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GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Administrative Services

Program Name:	Arts, Humanities and Social Sciences Division
Academic Year:	2019-2020

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Gavilan College

Administrative Services Program

Planning and Review

Academic Year 2019-20

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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. [BP/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.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due to peers (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	If needed , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

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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)**.

The Arts, Humanities and Social Sciences Division has a strong tradition of academic excellence and is built on a foundation of excellent scholars and educators in the classroom that are passionate about the success of our students. The division is adapting to the creation of Guided Pathways and the elimination of Basic Skills (AB 705 legislation). One program trend is the data around student equity in which we have several disproportionately impacted groups that include Hispanics, African Americans and Foster Youth. A disconnect is apparent between the faculty diversity not being reflective of the student body and the disproportionately impacted groups. Gavilan College is a federally designated Hispanic Serving Institution and it is crucial that we provide students at Gavilan College an education that is equitable to other institutions across the state of California and the nation. Guided Pathways can be a crucial part in helping to reduce the equity gaps by providing students with appropriate structures and guidance needed to be successful in college. Other trends have included the lack of appropriate classroom technology and facilities. For example, the ceramics courses have outdated facilities that need to be upgraded. Community Engagement such as Service Learning and Civic Engagement continue to be goals for the division as this program can be a crucial part of a Guided Pathway Model and holistic student experience. Similarly, providing excellent support through the college's writing center is another key goal for the division and lends to a key component of Guided Pathways.

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 the program and how it 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 Arts, Humanities and Social Sciences Division helps to contribute to the mission of Gavilan College which is to "actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential." The instructional programs within the division provide students in Gavilan's service area the opportunity to access quality instructional opportunity that leads to their academic, social and economic growth. For example, each discipline provides key courses that lead to the student's ability to transfer and graduate. Furthermore, student support is offered to support the students with the development of guided pathways, providing service learning and civic engagement and the ability to have ample tutorial support which leads to fulfilling the college's mission. In addition, the division houses the college's Puentes Program which has been an equity-based program that provides academic counseling and mentoring services for educationally underrepresented students. In ensuring to empower and enrich students of all backgrounds, shifts in creating a more equity-oriented culture are underway which include diversifying faculty and administrators that are reflective of the student population which research has indicated is key to closing equity gaps.

The Arts, Humanities and Social Sciences Division includes the following disciplines.

<u>Fine Arts</u>	<u>Social Sciences</u>	<u>English</u>
Art	Anthropology	All English Courses
Communication Studies	Cultural Geography	Writing Center
French	History	Puentes Program
Japanese	Political Science	
Journalism	Psychology	
Media Arts	Sociology	
Music		
Philosophy		
Spanish		
Television / Film		
Theatre Arts		

Within the division the following are highlighted programs and activities that meet the college's mission.

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
N.A. This is the first division program review	

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

The most significant change within the last three years is the college reorganization in which Liberal Arts and Sciences was separated. All STEM disciplines and ESL were removed resulting in three remaining areas that include Fine Arts, Humanities and Social Sciences remaining under a single dean as part of a reorganization. We also have seen a shift from basic skills initiatives including a BSOT grant and Basic skills funding that was combined with other sources to become Student Equity and Achievement Program (SEAP) funds.

C. Program Overview

N/A

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. **If your area does not regularly interface with or provide direct services to students, skip to question 5.**

1-3. N/A

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

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.

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

(300 words or less)

This is the first plan created for the division.

6. 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 delineate several of the goals and initiatives within the division that support student success and retention.

A. **Faculty Diversity**
Implement equal employment opportunity hiring practices that diversify the faculty and increase the number of faculty that are reflective of the student population and service area. Provide faculty with appropriate support to retain faculty of color. Ensure appropriate full-time faculty are hired to provide an appropriate access to the student population. Hiring faculty that is reflective of the student body has been found to have a positive impact on creating an equity-oriented campus culture that produces equitable outcomes.

B. Instructional Support

Strengthen and expand instructional support services as part of Guided Pathways to include tutorial and supplemental instruction support for disciplines within the division and support promoting and outreach of services to students: 1. increase in the number of students using services, 2. Targeted outreach to students experiencing inequitable outcomes, 3. Increase the success and persistence rates of students using the services, 4. Integrate instructional support into Guided Pathways.

C. Community Engagement

Implement community engagement activities that include but are not limited to: Service learning and civic engagement opportunities, promotion of community outreach via music, theatre, film and art performances and exhibitions and new opportunities as they arise. Integrate service Learning and Civic engagement as part of Guided Pathways.

D. Student Equity

Reduce the equity gap by developing an equity-oriented culture including but not limited to:

1. Creating a student-centered advisory group and implementing a Participatory Action Research project to help identify actual items to help students.
2. Increasing the diversity of faculty population and staff to reflect the student body.
3. Providing targeted outreach and support activities in partnership with other campus units.
4. Promote and support curriculum offerings that are reflective of groups experiencing inequities such as courses focusing on GLBTI and Latino Communities.
5. Promote a student equity lens in creation of Guided Pathways.

E. Instructional Equipment and Technology

Provide appropriate technology and instructional equipment for the classroom. The computer labs have computers that are nearly half a decade old and the replacing the computers with the same models is no longer possible. Some of the equipment in Ceramics is over 20 years old.

1. Replace outdated computer labs in the Fine Arts Classrooms
2. Acquire appropriate facilities for Arts including Ceramics.
3. Purchase computers for current full-time faculty that are currently borrowing computers from other departments.



Consider setting goals toward these initiatives in your Three-Year Program Plan at the end of this
nt.

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. 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](#) → Program Review/ Equity → D7. Disproportionate Impact with Margin of Error by Year → Filter by Year

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

A common trend within the last three academic years within the division has been that Latino, Foster Youth, and African Americans have experienced disproportionate outcomes. As a Hispanic Serving Institution, it is crucial that we appropriately adapt to the socio-cultural needs of the population that we serve. The following chart shows which groups are disproportionately impacted. Within each are of the departments in the division for the last three academic years.

Year 18-19	
Discipline	Groups
English	Latino and Foster Youth
Fine Arts	Foster Youth
Social Sciences	Latino and Foster Youth
Year 17-18	
English	Hispanic
Fine Arts	Latino and Foster Youth
Social Sciences	African American, Latino, and Pacific Islander
Year 16-17	
English	Latino
Fine Arts	Disabled
Social Sciences	African American, Latino and Foster Youth

The following are efforts that can be made within the division to increase the success rates of disproportionately impacted groups within the division.

1. Employment, support of, and retaining Faculty, Administrators and Staff that are reflective of the student population and the disproportionately impacted population is a key factor that has been found to positively impact equity gaps and create a campus culture oriented towards equity.
2. Creation and implementation of a Student Advisory group to the division that will consist of students made up from the disproportionately impacted groups to help provide feedback on best practices, scheduling, and student engagement activities within the division. A Participatory Action Research project can be implemented as a means to garner what is working or not working for students, which can translate into changed practices.
3. Provide appropriate target outreach to disproportionately impacted groups with mailings, phone calls and emails with support services such as, but not limited to, the writing center support, specialized courses designed to support students given AB 705, and other programming as needed.
4. Creating an Equity Oriented Campus Culture characterized by assumptions values, programming and actions that reflect campus inequities, and a commitment to address historical legacies of inequity. This also includes but is not limited to affirming the cultural identities and knowledge of students inside and outside the classroom, administrators and faculty that are reflective of the student population and providing directed and targeted services to students that the institution and division is creating inequitable outcomes.

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)**?

The division will begin to exercise the following practices to address EEO outcomes.

1. When advertising and recruiting, target related departments at other institutions of higher education that have large populations of historically underrepresented groups.
2. When interviewing, a diverse faculty pool should be accumulated prior to conducting interviews
3. Recognize that that applicants from underrepresented groups may have gaps in their education that might take longer to complete coursework
4. Understand that transferable skills that are acquired through alternative work or volunteer experience are no less valuable than more traditional pathways
5. Recognize that some applicants whose secondary language is English might utilize nonstandard ways of word choice, phrasing, and grammar when writing cover letters, resumes, and/or CVs.
6. Provide interview questions that are specific to experience with cultural competency, culturally responsive pedagogy that are reflective of Gavilan Colleges' diverse student population. This should not be regulated to just one question aiming to fill Title 5 requirements but should be included in multiple questions.
7. When considering an applicant, the needs of students and the impact on student must remain a priority.
8. Include students in interviews of part time and full-time faculty process.
9. Provide individualized mentorship and guidance to faculty of color that may have unique experiences in the classroom such as issues of implicit bias, presumed incompetence and other issues that may arise.

9. N/A

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)**?

Please See #8

11-12. N/A

[curriQunet](#)

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

13. Are your SAOs mapped in [curriQunet](#)?

Yes:

No:

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

Yes:

No:

15. Have your SAOs been assessed in the last five years?

Yes:

No:

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

Yes:

No:

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



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

Outcomes Assessment

Review 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.

Path: Gavilan College Intranet → Program Planning → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Administrative Services → Select program

Services Area Outcomes (SAO)

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

The division does not currently have SAO, but it is a goal to create them.

Institutional Learning Outcomes (ILO)

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

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)**?



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

E. Curriculum and Course Offerings Analysis

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 three 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= 99 S=TBA	F=25 S = (Waiting for HR report)	F=74 S = (Waiting for HR report)	FT=25% PT=75%
2019-20				

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)**?

Reassign time has been allocated to several individuals in the department including the following.

1. John Lawton Haehl: release Theatre
2. Dahveed Behroozi : release to coordinate Bach to Blues, Jazz Festival and Marian Filice Piano Competition.
3. Maria Amirkhanian: 10% release to coordinate Bach to Blues, Jazz Festival and Marian Filice Piano Competition.
4. Erin Crook: PIPR
5. Denise Besson: FPLC
6. Leah Halper: PL Liaison
7. Nick Park: Mentor Liaison
8. Debbie Klein: AS VP Academic Affairs and an additional for FACC
9. Andrew Delunas: VP Student Success

Currently the reassigned time has required that additional part time faculty are needed to fill in the gaps for many of the course offerings in several of the disciplines or the faculty are doing overload.

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. **If you do not have student contact, please fill out columns 1, 3 and 4.**

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	10,394 (head count from year not D.4.)	\$ 4,635,252	\$5,262,181	\$506

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)
2018-19	10,420(head count from year not D.4.)	\$5,376,542	\$4,543,379	\$436
2019-20	NA	\$5,376,542	NA	NA

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)**.

An evaluation of program cost is still underway. Reconciling budgets and creating a plan for improvements is forthcoming. Meetings with the business office will help to better answer this question in the future.

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
1,497,600	BSOT Grant	2015-2018	<p>Basic skills support. However, information is limited for this report and is based on a report certified on 1/28/19 that reported up to the 2015-2016 fiscal years. A report to the chancellor's office indicated that funds were used for the following.</p> <ul style="list-style-type: none"> • Basic Skills Counseling for about 350 students • Instructional I Program Specialist for • Peer Mentors in guidance 6 courses and the Welcome Center • Acceleration was advanced on campus through numerous efforts: the continued editing of the Acceleration manuals for both the English and math Departments; curriculum development of co-requisite courses and materials 	No results were available in the Chancellors Office Reports.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
			<p>development; in support, plans were made for : departmental retreats to ensure understanding of changes being made, a video is being developed for student use to promote understanding of self-placement, plans for multiple measures were finalized and assessment strategies and integrated support for acceleration were discussed and vetted</p> <ul style="list-style-type: none"> • Basic Skills Early Alert • Textbooks for Math and English Test books. 	
TBA	SEAP funds (Basic Skills)	2018-2019	TBA	TBA

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)**?

Our area is partnering on the Guided Pathways initiative, student equity and learning support services (Writing Center/ Learning Commons).



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)**?

The interim reorganization has the potential to create significant opportunities to promote change that results in a more resilient organizational culture that can react positively to external forces such as AB 705. As part of this reorganization, opportunities include developing Guided Pathways, and creating an equity-oriented culture that helps to close equity gaps.



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. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

The faculty mentorship program is led by Dr. Nicholas Park, one of the Social Science Chairs and Sociology Professor in the AHSS Division. The Gavilan College mentoring program builds on past efforts by creating and sustaining an effective, positive mentoring program that emphasizes teaching and learning, connected relationships in the academic and general communities, and work-life balance for faculty.

This past semester, Dr. Park has worked with new faculty to pair them with a mentor, provided information about preparing for the first day, met one-on-one as needed, and held eight informational sessions throughout the semester. These sessions included:

- AEC Training
- Working with Students in Crisis
- How to Complete and Meet Flex Obligations
- Evaluations and the Tenure Review Process
- The Budget Formula and the Future of Gavilan
- The Shared Governance Process
- The Behavioral Intervention Teach (BIT)

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Is there a need for expanded support services (i.e. 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.

The division is in need of a 100% dedicated division assistant. The current division assistant is shared with STEM. THE AHSS Division has a substantially less administrative support compared to all the other divisions across campus. Other divisions have more than one full time administrative support person. Given the size of the division and the need to continue to create a resilient culture that supports student's success appropriate staffing is required.

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?

Please see question #8 concerning EEO Hiring

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

Review Process Feedback

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.

Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

E
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S

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Decrease average response time for IT requests from three days to two days</p>	<p>Mission statement: Actively engages students Strategic Plan: Goal 2: Improve Efficiency SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff.</p>	<p>Implement new workflow management software</p>	<p>Director of Information Technology</p>	<p>\$7,500 for software package</p>	<p>September 2020</p>	<p>Compare average response times from one year before software implementation to one year after implementation</p>

Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

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

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

Program: AHSS Division

<p style="text-align: center;">Goal</p> <p>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>Increase faculty diversity so that it is more reflective of the college's student population by at least 5%</p>	<p>Goal 1. Increase Achievement and Goal 4: Improve Equity</p> <p>Research has shown that improving faculty diversity can improve equity gaps.</p>	<p>Implement a strategic Equal Employment Opportunity Plan within the division.</p>	<p>Dean, Arts, Humanities and Social Sciences, Department Chairs and Human Resources</p>	<p>NA</p>	<p>June 2023</p>	<p>The proportion of faculty of color.</p>
<p>Strengthen and expand instructional support services to including tutorial and supplemental instruction support with outcomes that show at least a 10% increase in support usage and students using support</p>	<p>Goal 1. Increase Achievement and Goal 4 Improve Equity</p>	<p>Create and support a new systematic structure for services and provide outreach targeting key student populations to increase service numbers.</p>	<p>Dean, Arts, Humanities and Social Sciences. Writing Center Coordinator Department Chairs</p>	<p>See Writing Center Proposal</p>		<p>Goals will be evaluated using Writing Center Data and GavDATA</p>

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<p>services will have a 10% greater success rate than those that do not</p>						
<p>Reduce the equity gap amongst the divisions disproportionately impacted groups by at least 2% each academic year. developing and equity-oriented culture</p>	<p>Goal 4. Improve Equity</p>	<p>Implement a strategic plan to promote and equity-oriented culture within the division with enacted activities</p>	<p>Dean, Arts, Humanities and Social Sciences.</p>	<p>\$8,000</p>	<p>June 2023</p>	<p>Measure of equity gaps within the division</p>
<p>Provide appropriate technology and instructional equipment for the classroom.</p>	<p>Goal 1 Increase Student Achievement</p>	<p>Replace Classroom Computer Labs Provide appropriate instructional technology and equipment that are disciplines specific</p>	<p>Dean, Arts, Humanities and Social Sciences</p>	<p>TBA</p>	<p>June 2023</p>	<p>Acquiring appropriate equipment and technology</p>
<p>Implement community engagement activities</p>		<p>Service learning and civic engagement opportunities, promotion of community outreach via music, theatre,</p>				

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		<p>film and art performances and exhibitions and new opportunities as they arise.</p>				
<p>Secure 100% administrative support staff for the division or its equivalent. (Currently Division Assistant is shared by two different divisions)</p>	<p>Improve efficiency</p>	<p>Provide a 100% Division Assistant</p>	<p>Dean</p>	<p>\$97,300</p>	<p>June 2020</p>	<p>Securing admin support reflective of the reorganization.</p>

Program Signature Page

Program being reviewed: **AHSS Division**

Date: 12-18-19

How to use form:

Sign off after final review no later than:
 Peer Reviewers: Nov. 27, 2019
 Administrative Supervisor: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Date and Initial upon final review
Team Lead/ Chair	E. Cervantes		12-18-19
Supervising Admin			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team			
PIPR Support Team			