



**GAVILAN
COLLEGE**

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Program Name:	Service Learning and Civic Engagement
Academic Year:	2019-20

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [AP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

[Check here for Timeline](#)

A. Executive Summary

(Complete this section last).

1. 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).

Against the odds, the program begun in 2008 has survived budget crises, a semester's cancellation, personnel changes, and shifts in college focus and priorities to serve students, faculty, college and community with real, meaningful, sometimes urgently needed, skills and time. Community needs are sharper than ever, and students learn and grow by exploring citizenship in many rich facets: through service and civic engagement, they become volunteers, advocates, donors, researchers, voters, and thoughtful consumers. They also learn better and more important lessons complimenting and sometimes challenging and extending what they get in classes. And they are often grateful to get job skills, recommendations, and sometimes job offers from agencies that have come to rely on students for significant aspects of their missions.

Our program goals for the coming three years are

*secure stable funding and staffing

*expansion of SL and CE classes with new disciplines and faculty, and by supporting the Social Justice Studies classes, faculty, and students

*alignment with college priorities such as experiential education, Guided Pathways for students, career development, and community engagement for the college as a whole.

B. 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.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

Service Learning and Civic Engagement work brilliantly with a variety of students because so many students want to do real work to help the community and improve the world. For students who do best with hands-on work, it is a godsend. For students who are academically-minded, it is a reminder that theory and research benefit from praxis. For students from privileged backgrounds, service in our communities is eye-opening. For students from poverty, disrupted, or immigrant backgrounds, service is a chance to give back and let others benefit from student experience. Done well, service can be life-changing--and we hear every semester that it has been.

For all students, Service Learning enriches and extends the academic experience with real-life applications and experiments in making learning practical and tangible. It makes incredible contributions to students' social worlds as many enter local communities they did not know, and are happy to see, exist. And students get such valuable team skills and work experience that many are hired by local agencies they serve, or decide to go into related fields.

Response and follow-up to previous program reviews

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:

2. Briefly describe the activities and accomplishments of the department with respect to
 - a) Each goal since the last program plan and review and
 - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
This is the first program review, so NA	

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

--Changes in personnel as faculty have come in and out of the leadership liaison positions; much time has been spent working with personnel training and development.
 --we have launched a new Social Justice Studies ADT and at least forty students have signed up
 --we have successfully implemented tiers and options that involve Civic Engagement but not necessarily Service Learning, with good results.
 --we have pioneered successful programs including A Closer Look faculty speaker series, the speakers bureau, Reality Tours of local areas for staff, a revised training manual, better enrollment monitoring of SL classes to head off cancellations,
 --We have tried to hire super-students to interface with agencies, provide SL/CE scholarships, ensure election education programming, integrate agencies into teaching and learning at Gavilan, and work with agencies on projects and research important to them--with more mixed success.

C. Program Overview

The program consists of two faculty given 20 percent reassignments each; one works with faculty as the instructional liaison; one works with agencies off campus (and a few on-campus) as the community liaison. Before 2014, they were funded by the college. Since 2014 but ending this year, they have been part of the Title V grant and have added Civil Engagement to their jurisdiction. Thus SL and CE will be discussed separately though they are closely related and intertwined.

Service Learning trainings are held 2-3 times a year for interested faculty, who are recruited year round in a variety of ways, including always a Flex day session by our liaison/s. Those who wish to implement some version of service (see below for tiered options) work with the liaisons to figure out their goals, objectives, methods, and means. We help them integrate the service into their classes, and then match them with good-fit partners in the community. We also watch over and facilitate the relationships with coaching of agencies and faculty, and help solve problems. We have developed excellent training materials, website, and rapport with faculty and agencies.

Our civic engagement work assumes all faculty and students can benefit from knowing more about our community and from contributing to it. We have done a number of projects to further these ends:

- we've developed a tiered variety of Service options, from simply learning about our community to actively serving in it. We have found a number of faculty who don't want to do all-out SL but do want to do something to awaken civic feelings in their students.
- we are creating training videos for faculty who are starting to do SL in their classes, along with a strong checklist for them to use
- we've developed a faculty speakers Bureau and had several A Closer Look talks by faculty in the community and on campus about issues of current interest
- we've launched a new Social Justice Studies ADT for students who are concerned with social change and justice
- we've worked with the library and political science faculty to set up voter registration and GOTV drives on campus, as well as voter education efforts
- we table at Transfer Day to publicize SL classes and to create interest in the SJS ADT.
- we invite community partners to meet our faculty, present in classes, and help with Flex trainings.
- we are exploring better community-based research options, including an IRB that we would like to see set up through the Academic Senate.

D. 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 [\[view\]](#) 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 CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) --> Program Review/ Equity--> D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

This information is not available for SL classes, and we have been told by a past institutional researcher that comparing classes (when so few are SL classes and so many other sections have other interventions going on) is not statistically viable or significant. We have worked to gather some anecdotal data but have not stressed quantitative data, as our program goals vis a vis the Title V grant do not require quantitative data.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (**200 words or less**)?

Path: [GavDATA](#) --> Program Review/ Equity--> D2. One Year Persistence Rate

NA

3. 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](#)--> Program Review/ Equity-->D3. Course Rates by Unit

NA

4. 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](#)--> Program Review/ Equity-->D4. Milestone Tracking Summary

Usually 200-300 a year in SL classes or classes involved with CE projects.

5. Refer to your [previous three-year plan](#) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- o What were the measured outcomes of specific initiatives over the past three years?
- o 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?
- o What indicators are you measuring?

(300 words or less)

6. N/A



Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. **For AEC:** Using the path above, 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, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data. 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)**?

Path: [GavDATA](#)-->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.

Many students who are non-tradition benefit from this non-traditional approach to teaching, date shows us nationwide. We have not been able to gather data reliably at Gavilan.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

We are lucky to find faculty to do the reassignments, but we have also found a good proportion of faculty of color who wanted to do them and/or to work with us.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#)--> Program Review/ Equity-->D9. Course Success Rates-->Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

NA

10. 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 (**200 words or less**)?

Anecdotally at Gavilan, and generally nationwide, SL helps students do better in classes because it provides a hands-on measure of learning and engagement that many students find beneficial to their grades.

11-12. N/A

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes:

No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (<-- requires your email log-on)?

Yes:

No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:

No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

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

N/A for this program; we make up semesterly work plans under the general goals of the Title V grant.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet-->[curriQunet](#)

18-19. N/A

Services Area Outcomes (SAO)

Path: [Gavilan College Intranet](#) --> Program Planning --> Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Student ServicesI --> Select program

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

N/A; we have worked year to year on goals for that year, and with Title V Grant goals, which we have easily exceeded.

Institutional Learning Outcomes (ILO)

21. How do your SAO support the [college ILOs](#)? Be specific (**200 words or less**).

vious ILOs: 2, 3 and 5. Note: This area relates to the previous ILO: 1.

C. PRACTICE SOCIAL RESPONSIBILITY

ILO C. Develop ethical, social and civic awareness.

Common actions related to ILO B include:

- *Communicate effectively, ethically and creatively*
- *Listen actively and respectfully*
- *Understand the roles of context, audience, and purpose when developing a communication*
- *Read, write, speak and listen analytically.*

Common actions related to ILO C include:

- Demonstrate personal and civic responsibility
- Collaborate with individuals and groups to reach common goals
- Practice respect for diverse people and cultures
- Apply academic knowledge and learning to one's civic engagement
- Practice honesty and apply consistent ethical standards.

Common actions related to ILO D include:

- Develop knowledge, skills, and abilities for personal mental and physical health
- Demonstrate growth and self-management to promote lifelong learning and personal well-being
- Develop job readiness and pursue career goals
- Affirm and promote positive individual and communal identities.

Gap Analysis

22. 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)**?

We have not succeeded in enlisting our PIO structure to help us publicize our many successes; our work with faculty has been encouraged and supported by administrators, who are generally very busy, but specific asks such as having deans thank new faculty for getting trained for SL have not been possible for our overworked administrators.



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

N/A

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less). Dr. Nicholas Park will teach the new class.

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

We have had some struggles here for the SJS major.

Core classes are small and in danger of cancellation (SJS 5 Intro to Women's Studies) or faculty have been unable to offer SL in them (Soc ((Social Problems) or they are simply not written yet (Intro to LGBTQ Studies.) We would like to see these classes always or often be SI classes, but without institutional support, this remains a choice by individual instructors and that has been inconsistent, unpredictable, and sometimes not doable.

We requested to become part of the pilot to not have classes in the core for SJS cancelled, but the GP decision did not include our request.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

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

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
Example: 1999	F = 3 S = 15 M = 1	F= 1 S = 12 M=1	F=2 S = 3	FT= 74% PT= 26%
2018-19			F=2/5	2 FT faculty work part time in SL/CE
2019-20			F=2/5	"

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)**?

We foresee a key retirement in 2-3 years, and as the reassignment is such a small part of the load, and our PT faculty are so mobile, we anticipate that we will continue to cope with turnover unless the college can help us with more reassigned staffing.

Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **Counseling:** Student contacts should focus on number of counseling appointments per year. Please find your total contact hours in SARS.

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student

2017-18	300			
2018-19	300			
2019-20	400			

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results **(200 words or less)**.

The college is very lucky to have this work done for so little money.

3. N/A

Evaluation of Resource Allocations

4. 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.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17

Civic Engagement					
Budget #	Budget Title	Budgeted	Actual	Encumbered	Difference
1290	Academic Coordinator	15,603	27,396	-	(11,793)
1490	Faculty Stipend	15,762	3,189	-	12,572
2430	Student Payroll	-	-	-	-
3100	Burdens	15,711	8,069	-	7,642
4310	Instructional Supplies	-	-	-	-
4510	Office Supplies	-	-	-	-
4570	Meeting Expenses	-	-	-	-
4710	Food	100	156	-	(56)
5110	Guest Speaker/ Lecturer	500	500	-	-
5250	Mileage	-	-	-	-
Subtotals		47,675	39,310	-	8,365

We are not sure what the academic coordinator monies are for as this is a large number that went over budget. We are not given access to our budget information generally, so this is a mystery. As is clear, the main costs are personnel and related burdens. We have also been able to give PT faculty stipends for getting trained and doing SI classes, but never in anyone's wild dreams did anyone think those stipends would total the 15K budgeted. We are generally not informed or asked about budget input, so the budget as shared with us does not seem accurate for our purposes. We have raised questions about it, been told it is not accurate, asked for corrections, and not received them from the Title V Grant coordinator. We encourage the college to exercise better oversight of grants with state or federal funding such as this one.

Integrated Planning and Initiatives

5. 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)**?

We are trying to work with the changing GP team; K. Alviso is our link there. We work with 30 or more community agencies, and serve them with consideration, respect, and specific attention to their needs. We collaborate with the library on election efforts, the webmaster for our Websites, and various faculty for speakers and other projects. We have usually done at least one PL Flex presentation/session on flex days, and would like to continue with Reality Tours. We are always looking for partners, and work with anyone interested, whether or not they can commit to a complete SL experience. We have also used on-campus departments including AEC, Food Pantry, Transfer Center, and Guidance for student placements.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. 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](#), 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: We would like to work with the career-development cohort that Lelanie Diaz is creating, as we would like to introduce non-profit work to others on campus doing career development, and to include our SL and CE work in their plans; we will have a Flex session together in Jan. 2020 to promote this.

We are interested in what we might do with GP as a way to help more faculty use experiential education.

We would like to expand the SJS ADT to include LGBTQ and more ethnic studies courses and emphases.

We would like to have our administrators work with us to better integrate SL and CE into the faculty experience, from hiring questions about community commitment to key classes normalizing as SL classes.

We would like to have more agencies on campus more often for more reasons, and more staff and faculty at our agencies more often for more reasons.

Threats: Our biggest concern is loss of funding at a time when we would prefer to be expanding our program. Gavilan's 40 percent commitment to Service Learning is, in the Service Learning world, a thin shoestring. Four-year colleges and universities have entire centers with 3-10 staff people working to support Service Learning programs. Even community colleges in California have minimally one full-time position with one clerical support person (Mira Costa, Palomar, Evergreen DeAnza—which additionally uses students as paid staff). We have been able to make our own shoestring work because we are committed to our community, our faculty, and our students, and we work far more hours than the 20 a month required by the grant and by our reassigned time. We are also well organized and we have an excellent model, one being replicated elsewhere in California and Texas by faculty who have left Gavilan to create or support Service Learning programs elsewhere (Rice University, Hartnell College, Solano College, Foothill College.) We have given technical support to fledgling programs at Evergreen College, Solano, and Hartnell Colleges. We also have extremely eager community organizations. At any given time, we have three to five new organizations in our service area looking for faculty to work with, and fifteen to twenty active community organizations that are working with students. We find that interesting faculty to do the training and classes is our main challenge, and takes constant planning, work, and follow-up as there are many other interests and lack of interests that our faculty evince. Despite strong support and considerable legwork from us, we find that without administrative and departmental support, only a hardy few venture into this effort. Many who are PT leverage the experience to get FT jobs--elsewhere.

Instructional Liaison. Without the Instructional Liaison position, the following would not get done: recruiting new faculty (a huge, time-consuming, surprisingly difficult job), training sessions that are geared towards helping teachers think through their own goals, design their Service Learning approaches, and customize their classes; follow-up help with specific assignments to ensure best practices are followed; follow-up to help teachers create optimal reflection opportunities for students, and to customize assessment and evaluation methods; troubleshooting when pedagogical issues arise in the classroom (a constant stream of such issues keeps the Liaison busy all semester); help in making Service Learning work with SLOs and PLOs for different teachers who have differing approaches; meetings to provide Service Learning faculty to share and improve their approaches; professional development activities designed to help all faculty understand the Whole Student by exposing faculty to community norms and conditions. Moreover, the Instructional Liaison cannot work without a Community Liaison, as it is extremely time consuming to do the work outlined below, and recruiting new teachers without having agency partners to offer as collaborators would be useless.

Community Liaison. Without the Community Liaison, Service Learning would quickly die at Gavilan—but not without some potentially very risky death throes. The Community Liaison attends local events and fairs to look for agencies that might be candidates for partnership; the Liaison does a detailed intake and needs assessment to see if each potential agency is a good fit. (More than 100 agencies have been considered, and only about 40 have been good fits over the years.) A Service Learning model in which faculty persons are left on their own to find agencies in the phone book would result in problems, some of them potentially very serious to Gavilan's liability. Most Gavilan faculty live outside the district and drive in, so they do not know our community. We have been told by faculty that without our support, they would not have time to implement Service Learning and would not feel comfortable finding their own agencies. Even for faculty in the area who would not object to finding their own agencies, the process is time-consuming and it is unlikely that our faculty would take the time to search out, interview, vet, and site-visit multiple agencies—most faculty use 2-6 different agencies per Service Learning class.

Agencies screened out by the Community Liaison have been screened out for good reasons: inadequate staff supervision, staff who are not trained to work with students, agency environment that is risky to students, agency staff who are inappropriate with students, agency staff who engage in discriminatory behavior towards our students, and agency clients who are not safe for students to work with due to anger or instability. Each of these problems has presented itself at least once (and some many times) in agencies that the Community Liaison has pre-screened out of our program; most of the time it takes an in-depth interview and site visit to uncover some of these problems. It is imperative that careful good judgement be exercised in making partnership agreements with community organizations. Someone with time to make assessments and history of working in the community is really the only defense—but it's been an excellent defense so far, as no major problems have arisen to date with programs screened into the Service Learning program.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Appendix

Optional 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. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

We do 2-3 six-hour trainings a year that get great reviews and charge up attendees to work with us to implement SL in their classes. Some do "SL lite" variations, and we are happy to support all efforts.

We also have been at every PL flex day for the last three or four years with a variety of programs, from Teaching the Current Moment to How to Infuse Your Students with CE Awareness. In spring 2020 we will collaborate with other career developers on campus to highlight our program.

We have also made an excellent introductory video (found on our website) and are embarking on a series to help new faculty do all they need to do to actually implement SL in a class--which we think has been a small gap in our provision of training.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

Yes. We can barely do the work on 20 percent reassignment, and some classified support for keeping up websites once we have vetted programs would be great, perhaps in conjunction with Campus Central Network.

We also need more administrative support and attention--a VP writing to someone who just took the training would be a dream come true, and we have never been able to get this implemented despite some years of efforts.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

SL and CE faculty educate others about the needs of our students and communities, and we do so with sensitivity and openness.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

Review Process Feedback

1. 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.



Three-Year Program Plan Goal Setting Worksheet

Civic Engagement/ Service Learning

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal**</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Secure stable funding and staffing</p>	<p>Diversity, community involvement, civic engagement, service, leadership, and related skills are part of every mission and planning document at the college</p>	<p>Work with VPI and grants to secure 40% or more faculty reassignment, secure staff time</p>	<p>SL/CE team</p>	<p>60 percent reassignment, halftime staff</p>	<p>By 2021 would be great</p>	<p>We will have trained, stable, interested faculty and staff in place</p>
<p>Expansion of SL and CE classes with new disciplines and faculty, and by supporting the Social Justice Studies classes, faculty, and students</p>	<p>See above</p>	<p>Work to recruit, train, engage, and support faculty, and to ensure that relevant classes are not cancelled, and to integrate SL and CE into more major areas as part of the GP and other initiatives</p>	<p>SL/CE team</p>	<p>As above</p>	<p>As Above</p>	<p>SJS studies as a strong and growing major, and more committed faculty trying research and service projects in more classes with more students</p>
<p>Alignment with college priorities such as experiential education, Guided Pathways for students, career development, and community engagement for the college as a whole.</p>	<p>See above</p>	<p>With more reassigned time, we would be better able to attend meetings and represent our work as it is surprisingly little known on campus; relationship drives success in a program like ours</p>	<p>SL/CE team</p>	<p>As above</p>	<p>As Above</p>	<p>SL is a key part of several GP cohorts and many faculty are able and eager to use it in a variety of classes.</p>

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Signature Page

Program being reviewed: **Civic Engagement**

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Leah Halper		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Susan Sweeney		12-2-19
PIPR Support Team	Lelannie Diaz		