

Program Review All Fields

Program Review: Career Transfer Center Fall 2020

Main

Overview

Academic Year Fall 2020

Originator Richburg, Jacquelyn

Division Non-Instructional Service Areas

Department Career/Transfer Center

Program

Career Transfer Center

Program Type

Student Services

Co-Contributors

Contributor

- Martinez, Veronica

Program Mission and Accomplishments

Gavilan College Mission Statement

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

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 mission of the Career/Transfer Center is to provide a variety of programs, services, and resources, to students and the community, designed to assist with the transfer process to a four-year university and be a resource for career research and job opportunities. One way in which CTC empowers and enriches students of all backgrounds is familiarizing them with the basics of transfer and by doing outreach to those who may not feel well to ask questions. CTC is partnering with faculty and giving them information or link schedule of events to put into their Canvas shell.

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

Response and follow-up to previous program reviews

1. **A. Develop a list of activities, events and resources to achieve the goals identified in the Program Plan**

Accomplishment

A. Accomplishments

CTC is meeting the goal of outreach and collaborating with Career Education, EOPS, CalWORKs, STEM, MESA and Special Programs. A CTC website, Monthly Open House, Student Center CTC booth, and partnership with Child Development Department" Teacher Pathway Program. Also included University Reps. and Campus Tours.

2. **B. Identify ways to secure institutionalized funding for personnel and budget for CTC**

Accomplishment

B. The Career Transfer Center was previously funded by Equity Funding, which is now under the new SEAP Funding. The hours of CTC staff has not been increased and establishing a budget for the program has not been resolved. CTC previously hired 2 students to work to help achieve goals identified in the program plan. However, during the Summer and Fall of 2020 school year there is no committed funding for hiring students.

3. C. 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

Accomplishment

C. Data is collected when students uses CTC services. The tools used for collecting data are SARS and Timekeeper. Surveys are also used for feedback of services which address needs and ensure ongoing quality of services.

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

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

The Career Transfer Center was previously funded by Equity Funding, which is now under the new SEAP Funding. The hours of CTC staff have not been increased and establishing a budget for the program has not been resolved. CTC previously hired 2 students to work to help achieve goals identified in the program plan. However, during the Summer and Fall of the 2020 school year there is no committed funding for hiring students.

An advisory group or committee on special projects was established to address various CTC programs. There was participation from Counselors, Career Education, EOPS, CalWORKs. Media Service, Public Relations, Outreach, Student Life, Faculty, Staff, and Students. The Retention Specialist was initially assigned however this position no longer exists.

A new group was established in Fall 2019 to focus on Career and Job interest for students coordinated by the CTC Specialist.

CTC is meeting the goal of outreach and collaborating with Career Education, EOPS, CalWORKs, STEM, MESA, and Special Programs. A CTC website, Monthly Open House, Student Center CTC booth, and partnership with the Child Development Department "Teacher Pathway" Program. Also included University Reps. and Campus Tours.

Data is collected by CTC from the surveys, feedback of services that address needs and ensure ongoing quality of services.

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

The services of the CTC have a few changes over the past three years. The changes include:

A CTC website, Monthly Open House, Student Center CTC booth, partnership with the Child Development Department "Teacher Pathway Program, with Tri County Education Coalition. Also included an increase in the amount of University Reps. visits and target Campus Tours related to a student major. CTC now uses College Central Network, a job search platform for students, alumni, and employer. This platform is in partnership with the Career Education Dept CTC is an active participant with collaborative group of workforce programs, as, Bay Area, Hartnell College and Monterey Bay Career Connect. In addition, CTC uses Cranium Café.

Student and Program Outcomes

College Goal for Student Achievement
Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCC Scorecard Completion Rate for Degree and Transfer by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCC Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

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

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>) - Program Review/ Equity - D3. Course Rates by Unit

Our Goal for success are measured in the number of students who receive Career Transfer Services. CTC services includes, transfer and career assistance.

Participation in services include: University Tours, Transfer Application and Meet with University Reps., Career Exploration

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

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

Path: GavData (<http://www.gavilan.edu/about/research/index.php>) - Program Review/ Equity - D4. Milestone Tracking Summary

The CTC contributes to the Success Rates of students by offering the resources and services to help transfer to a 4-year college or start a career. The measurable outcomes are the number of students knowledgeable and aware of the career, transfer and academic options after visiting the Career Transfer Center. A list of students visiting the center is taken by SARS and Timekeeper. The types of services included are: Career, Transfer, Career Café, Drop-In, Eureka, Event, Resume, College Appl. College Reps. and Walk- In.

Number of Students per year per SARS Report

School Year 2017–2018: 440

School Year 2018–2019: 577

School Year 2019–2020: 760

3 Year Total: 1,777

As, you can see the numbers of students we are serving is significantly higher through the past years

Number of students per year Timekeeper Report

Timekeeper: The CTC center is a Lab, where students can utilize the resources offered. The list of resources and services includes: **Career Assessment, Library of Career and transfer guides, Employment Information, Transfer/Career Website, Computers, Printer, Scanner, Study, Meeting/Club Room, Microwave and Refrigerator.** Students register on timekeeper when using the CTC facilities. CTC student workers and Career Transfer Specialist help students with the use of the center as needed.

Timekeeper

Year 2017–2018: 313

Year 2018–2019: 322

Year 2019 -2020: 168

3 Year Total: 803

Note: The total do not include students who have participated in annual events as Transfer Fair, Career Fair and Signing Day

Refer to your previous three-year plan (http://www.gavilan.edu/staff/program_planning/Past_Plans.php) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

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

(300 words or less)

Transfer Fair

School Year 2017:350-400 College Reps: 39

School Year 2018: Student : 450-500, College Reps., 50

School Year 2019: 500-50, College Reps,50.

Student scheduled an appointment with College Reps.: 2017 6%, 2018 14%, 2020, 9%

Career Fair

School year 2017: Students 400-450, Employers 40

School Year 2018: Students 450 -500, Employers 50

School Year 2019: Students 450 -500, Number of Employers: 50

Signing Day

School Year 2017: No CTC data this year, School Year 2018, 45 School Year 2019: 50

Eureka Career Assessments

School Year 2017, Users 221 CTC 5%, School Year 2018: User 255 CTC 2%, School Year: 2019 Users 313 CTC 12%

I serve as the Eureka administrator, which grants system access to Faculty, Staff and Students. Eureka Assessments are available online to all Gavilan campuses. In addition, it is utilized throughout Gavilan by Counselors in the Guidance 6 Course. Students have access to unlimited log-in over 24-hour period. CTC has designed Eureka Monday to promote this tool. Students can make an appointment during day or a date that is available on SARS. Students are referred to CTC if they are undecided about their major. Referrals are received from Faculty, Staff, and Peer Mentors.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

The current Career Transfer Center has continued to establish a process and services to collaborate with Career Education, Counseling, Faculty, Staff and other departments. The CTC calendar is available to share events to support the career and transfer goals. Collaboration with a Retention Specialist where CTC uses Eureka Career Assessment to assist students in defining career pathways to support their major. However, the Retention Specialist has been eliminated, because of funding. CTC continue to receive referrals for Eureka Assessment to help students with retention.

Equity

Equity

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

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: Using the path below, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. 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 (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>)-Program Review/ Equity - D7. Disproportionate Impact with Margin of Error by Year - locate your program - Filter by Year

Contact your support team for any needed assistance in using GavDATA.

The CTC collaborates with several programs, particularly those who are underrepresented in the transfer and career process. These programs include; AEC, EOPS, TRIO/MESA, Veterans, Puente, Athletics. Collaborating with academic programs such as English, Math, and Science Classes, including Guidance classes, and support programs. CTC coordinates the Transfer agreement guarantee and Transfer Admission Planner programs facilitated by university reps. visits to Gavilan, including and student visits to Universities. CTC Sponsors the annual Transfer Day and Career Fairs. Also, sponsor scholarship workshops in partnership with the Financial Aid office for transferring students. To assist students with Career/Jobs, CTC Website has a webpage where students can assess locate employment opportunities submitted by employers. Career Café is an online job search tool, where students

are connected with Cal jobs (EDD) and College Central Network. Students can complete a Career Assessment with Eureka to identify their values, interest, skills, and aptitude. Also, CTC sponsors job search etiquette, interview skills, resume workshops. CTC has developed an online calendar focusing on transfer and career activities.

CTC host University Tours to help students who are unfamiliar or intimidated by 4-year college with the opportunities of imagining what it might be like on the campus. Many of the Tours are hosted by current college students who can help demystify the transfer process. This can help increase the transfer rates.

Equal Employment Opportunity:

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination.

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

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.

As Career / Transfer Specialist I have participated in EEO training and support Gavilan's EEO policy.

The CTC provide and work closely with special program to bring awareness, assist with the transfer and career process. These programs and events includes, Athletics, HBCU Webinar/College events, AEC/WA3, TRIO Summer Bridge, classroom presentation, Black History Month, Women History, Pride Month and CTC is an UndocuAlly.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires?

The CTC is strong on working as a team to set goals of providing services for all students. Our weekly meetings are designed to communicate how we can better serve students and reviewed ways to enhance the program. All are welcome to attend the meetings. CTC staff and students has been commended for the outstanding services.

Below is a what CTC does to address EEO with employers interested in hiring our students.

CTC will continue invite employers who are EEO compliant to Career Fairs, and panels. In order to register for the College Central Network employers must confirm that their company is compliant to EEO regulations. If further items and advice is needed we will contact the Gavilan Human Resources Dept.

curriQunet

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

Are your SAOs mapped in curriQunet?

Yes

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

Yes

Have your SAOs been assessed in the last five years?

Yes

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

Yes

If you answered no to any of the above questions, what is your plan to bring SLOs into compliance (200 words or less)?

The success rate comes from results of key events, as Transfer Fair, Career, Signing Day, Workshops. We monitor Student survey feedback. We will respond to areas of suggested improvement.

Outcome Assessments

Services Area Outcomes (SAO)

What is your set goal for SAO success for each SAO (200 words or less)?

Goal: To develop an exit survey for students graduating for feedback on the services that they received, transferring school, or into career. To survey will include information about their next step after graduating from Gavilan.

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

Our daily action at the Career Transfer Center includes:

1. Define issues, problems, or questions to be researched or examined. CTC network, and collaboratives to address students' barriers to achieve student's goals.

2. Communicate effectively, ethically, and creatively. CTC has developed information sessions during monthly open houses.

3. Listen actively and respectfully. All students are welcome to make an appointment or attend group sessions to communicate. CTC offers a student satisfaction survey to attendees after CTC events.

4. Collaborate with individuals and groups to reach common goals. Collaboration is one of CTC's ongoing activities to work closely with employers, University, Staff, Faculty, Counselors, and Special Programs.

5. Practice respect for diverse people and cultures. We partnership with programs to bring various cultures and diverse environments together. CTC was developed through the Equity program and continues to work toward equity goals.

6. Practice honesty and apply consistent ethical standards.

CTC shows respect and for all backgrounds and strive to meet high standards. The CTC team weekly meeting focus on discussing plans and reviewing our progress.

7. Demonstrate growth and self-management to promote lifelong learning and personal well-being. CTC participate in self-development and training for life long learning.

8. Develop job readiness and pursue career goals

CTC supports students with job readiness skills and career goals by offering workshops and career assessments. We partnership with special programs, staff, faculty, employers, universities, and the community to help facilitate these events.

Gap Analysis

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

Many of the challenges discussed in the last Program review, five years ago have not been resolved. Among them:

1. Inadequate staff work schedule. (convert to 12 months vs 11 months)

2. The need for 2 student workers was met, however was discontinued because of funding.

3. The Transfer/ Career Center is a focus point of Transfer and / Career to improve Transfer and Career rates for students, it is the responsibility of the institution as a whole. The challenges include a collaborative effort of the entire campus to promote and support the use of the Career/ Transfer Center.

4. Funding continue to be an issue with the program. Presently we depend on donations to support major events such as Transfer, Career and Signing Day.

Curriculum and Course Offerings Analysis

Program and Resource Analysis

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

Program and Resource Analysis

1. **2017**

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

440
Full Time Faculty
0
Part Time Faculty
0
Full Time Staff
1
Part Time Staff
0
Full Time Mgr/Admin
0.00
Part Time Mgr/Admin
0.00

2. **2018**

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

577
Full Time Faculty
0
Part Time Faculty
0
Full Time Staff
0
Part Time Staff
0
Full Time Mgr/Admin
1.00
Part Time Mgr/Admin
0.00

3. **2019**

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

760
Full Time Faculty
0
Part Time Faculty
0
Full Time Staff
1
Part Time Staff
0
Full Time Mgr/Admin
0.00
Part Time Mgr/Admin
0.00

Percentages

Percentage Full to Part Time Faculty

Year:2017
FT = 0%
PT = 0%

Year:2018
FT = 0%
PT = 0%

Year:2019
FT = 0%
PT = 0%

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)?

The Career Transfer Center is coordinated by one full time Career / Transfer Specialist is 100% FTD

2017: Career/Transfer Specialist, 11 Months and 1 Student Worker 16 hours per week.

2018: Career/ Transfer Specialist, 11 Months and 2 Student Workers, 16–20 hours per week

2019: Career/ Transfer Specialist, 11Months and 2 Student Workers, 16–20 hours per week

From Spring to Fall 2020 the CTC services were impacted by the COVID-19 Pandemic. This resulted in a limited amount of students utilizing the services on campus. However, CTC continues to support students virtually, email and phone appointments.

Additional Comments

Post-Pandemic as Gavilan campus resume full operation, hopefully we're able to hire student workers.

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2019 - 20**

Total Number of student contacts

760

Total allocated budget

56994.000

Total spending

56994.000

Total cost per student (Student Contact/ Total Spending)

\$74.99

- **2018 - 19**

Total Number of student contacts

577

Total allocated budget

56084.000

Total spending

56084.000

Total cost per student (Student Contact/ Total Spending)

\$97.20

- **2017 - 18**

Total Number of student contacts

440

Total allocated budget

56084.000

Total spending

56084.000

Total cost per student (Student Contact/ Total Spending)

\$127.46

Year and Student count

Year:2017 Count:440

Year:2018 Count:577

Year:2019 Count:760

Evaluation of Resource Allocations

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.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **\$745**

Funding Source

Catagorical

Academic Year

2017

Purpose of Funding

Career and Transfer Fair

Result

\$545 from Career Education for event tables tables and \$200 for students food. from ASGC

2. **\$618**

Funding Source

Catagorical

Academic Year

2018

Purpose of Funding

Career and Transfer Fair

Result

\$418 from Career Education for event tables tables and \$200 for students food. from ASGC

3. **\$760**

Funding Source

Catagorical

Academic Year

2019

Purpose of Funding

Career and Transfer Fair

Result

\$460 from Career Education for event tables tables and \$300 for students food. from ASGC

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

- Partnership with CSUMB Transfer Success Program: The Transfer Student Success Center provides services to assist students with navigating the academic and cultural landscape of CSUMB. The program connects students' services to aid them in their academic, professional, and personal endeavors.
- To continue the partnership with GANAS (*Gaining Access 'N Academic Success*). GANAS is an access and retention program that welcomes new transfer students while increasing their confidence, academic success, and ultimately, BA degree attainment rates.
- A new collaboration with Monterey Bay Connect: This program offers FREE college and career readiness resources to educators and students across the region (Santa Cruz, Monterey, and San Benito Counties), sponsored by Monterey Bay Economic Partnership.
- To continue the partnership with the Career Education Department to help students with career development and job readiness.
- To continue to the partnership with EOPS, STEM, AEC, Veteran, Service Learning, Athletic, Counseling, Learning Commons, Puente, Financial Aid, Outreach, ASGC, Student Life, MESA, Faculty and special programs at Gavilan College.
- To continue to collaborative with Workforce Development Program: Hartnell College, Bay Area Job Developers, EDD (Cal Jobs) and the Dept. of Rehabilitation.
- To continue to collaborate with the Chamber of Commerce: Gilroy, Hollister, and Morgan Hill.

8. To continue the partnership with CalSOAP and local high schools.

9. Education Planning: CTC regularly works closely with the Counselor to develop resources for students in the area of Career and Transfer. Students are referred to the counselors for an Education Plan.

Other Opportunities and Threats

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 Educational Master Plan (<http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php>), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Opportunities:

The Career Transfer Center is on board with the Educational Master Plan. Over the next 3 years, CTC will continue to be dedicated to our students to assist them with career development, transfer services in seeking their endeavors. We know that this will take collaborative efforts between Gavilan College Staff, Faculty and Administration, Students, and Community. The CTC plans to continue to develop a plan to outreach in this area of student pathways to share and receive resources with the ultimate goal to improve, degree attainment, retention, career/job placements in the workforce, and transfer to 4- year colleges with high interest in the underrepresented student.

Threats

Funding has been an ongoing concern for CTC. We opened in 2015 per Equity funding, before 2015 Career / Transfer Center was closed because of a lack of funding. Starting 2019 SEAP funding is now allocated for CTC. The CTC is in need of funding through the general funds. As more students come in for assistance we want to make sure their needs are met.

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?

Yes, the CTC is excited to provide training for faculty and classified professional staff. We provide training for following online programs:

Eureka, Career Assessments

RoadTrip Nation, Career Assessments

College Central Network, Job Search Platform

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.

As the CTC grows there will be a need for additional student workers. Please review the data from 2018, and 2020. The student usage for services provided increased.

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?

N/A

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

The CTC has been working hard to bring superior services to our students. Over the past years, our student contacts and lab usage have increased. There are more appointments reported than the last the past 2 years. Our attendance at CTC activities has shown a great improvement including drop-in times. CTC is open to all students for the lab usage of computers and resources.

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.

N/A

Goals

Three-Year Program Plan Goal Setting Worksheet

1. Effectively implement the Guided Pathway Program

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Gavilan College Mission Statement:

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

Strategic Plan 2, Improve Efficiency • Successfully implement Guided Pathways, including effective enrollment management as well as timely and relevant curriculum review • Ensure adequate support services are in place to help students enter and stay on their pathway

CTC will continue to be a member of the Tri County Education Coalition, "Teacher Pathway". This coalition is composed of Gavilan College Child Development Department, CSUMB, SJSU, SF State and Eastbay.

Proposed Activity to Achieve Goal**

Actively work with the Teacher Pathway Program and Career Pathways Planning Group at Gavilan College.

Responsible Party

Career/ Transfer Specialist

Fund amount requested. If a collaboration, what % required from each partner?

N/A

Total Three Year Resource Allocation Request

500

Timeline to Completion Month / Year

ongoing

How Will You Evaluate Whether You Achieved Your Goal

Monitor student achievement through followup feedback and surveys.

2. To increase the employment of students.

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Gavilan College Mission Statement:

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

Strategic Plan 3 :Improve Employment

- Increase opportunities for work experience through participation in internships, externship, and student employment
- Build and strengthen partnerships with employers for mentoring, recruiting, and networking
- Educate students about available career pathways in their areas of study
- Improve employment readiness through development of soft skills, such as communication, writing, online professional presence, and student portfolios

Proposed Activity to Achieve Goal**

The CTC will continue to offer job readiness skills training, connect with students and new or with employers, educate students on career pathways.

Responsible Party

Career / Transfer Specialist

Fund amount requested. If a collaboration, what % required from each partner?

Career Education: College Central Network

SEAP: Eureka Career Assessment Online Program

Career, Signing Day and Transfer Fair Events

Total Three Year Resource Allocation Request

3000

Timeline to Completion Month / Year

9/2021

How Will You Evaluate Whether You Achieved Your Goal

Student survey for feedback upon completing the program and graduating.

3. **CTC will support achievements by offering current information to students interested to transferring to a 4-year college.**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

1. Increase Achievement Within three years, increase the proportion of students completing transfer level English and Math within one year of matriculation from 11% to 18%. Within five years, increase to 29%. Within three years, increase the number of students completing transfer level English and Math within one year of matriculation from 92 to 118. Within five years, increase to 243. Within three years, increase the number of students completing associates degrees from 554 to 582, completing Vision success outcomes from 681 to 729, completing certificates, or specific skill sets that prepare them for indemand jobs from 622 to 665

Proposed Activity to Achieve Goal**

To provide service and assistance to students interested in transferring.

Responsible Party

Career / Transfer Specialist

Fund amount requested. If a collaboration, what % required from each partner?

\$ 400 per year is requested to included training and conferences.

Total Three Year Resource Allocation Request

1200

Timeline to Completion Month / Year

9/20210

How Will You Evaluate Whether You Achieved Your Goal

This will be evaluated by the number of Gavilan students transfer per year.

4. **Improve Equity**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Gavilan College Mission Statement:

Strategic Plan 3: Improve Equity outcomes by increasing course completion and graduation rates in target populations by five percentage points over three years.

Proposed Activity to Achieve Goal**

CTC will outreach to special programs and students in the target populations to share current career and transfer information.

Responsible Party

Career / Transfer Specialist

Fund amount requested. If a collaboration, what % required from each partner?

\$200

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

01/2020 & ongoing

How Will You Evaluate Whether You Achieved Your Goal

The services will be measured with Gavilan data on the amount of students achieve success with their goals.

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

The Career Transfer Center has been constantly growing over the last 3 years. The use of the Center has continued to progress. Students are utilizing the many resources CTC offers. Our student workers outreach is working. A CTC booth in the Student Center and monthly open house reserve bringing awareness to our Gavilan community. The Career Transfer Center is collaborating with counselors, Career Education, EOPS, TRIO, MESA AEC, STEM, ASGC, English and Child Developments, Student life, Athletics, Special Program, and the Writing Center. Funding is a constant threat to the CTC program and impact our ability to plan events and execute activities to meet the needs of the students. The levels of participation at the Transfer and Career Fairs has been increasing over the years. The university reps campus visit has promoted student's interest in transferring to 4-years colleges. Employers are engaged by posting job/career opportunities and meet with students on campus. CTC is working with the Child Development Dept. coalition of Tri County

Education, a Teacher's Pathway program. The goals for the next 3 years includes enhancing the virtual technology tools, development of a follow-up survey of recent graduates who utilized the CTC services to gain insights of how the resources helped them. There is a need for ongoing staff development and training to keep skills updated for the rapidly changing technology.

Attach Files

Attached File