

Program Review All Fields

Program Review: Division, Enrollment Services Fall 2020

Main

Overview

Academic Year Fall 2020

Originator Martinez, Veronica

Division Non-Instructional Service Areas

Department Fresh Success

Program

Division, Enrollment Services

Program Type

Administration

Co-Contributors

Contributor

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 College's mission statement focuses on active engagement, empowerment and enrichment of students, to build full academic, social, and economic potential. The enrollment services division supports the mission of the college, through delivery of support and instructional services by the following areas: Admissions and Records, Career/Transfer Center, Counseling, Puente Project, Financial Aid, Outreach, Student Life, Welcome Center.

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. **Accomplishment**
2. **Accomplishment**
3. **Accomplishment**

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.**

This goal is not applicable. The 2020/21 PIPR is the first one developed for enrollment services division.

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

In January 2018, the passage of Assembly Bill 705 eliminated placement by examination, requiring student self-placement in math and English based on high school GPA, and course completion. Significant changes to student onboarding required months long preparation for the development of new workflows in our student information system, college materials, and training for college staff and high school partners. Classified positions were reconfigured to a focus on college outreach in response to the elimination of assessment.

In July 2019, the college initiated a new distributed leadership model to facilitate Guided Pathways implementation, with the formation of a dual dean model for student services. The area dean overseeing enrollment services was created to provide cohesive leadership for Admissions and Records, Career/Transfer Center, Counseling, Puente Project, Financial Aid, Outreach, Student Life, Welcome Center. Over the last 1.5 years of this piloted distributed leadership model, equity efforts and continuous improvement have driven conversations and decision-making.

In October 2019, the college dealt with an encryption incident which brought the SARS scheduling system to a halt for several months. During this time, X-tender document management system was inaccessible, which prevented access to archived transcripts. College staff also lost archived documents in the W-drive which resulted in reproduction of planning and procedural documents.

In March 2020, the college transitioned from an in-person format to a virtual platform in response to the Covid-19 shelter in place. State and federal responses to the pandemic rendered temporary changes to state Title 5 as well as federal Title V regulations. Finally, over the last three years, the college continues to experience enrollment and revenue declines with several difficult decisions.

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 CCCCO 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 CCCCO Scorecard by 2022.

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 number of students served by the division would include all applicants to the college, as their onboarding steps would include the CCC Apply application, self-guided placement, counseling, registration and financial aid. College outreach to local area high school seniors who are considering community college to showcase Gavilan programs and services.

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)

Previous three-year plan not available as this is the first PIPR for the enrollment services division.

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 following goals have been defined:

1. Assessment and implementation of Guided Pathways framework, specifically co-leadership for the Onboarding team and coordination with other GP teams for: communication/engagement, clusters, mapping, and completion.
2. Regular review of practices and policies which create barriers to the enrollment process and address process, policy improvements to support equity and completion efforts.
3. Assess whether Gavilan is meeting the metrics of the funding formula.
4. Assess and ensure that Gavilan is creating wrap around services in order to promote successful students
5. Assess and ensure that Gavilan is achieving the ILOs
6. Assess and ensure that suitable professional learning is in place in order to support the staff
7. Assess and ensure that Gavilan is in alignment with the strategic plan

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.

My area can help increase disproportionate student success by:

1. Assessing whether Gavilan is meeting the metrics of the funding formula
2. Assessing and ensuring that Gavilan is successful with following the Guided Pathways framework
3. Assessing and ensuring that Gavilan is creating wrap around services in order to promote successful students
4. Assessing and ensuring that Gavilan is achieving the ILOs
5. Assessing and ensuring that suitable professional learning is in place in order to support the staff
6. Assessing and ensuring that Gavilan is in alignment with the strategic plan

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.

Enrollment services does continues review and identification of high impact practices which support diversity, equity and inclusion at Gavilan College. Supporting staff in their roles creates spaces for students to feel supported. An example of this would include adoption of problem identification and solutions based approaches in our work, incorporating the student voice into our decision-making process.

Professional development opportunities include participation in the Skyline College Equity Institute by the counseling department. Another example includes the participation by student services area deans, counseling faculty, career education faculty, English faculty and institutional effectiveness in the RP Group's Leading from the Middle Academy from February to December 2020. Curriculum including developing student factor outcomes, amplifying the student voice, the logic model, prototypes/pilots, engaging resistance and sustaining yourself as a leader.

Finally, delivery of timely and comprehensive employee evaluations is an important part of this work. Classified employees and managers in enrollment services are provided with opportunities for self-reflection on an annual self-evaluation and development of annual performance goals. An extension of this work of relationship building occurs through regular one-on-one meetings to discuss progress on goals, projects and problem resolution.

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?

To address issues of student and employee equity, the enrollment services division will:

1. Assess whether Gavilan is meeting the metrics of the funding formula
2. Assess and ensure that Gavilan is successful with following the Guided Pathways framework
3. Assess and ensure that Gavilan is creating wrap around services in order to promote successful students
4. Assess and ensure that Gavilan is achieving the ILOs
5. Assess and ensure that suitable professional learning is in place in order to support the staff
6. Assess and ensure that Gavilan is in alignment with the strategic plan

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 curiQunet?

No

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

No

Have your SAOs been assessed in the last five years?

No

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

No

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

SLOs will be created in CurriQunet this year, for the enrollment services division.

Outcome Assessments

Services Area Outcomes (SAO)

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

Regular review and assessment of service area outcomes will demonstrate continuous program improvement.

Institutional Learning Outcomes (ILO)

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

Gavilan's ILO's as of August 2018 include:

<p>A. THINK CRITICALLY & CREATIVELY</p> <p>ILO A. Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.</p>	<p>B. COMMUNICATE EFFECTIVELY</p> <p>ILO B. Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication.</p>
<p>C. PRACTICE SOCIAL RESPONSIBILITY</p> <p>ILO C. Develop ethical, social and civic awareness.</p>	<p>D. CULTIVATE WELL-BEING</p> <p>ILO D. Construct personal, educational and career goals and identify lifestyle choices that promote mental, emotional, physical and social health.</p>

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)?

The enrollment services division will create service area outcomes, will document them on Curriqunet and will regularly review them.

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. **2020**

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

9429

Full Time Faculty

6

Part Time Faculty

4

Full Time Staff

17

Part Time Staff

2

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

2. 2019**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

7000

Full Time Faculty

6

Part Time Faculty

4

Full Time Staff

17

Part Time Staff

2

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

3. 2018**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

9587

Full Time Faculty

6

Part Time Faculty

4

Full Time Staff

17

Part Time Staff

2

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

Percentages

Percentage Full to Part Time Faculty

Year:2018

FT = 60.00%

PT = 40.00%

Year:2019

FT = 60.00%

PT = 40.00%

Year:2020

FT = 60.00%

PT = 40.00%

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)?

As faculty positions retire, the Senate's Academic Staffing Committee reviews vacancies and making recommendations for filling of vacancies. Vacancies in the classified unit are reviewed by the District, with considerations of funding sources.

Additional Comments

Annual Student Headcounts, from Data Mart:

19/20: 9,429

18/19: 10,087

17/18: 9,587

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

50

Total allocated budget

300000.000

Total spending

300000.000

Total cost per student (Student Contact/ Total Spending)

6000

- **2018 - 19**

Total Number of student contacts

0

Total allocated budget

0.000

Total spending

0.000

Total cost per student (Student Contact/ Total Spending)

0

- **2017 - 18**

Total Number of student contacts

0

Total allocated budget

0.000

Total spending

0.000

Total cost per student (Student Contact/ Total Spending)

0

Year and Student count

Year:2017 Count:0

Year:2018 Count:0

Year:2019 Count:50

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. **Professional learning \$5000****Funding Source**

Categorical

Academic Year

19/20

Purpose of Funding

RP Group's Leading from the Middle Academy - Re(designing) the Student Experience

Result

Team of five from Gavilan College included: 2 instructional faculty, 1 counseling faculty, 1 manager and 2 interim deans each representing one of the GP teams (onboarding, completion)

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)?

Guided Pathways Onboarding Team formed in October of 2019, and includes a co-lead model with an instructional faculty and interim dean. The team includes student, classified professional support staff, managers, counselors and the co-leads. Meetings are held twice per month. The primary charge of the onboarding team is to improve students' experience and preparation to begin their Gavilan pathway effectively.

Caring Campus Initiative which began in Fall 2020 with 25-30 classified professionals has identified three institutional commitments for implementation in Spring 2021.

New Title V Grant 'Juntos Avanzamos' launched in October 2020 includes several components which support the work of Guided Pathways and Student Services. **Goal #1:** Reinvalidate the Gavilan Student experience by making **career** central, not peripheral, to the academic experience. **Goal #2:** Develop an innovative **coordinated care** approach customized to the strengths and needs of Hispanic students that fosters a college culture of inclusion, engagement, and excellence through improved communication, coordination and collaboration, and make equity a top priority. **Goal #3:** Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success.

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:

1. Coordination and participation with new Title V work groups on career planning and financial aid outreach.
2. Completing a software inventory to determine overall cost, effectiveness. Gather student and staff feedback on software effectiveness, gaps and utilization rates.
3. Examine possibility of offering late start in May 2021 for students more interested in short term courses, than in 16-week courses.
4. Explore possibility of offering summer registration jam to provide assistance for new to college students.
5. Preparation for Spring 2021 Joint Division meeting for discussions around departmental calendaring and coordination in student services.
6. Assist the Caring Campus work group with implementation efforts for Spring 2021.
7. New design of Behavioral Intervention Team to CARE Team, focusing on coordinated care approach for students experiencing conduct related concerns.
8. Assistance with new Title IX model to improve investigation layers and designation of dean roles.
9. Design, planning and conversations relative to new Library and Student Resource Center
10. Preparation for possible return to campus and learning, using new tiered format, in Fall 2021.
11. Release of Fiscal Crisis and Management Assistance Team (FCMAT) review by May of 2021

Threats:

1. Covid-19 impact within our communities and college, for enrollment headcounts and FTES generation
2. Continued volatility in state funding and projections.
3. Limited resource allocations for departments like IT, which student services relies on heavily for fixes, report generation, gaps in the enrollment process, and compliance related requests.
4. Uncertainty surrounding vaccine rollout will affect our return to campus.

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 an example of these are funding for: Equity Institute for counseling department in 2020, Leading from the Middle Academy, and Anti-Racism work, Student Voices Forum with Trevor Brackett. A funding request is in development which will allow faculty and staff the opportunity to request professional development funds.

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.

Yes. A need in Student Services is for a Systems Analyst position to oversee college reporting, Banner builds and upgrades for the Admissions and Records Office. The Banner Student module is the largest of Banner modules and having a point person for this module would improve student experience.

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?

As new hires are permitted, we are incorporating diversity and inclusion questions and writing samples to identify candidates.

For retention of faculty and classified professionals, conducting timely evaluations per collective bargaining agreements.

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

N/A

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Thank you for working diligently and collaboratively with the many departments in student services. You have provided lots of support and it is appreciated. Thank you for kicking off a session over the summer 2020 it made folks more comfortable with the process.

One area to consider is question layout. I found some questions quite wordy, which caused confusion.

Goals

Three-Year Program Plan Goal Setting Worksheet

1. Implementation of guided pathways onboarding framework

Connection of Goal to Mission Statement, Strategic Plan

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

This goal is directly related to Strategic Plan Goal #2 which is to improve efficiency:

Strategic Plan Goal #2 Improve Efficiency:

Activity: Successfully implement Guided Pathways, including effective enrollment management as well as timely and relevant curriculum review

Proposed Activity to Achieve Goal**

Working with onboarding team members to outline semester goals. This work is underway for Spring 2021.

Responsible Party

Onboarding team.

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

None.

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

2023

How Will You Evaluate Whether You Achieved Your Goal

Review of GP Onboarding timeline to determine if activities were completed.

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 enrollment services division remains committed to serving students from pre-application phase, to completion of CCC Apply and financial aid, to enrollment, providing warm hand offs to knowledgeable and caring counselors for career, education planning and follow-up. Professional support staff, student workers, counselors, managers and an interim dean working collegially and collaboratively to reflect on our work, the student experience, and to

make meaningful changes needed for process improvement. This work is new, iterative and in coordination with the area dean over special programs. Active participation on key committees, including Dean's Council, have strengthen integrated planning efforts between academic affairs and student services.

The distributed leadership model approved by the Board of Trustees in December 2020 will allow for continued support, structure, accountability, compassion and flexibility with our employees and our students. The communities we serve have been disproportionately impacted by Covid-19 through job and financial losses which directly impact college going plans. The loss of FTES generation, coupled with state budget uncertainty for general and categorical funding streams, will require continued austerity measures. The anticipated release of the Fiscal Crisis and Management Assistance Team (FCMAT) review by May of 2021 will guide our enrollment goals.

In collaboration with academic senate, revisiting and updating our Enrollment Management Guide will be an important step as we continue to address enrollment trends, state revenue projections, and appropriate staffing plans.

Attach Files

Attached File