

Program Review All Fields

Program Review: Division, Special Programs Fall 2020

Main

Overview

Academic Year Fall 2020

Originator Cisneros, Carina

Division Non-Instructional Service Areas

Department

Program

Division, Special Programs

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 Special Programs Division provides coordinated program support services and resources that are above and beyond those provided to all students by the District, to special populations of students. Special programs provide students with proactive, individualized and timely support to help students realize their educational aspirations. The Division of Special Programs integrates equity initiatives and special programs efforts with cross campus partners to increase knowledgebase and support campus-wide for all students identified in the District's Student Equity Plan.

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. **N/A**

Accomplishment

N/A

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.

Increased basic needs efforts to include housing assistance for homeless and housing insecure students and developed a single referral form for services.

Institutionalized support for undocumented students that includes trained staff liaisons, monthly meetings, annual Undocumented Student Action Week and launched 3-year partnership with the UFW Foundation through the College Legal Assistance Project to provide free legal immigration assistance to all students.

Developed coordinated messaging for progress reports. In collaboration with all special programs, developed a coordinated message to faculty around progress reports to achieve alignment with timelines, messaging and process for progress reports.

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

The conversation around equity and basic needs has gone mainstream system wide, along with new legislation for requiring designated staff liaisons at college campuses for equity populations such as undocumented students, foster youth and homeless youth. With increased attention and recognition of basic needs and equity in student success; there have been steady efforts to increase basic needs services with the homeless and housing insecure grant being the latest addition to menu of support services provided within Special Programs. Categorical programs (EOPS/CARE and DSPS) have seen slight changes in their funding formulas from the Chancellor's Office which place greater emphasis and reward for college effort. This is having a negative impact on these programs at Gavilan College where there has historically been minimal college effort due to budget restraints.

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

In academic year 2019-20 the total estimated number of students served by all special programs listed below is approximately 2,000 unduplicated students. Data comes from Cateogrical Annual headcount reports from MIS state reporting. Students participating in programs generally perform better than the comparison group in their retention, persistence and completion rates but not in terms of course success rates. This inference is made based on the results from an EOPS analysis in spring 2018 which indicates that students who participate in special programs benefit from the case management and counselor-student relationship that is established with the case management model of these programs.

EOPS: 479 (unduplicated)

AEC: 850 (unduplicated)

CalWORKs: 90 (unduplicated)

Fresh Success: 165 (unduplicated)

Veterans: 286 (unduplicated)

Undocumented Students: ~150-200 (unduplicated)

Foster Youth: 105 (unduplicated)

Food Pantry: 15,536 (duplicated)

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)

N/A

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).

There needs to be an initiative to institutionalize basic needs efforts. Supporting student basic needs is directly tied to student success and the work of basic needs necessitates it be recognized as valuable work of the district. There has been significant increased awareness and support of student basic needs over the two years; however the staffing is dependent on staff volunteers. Additionally, there is a need to strengthen the staff liaison roles for Foster youth, homeless youth and Undocumented students so that the liaison work is recognized as a percentage of a staff person's time and role versus an optional task, time permitting.

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.

Over the past three years, the Special Programs division has made intentional efforts to develop coordinated support for student veterans, Foster Youth and Undocumented students. The first two of these student populations were identified as having a disproportionate impact on the last Student Equity Plan. Student veterans and foster youth students were assigned a counselor and provided dedicated outreach and additional support like coaching services for foster youth. Through these services, we have seen incremental progress in our success metrics for these groups. Student veterans no longer come up as a disproportionately impacted group.

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.

Within Special Programs there are ongoing efforts to cross-train and integrate services to encourage universal design principles that recognizes the needs of our most disadvantaged students and makes them our main audience. Notable efforts include the work of the food pantry that regularly outreaches and shares information about food resources; likewise the AEC department regularly reminds the campus community about ensuring accessibility of our educational materials and website information. The UndocuAlly taskforce and activities facilitated by staff liaisons in Special Programs supports inclusivity by sponsoring cultural resource events like Cafecito Friday, resource webinars, undocu-ally trainings and annual Undocumented Student action Week.

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?

Many categorial programs have special minimum qualification requirements for faculty that are above what is required of faculty in the same job. For EOPS Counselors, there is an additional requirement of six semester units or equivalent of a college-level counseling practicum or counseling field work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages and, in addition, an EOPS counselor shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

For AEC (DSPS) Counselors must have either fifteen or more semester units in upper division or graduate level course work specifically related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a postsecondary Disabled Students Programs and Services (DSPS) Program or in a program dealing predominantly or exclusively with people with disabilities, or two years of fulltime experience, or the equivalent, in one or more of the following: (A) Counseling for students with disabilities; or (B) Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities, or the equivalent.

In special programs, there is recognition of our student demographics reflecting a need for bilingual staff and faculty who can speak English and Spanish to support our students. With that in mind, our job descriptions typically highlight bilingual staff and faculty under the ideal candidate statement.

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?

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)?

Since this is the first Division program review for Special Programs, the SAO's are new and will be assessed in the coming year(s).

Outcome Assessments

Services Area Outcomes (SAO)

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

Staff and faculty in special programs will be knowledgeable of services and programs available to support students and able to facilitate student connection to those programs and services.

Institutional Learning Outcomes (ILO)

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

Timely student support is crucial to student retention and completion. Staff and faculty who engage in regular student interaction should be equipped with resource information to be able to support students and connect them to other valuable supports effectively. This SAO supports the college ILO

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)?

N/A

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. 2019

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

15536

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

1.00

2. 2018

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

9962

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

1.00

3. 2017

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

5506

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

1.00

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)?

Food pantry and basic needs efforts are presently included in this program review for the Division of Student Services because it is supported by District employees who "volunteer" to support the food distribution events. The Chancellor's office provided one-time categorical funding with "Hunger Free Dollars" to support the establishment of food pantries on college campuses, however those funds expire in June 2021. CalWORKs and Fresh Success staff have carved out time and effort to support the initiative for the past 4 years. The initiative of supporting student basic needs now requires us to consider personnel adjustments so that the work is sustainable and recognized as valuable work of the District in supporting student success. Grants or other categorical funding will be needed to sustain the efforts beyond June 2021.

Additional Comments

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

0

Total allocated budget

0.000

Total spending

0.000

Total cost per student (Student Contact/ Total Spending)

0

- **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:0

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. **\$46,582**

Funding Source

Catagorical

Academic Year

2018/19

Purpose of Funding

Food Pantry operational support from Hunger Free Campus funds

Result

Distributed food resources to 9,962 duplicated individuals in 2018-19

2. **\$10,284.00**

Funding Source

Catagorical

Academic Year

2017-18

Purpose of Funding

Food Pantry operational support from Hunger Free Campus dollars

Result

Food pantry served 5,506 (duplicated) individuals in 2017-18.

3. \$17,419**Funding Source**

Catagorical

Academic Year

2019-20

Purpose of Funding

Food Pantry operational support

Result

Food Pantry served a total of 15,536 (duplicated) individuals in 2019-20

4. \$97,072 (SEAP)**Funding Source**

Catagorical

Academic Year

2019-20

Purpose of Funding

Salary for Dean of Student Success and Equity, Special Programs

Result

Leadership and administrative oversight of Division.

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)?

In partnership with our new TitleV grant, there is great opportunity to centralize basic needs efforts and partner with Financial Aid to continue supporting student awareness and access to available financial resources as well as connect to community social services. Students not served by a special program are in need of supportive services that can be centralized and integrated with El Centro. In the next three years, the division will work to integrate and centralize basic needs efforts to increase access, utilization and awareness of available supportive services.

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)?

As a result of the COVID-19 pandemic, recent economic data shows there are two very different economies that we will be living with for years to come. The pandemic has exponentially increased the need and demand for colleges to support student basic needs and our college's ability to provide students with comprehensive support will have a direct impact on student access and success among our most vulnerable student populations. Several of our most severely impacted student populations affected by the pandemic receive support services from the Division of Special Programs. These groups include historically socio-economically disadvantaged populations served by EOPS, students with disabilities served by AEC, students on government assistance served by CalWORKs, Foster youth and undocumented students. To support the work ahead, the Division of Special Programs is seeking to integrate and institutionalize the work of Basic Needs and seek additional community partners and funding opportunities from the community.

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, my division provides trainings related to supporting undocumented students, BIT/CARE trainings for addressing students of concern, trainings related to special populations including student Veterans, students with disabilities and homeless and housing insecure students. Professional learning around these topics have increased the campus understanding, awareness and ultimately, student support.

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.

There is a need for a designated staff member to serve as the Dream Resource Liaison for the college. In addition to serving as the point of contact for students, this person would also help coordinate the ongoing coordination of activities and support for undocumented students. A designated staff would help us operationalize our resolutions and statements of support for the undocumented student community and directly support our undocumented students.

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?

Many of the categorical student support programs (EOPS, CalWORKs and AEC) have specific regulatory language that requires additional coursework and experience of faculty working in these programs that demonstrate knowledge, sensitivity and experience working with students with disabilities or ethnic minorities. Additionally, many staff members working in these programs are bilingual and able to communicate in English and Spanish to support the needs of our student body.

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

An accomplishment has been made in the work of creating a friendlier and more inclusive environment for undocumented students. We have participated in the statewide Undocumented Student Week of Action events for the past four consecutive years and Gavilan has a recognizable UndocuAlly logo that visually displays our support for undocumented students.

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.

Yes, please clarify the SAO/SLO working confusion for student services. Please also clarify the program productivity and resource allocations piece to specify where GF dollars go and where to indicate categorical resources.

Goals

Three-Year Program Plan Goal Setting Worksheet

1. Increase access to basic needs information for students and campus community.

Connection of Goal to Mission Statement, Strategic Plan

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

Strategic Plan Goal 2: Increase Achievement

Supporting student basic needs is integral to student success. Research shows that a high percentage of CCC students are burdened by lack of access to reliable food and/or housing.

Proposed Activity to Achieve Goal**

Develop integrated and centralized basic needs website: www.gavilan.edu/resources

Responsible Party

Annette, Mellanie and Carina

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

None

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

2/2021

How Will You Evaluate Whether You Achieved Your Goal

The website referenced above will have centralized information and referral forms for food, housing, mental health and link to special support programs.

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).

In Special Programs, the past three years have brought the conversation around student basic needs to the forefront and forced us to heed the call for supporting our students with basic needs essentials like food, housing mental health and technology. And, in recognizing that within our student demographics there is also a segment of students whose residency status require immigration legal assistance, we've added a service and partnership to meet those needs too. At this time, we are offering our students a comprehensive menu of services that can support their basic needs so that education can remain students' priority. We are able to provide a high level support services to our students in need as a result of one-time grants and project funds were received for the food pantry, legal immigration assistance, and housing support. In planning for the next three years, there is concern for the sustainability of these services. Without ongoing grant or state funding, these efforts will be challenging to sustain beyond AY 2022-23 when funding expires.

Due to the grim gaps in equity that the COVID-19 pandemic is creating for some and widening for many; the Special Programs division will have many years of important equity work ahead as we prepare for our region's pandemic recovery and people return to education. Our responsibility to support student basic needs, particularly among our vulnerable students is expected to remain central to our work. We expect our CalWORKs, EOPS, Fresh

Success, Veterans and students with disabilities to return to education with less financial and social capital than pre-pandemic times. We will continue to work with local agency partners like Second Harvest Food Bank, Hollister Youth Alliance, Pivotal, United Farmworkers Foundation (UFWF), etc to maintain a support network and safety net for students.

Attach Files

Attached File