in Global Studies; Anthropology ADT; History ADT; Political Science ADT; and Psychology ADT. The department is developing new ADTs in LGBTQ Studies, Sociology, Social Justice, and Social Work.

Significant accomplishments since the last review period:

Since 2011, the department has strengthened disciplinary identity and differentiation within the department, especially with the establishment of ADTs in each departmental discipline. At the same time, the department has fortified its collaboration and teamwork across disciplines on key projects of common interest.

Over the past 4 years, social science degrees accounted for an average of 12% of the college’s degrees conferred. The first year the department offered 3 new ADT degrees, its degrees conferred increased in number by around 20 degrees (totaling 71) in comparison with the previous 4 years. The degrees conferred in 2016 also increased by 2 to 3 percentage points in comparison with the previous 3 years.

The department has prioritized dialogue across disciplines of teaching methods to promote student success, including regular sharing of classroom and technological activities at meetings, and involvement in a variety of teaching conferences, initiatives, and pilot projects. The department’s pilot project of capping courses at 45 students has made the implementation of these pedagogies possible. The 30-student cap for online courses has also allowed the department to implement effective pedagogies that have increased success rates.

The department has piloted and developed Service Learning initiatives since 2007. In 2014-5, department faculty helped envision what became a successful Title 5 grant proposal to bring long-term stability to a college-wide Civic Engagement effort that includes Service Learning, Project-Based Learning, and an online archive of student work.

The department has worked hard to integrate part-time faculty into all levels of departmental decision making and information-sharing. This integration has borne fruit in the increased participation of part-time faculty at the department and college level, and in an appreciable increase in part-time faculty professional development activities off campus.

Program’s impact on student achievement and student learning outcomes;

Over the past 5 years, the average success rate in social science courses was between 64% and 66%, 4 to 8 percentage points below the college’s average success rate. From 2006 to 2010, the average success rate in social science courses was between 60% and 64%, 6 to 10 percentage points below the college’s average success rate. Over the past 5 years, the average success rate in social science courses has increased by 4 to 6 percentage points and by 2 to 4 percentage points relative to the college’s average success rate. While these success rates are below those of the college success rates, in the department’s analysis, a significant reason for this gap is that all social science courses are transfer-level courses, which are among the most challenging for students. Many students who enroll in social science courses lack college-level basic skills in reading, writing, and research.

Resource and staffing changes since the last review:

In Fall 2016, a new full-time sociology instructor joined the Social Science Department.

After many years of teaching huge classes, the department asked, and justified its request, for caps on Social Science face-to-face classes at 45. Our request was granted on a pilot basis in fall of 2016 and will be evaluated in terms of student learning, retention, and success rates. Our own experience has been that meaningful engagement with students is much more successful in smaller classes.

Trends affecting the program;

Since 2011, the department has updated and developed programs, and intensified its collaboration across disciplines on key projects of common interest. This includes developing new ADTs and updating existing majors to more effectively meet student needs. It also includes intense participation in student engagement, retention, success initiatives and conferences. The department has also organized intentional discussions of teaching methods that promote student success.

College data suggests that our department’s efforts have had a positive effect. Since 2011, enrollment in Social Science courses has increased from 8-9% to 13-15% of the college’s overall enrollment. Additionally, since 2012, our department represents 12-14% of the overall degrees conferred by the college.

Department short and long term goals and objectives:

The department seeks to intensify and expand student success practices initiated in recent years.

Pedagogical initiatives include:

• Embedding Service Learning

• Scaffolding research projects

• Embedding Supplemental Instruction (SI)

• Embedding Reading Apprenticeship techniques (RA)

• Implementing Project Based Learning (PBL)

• Working with the Habits of Mind framework

• Promoting and improving teaching and learning for populations with special needs

In support of pedagogical initiatives, the department seeks to diversify modes of course delivery and expand degree opportunities. These include:

• Attaching research labs to courses

Increasing flexibility in curriculum to meet student needs as they surface

• Flipping classrooms so face-to-face classes involve more hands-on engagement with material

• Expanding online and hybrid course offerings

• Expanding Civic Engagement curriculum and activities for students and faculty

• Developing new ADTs in LGBTQ Studies, Social Work, Social Justice, and Sociology

**IEC STATUS UPDATES**

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| **Status Update: General Counseling**   |  | | --- | | Recommendation 1: Develop plan for counseling resources to fall under the leadership of VPSS. | | Progress: Minimal progress in this area. Special funded programs or grants are driving the hiring of categorical/grant-funded (FT and PT) counselors all reporting to various supervisors who have different expectations. Grants writers are including counseling positions without including the Counseling Department in the planning process. |      |  | | --- | | Recommendation 2: Collect data and assess for effectiveness of new initiatives  Progress: Systems are being established to collect data. Surveys, pre/post assessments, and other data gathering systems are being created to automatically collected data. Retention Specialist was hired to collect data on an-going basis. Automated data collection systems (portlets) are still be designed.  Recommendation 3: Work with VPSS and grant-funded part time counselors to minimize fragmenting | | Progress: Minimal progress in this area. Program-specific goals drive and maintain the fragmentation and silo approach to the delivery of counseling services. VPSS has attempted to slow down the hiring of FT program –specific counselors. PT counselors continue to be invited to all department meetings and trainings – not all attend for varying reasons. The trend of hiring very inexperienced counselors has resulted in an increase demand on the General Counselors to serve more students (students can tell when a counselor is inexperienced) and to train the counselors who lack experience working in the community college system. |  |  | | --- | | Recommendation 4: Continue intrusive intervention for students at risk | | Progress: Great strides in identifying and tracking cohorts for notification of academic standings. Notification system now falls under Counseling and Retention offices which have improved the timeliness of notifications and follow-up for students. Probation2 students have a formal Improvement Plan designed to facilitate the students’ return to good standing. |  |  | | --- | | Recommendation 5: Develop more strategies for online delivery of services | | Progress: Counseling is in the planning phases of implementing Cranium Café software that will modernize and expand online counseling services. Counseling created an online form and system that allows students to submit transcripts for pre-requisite verifications. | |
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**Status Update: MESA**

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| Recommendation 1: Continue to seek funding for technology and counseling support |
| Progress: We have secured funding for technology which included about 15 laptops for the loan library and computers for the appointments station. However, the staff computers are still over a decade old and are computers that were discarded from computer labs. For example, one computer still runs windows XP. Extended support for Windows XP ended on April 8, 2014. |
| Recommendation 2: Apply for additional funding to expand and further institutionalize MESA model .  Progress: During the Spring Semester, we will be reapplying for the MESA grant to continue the MESA program. We are currently applying for an Upward Bound Math and Science Grant, to help create an intersegmental pipeline from several of the local high schools into MESA. The grant is for a total of $1,287,500.00 over 5 years and $257,500 each fiscal year. We have continued to apply and receive industry funds. This academic year, we received an additional $5,000 grant from Lockheed Space Industries. Lockheed has continually provided years’ grants to Gavilan College MESA. In addition, another small proposal is being written to apply for funding from J.P. Morgan. | |
| Recommendation 3: Apply for additional funding to secure technology  Progress: Please see the response to recommendation 1  Recommendation 4: Work with engineering department to reinvigorate Engineering program for student retention | |

Progress: We need to hire a full-time Engineering Instructor to fully meet this recommendation. However, we have continued to work with part time instructors to provide appropriate supplemental instruction and tutoring services to support Engineering majors at Gavilan College. In addition, each student has continued to receive the holistic support that MESA provides including but not limited to Specialized counseling support, STEM career events, connections with business and industry, conferences, student development activities, book and laptop loans.

**Status Update: Natural Sciences**

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| Recommendation 1:Continue working with Reading Apprenticeship and assess effectiveness of this interdisciplinary approach |
| Progress: Over the past year, both full time instructors have attended RA workshops and have attempted utilizing what they’ve learn in at least one of their courses. In Biology 12 Human Biology where students were asked to read from the text and cite what they read, and interpret what they read. These RA activities were created and have been shown to be effective in retaining content based information and help students better understand concepts. |
| Recommendation 2: Develop AS-T for Biology  Progress: All courses have been approved Fall 2016. We are in the process of completing the TMC for biology this semester.  Recommendation 3: Update and assess Biotechnology curriculum |
| Progress: We are beginning to look at reviving our biotechnology courses. Given the developing work to offer a series of short non-credit biotech courses with Teknova, we hope this will provide a pipeline to our credit biology and biotech courses.  Recommendation 4: Work Develop and assess Supplemental Instruction Program for Biology  Progress: The SI program in Biology continues to provide critical assistance for our students. We have also been providing a second type of tutoring which we call Biology Excellence workshops. Both types of tutoring have contributed to student success. Students who regularly attend the workshops improve by one-half to a full letter grade, compared with students who do not. Both types of tutoring are not being supported through the general fund; the STEM II and STEM III grants are funding these efforts.  Recommendation 5: Hire full time instructor and 2 lab technicians  Progress: We have not hired a 3rd Full Time biology instructor, nor have we hired a 3rd lab technician. We are not certain where we rank or stand in hiring a 3rd biologist, yet we believe we were in position to hire next round. The 3rd lab tech has been approved, yet we have not posted the position that will be hired to start work this summer. |

**Status Update: Public Information Office**

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| Recommendation 1: Work within shared governance to develop social media and student email guidelines |
| Progress: Both of these items have been completed |
| Recommendation 2: Develop workflow system along with job priority criteria and share with campus community.  Progress   * An online form has been developed and is in operation. * New requestors are being directed to use the form * We did a “How to get your job done” training at Professional Development Day in Fall 2016 * Individuals are still attempting to “go around” the process, so we have to keep gently encouraging them. Some are more resistant than others.   Recommendation 3: Purchase and implement electronic signage |
| Progress**:** This has been researched and a Program Plan / Budget Request was submitted in 2016. However, it was not funded. It will be resubmitted in 2017.  Recommendation 4: Work towards successful implementation of Website CMS, including internal marketing  Progress: Completed |

**Status Update: TriO**

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| Recommendation 1: Continue working with Student Peer Leadership Program and summer Bridge program | |
| Progress: The Summer Bridge Program has continued to evolve. Each student that completes summer bridge remains in the TRIO program and has to complete the TRIO program requirements. Furthermore, summer bridge cohorts have meetings and workshops that are directed just to summer bridge students throughout the academic year.  The long-term impact of summer bridge cohorts have begun to show some promise. For example, the 2014 Summer Bridge Cohort has the following outcomes:   * 78% persistence rate * 68% are slated to Graduate and/or transfer within the next academic year (within 4 academic years). All of these students were underprepared Latinos.   According to Gavilan College’s scorecard, underprepared Latino student have about a 43% college completion rate within 6 years from a different cohort year. An exact comparison cannot be made with the scorecard given that it's a different cohort year, yet we offer the data for the sake of conversation.  In the Summer of 2017, Summer Bridge will continue to grow and partner with a Summer STEM academy. Each program will be coinciding and collaborate to maximize the colleges efforts.  We have continued to develop our Student Peer Leadership Program. | |
| Recommendation 2: Continue intrusive counseling to increase the number of graduates  Progress: Developed a counseling procedures guide which includes intrusive counseling techniques and case management counseling that is unique to the TRIO program. This is important as part time counselors may transition into the program. Make students feel cared about by the institution is central to the intrusive counseling model.  Heisserer and Parette (2002) observe that “the only variable that has a direct effect on student persistence is the quality of a relationship with a significant member of the college community” (p. 72). Therefore, amble opportunity is given to develop these opportunities using adapted forms of intrusive counseling such as but not limited to.   * Proactively monitor grades and students’ progress, educational plan updates * First time students receive extended appointments for Education Plan Development and rapport building with the students * Tracking of student cohorts, as it relates to academic progress and success * Photos are taken for each students file. * Counselors participate in student events and activities such as campus visits, workshops, community building events, cultural activities, banquets etc. * Counselors have begun to do workshops for students families, further developing rapport with students and their families   Graduation Rates  TRIO graduation rates are measured by cohort and by what percentage of the students graduate within 4 academic years since starting in the program. The required graduation rate based on our grant and the Department of Education increased recently from 40% to 55%.  TRIO had steadily increased its graduation rates from 18% to 41%. The program had met the DOE graduation goal for the first time in 4 years. However there was a recent cohort that had a decrease. The outlier within the last couple of years with graduation rates was for the 12-13 cohorts 4-year graduation rate. It has been hypothesized that in light of the absence of a Program Director for several months a significant number of these students did not receive onboarding services such as a program orientations, comprehensive education plan, and the TRIO activities.  Despite the 12-13 cohorts lower rate, the 2013-2014 cohort is currently at a 37% graduation rate within 3 academic years. We hypothesis that the rate will increase more at the end of the fourth year. Therefore, the graduation rate will reach its recent levels again.    Recommendation 3: Monitor and assess the effects of the reorganization (the combination of MESA and TRiO) on student success rates.  Progress: The combinations of MESA and TRIO under one administrator has continued. However, the MESA and TRIO administer positions continue to be two different positions at Gavilan College. A single combined position has yet to be created and is contingent on a classification study. The administrator and district still need to agree to terms of the final position.  The combination of two positions will have saved nearly half a million dollars in salary and benefits by the end of this fiscal year. Additional funding has been leveraged to provide more resources and opportunity to students.  Along with the position, the TRIO physical office and study space which was located in the library building was consolidated with the MESA Center and Offices. Space continued to be a challenge in the Math building where the MESA/TRIO offices and study center is located. The space is also shared with the Natural Sciences Division and with the acquisition of a new STEM grant and new faculty; space is a limited and shared resource. Both the MESA and TRIO grants call for separate study centers that are dedicated to each program.  Despite some of the challenges the TRIO program outcomes have remained strong.  For example, TRIO’s Academic Standing rate has remained consistent. The new TRIO grant has a new required goal of 65% and it was previously 90%    The TRIO Persistence rates have also remained steady since the reorganization. The TRIO grant has a new grant outcome of 80%. It was previously 75% | |

Recommendation 4: In conjunction with MESA, provide students more opportunities for cultural events and community building activity

Progress: One of the highlighted activities has been our work with families. At least three times a year we host events where we honor students for achieving various milestones. As part of these events we do workshops for families, parents, brothers, sisters or anyone the student considered to be family. The workshops focus on helping to support students in their educational goals and understanding higher education. Our students are first generation college students and their parents do not have experience and understanding about higher education. Given that the majority of our population comprises of Latina/o Students this is a crucial activity as it is culturally relevant programing to the population.

For example, Familisimo, or familism is an important cultural norm amongst many but not all Latinos. Two aspects of familismo are prioritizing the family over individual needs and conceptualizing family beyond the nuclear to the extended. (Sáenz, Morales, 2015). Inviting our Latino families to interact and be part of our extended TRIO family and reinforcing the families existing priority of education is vital to helping students be successful.

Along with this activity, additional activities have included and but are not limited to Sushi Rolling with the Faculty, Welcome Back Picnics, Fondue Frenzy, Student Conferences, and Ice Cream Socials.

Heisserer, D.L. & Parette, P. (2002, March). Advising at-risk students in college and university settings.College student journal,36(1), 69-84. Retrieved April 1, 2007 from EBSCOhost database