GAVILAN COLLEGE

Research, Planning, and Institutional Effectiveness

Program Integrated Planning and Review

Instruction

Program Name:	Continuing Education/Student Foundations Division
Academic Year:	2019/20

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Gavilan College
Program Integrated Planning and Review Instruction

Academic Year 2019-20

Contents

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](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 (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

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 interim division *Student Foundations* includes: Academic Support, Distance Education and the Library along with Continuing Education. This report will defer to other reports and focus on Continuing Education. Continuing Education's, (formerly known Noncredit), mission is to provide an onramp for those in our community who typically don't access our college and to support these students in achieving their academic and life goals. Our classes are offered at our campus sites and at locations throughout our service area where there are large numbers of underserved students. These locations include low income housing sites, elementary schools, county jails, migrant centers, libraries and social service agencies.

There have been many changes in CE over the past five years, from improved collaboration with credit ESL to integrated student support. Continuing Education works hard to hire, train, support excellent faculty and have simple and illustrated student-centered matriculation processes. Student supports such as counseling, assessment, and peer advising are all integrated into instructional programs. These changes have led to improved student enrollment in ESL and significantly improved progression rates. Continuing Education has also dramatically increased the number of certificates granted to students.

CE is working to expand short-term vocational programs and certificate completion and improve academic ESL program completion. CE is also focused on increasing the number of formerly incarcerated students who are retained and complete their academic programs.

There are several factors that will affect our work on these goals:
- Fluctuations in immigration,
- The need for the replacement of one of the two full-time faculty lost to retirement,
- Equipment and material costs and facility space needed for short-term vocational programs,
- Increasing staff and faculty costs.

The staff, faculty, and students of CE have shown tremendous adaptability and commitment which has led to dramatic improvements in student outcomes. As we grow over the next five years, we are optimistic that we can expand and improve in new areas in order to better serve our community.

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).

The interim division Student Foundations has yet to develop a mission statement. Continuing Education's mission is to engage and support typically underserved students in reaching their academic and professional goas. Our courses are embedded in communities that face barriers or a reluctance to accessing Gavilan College main campus. Our support systems for student travel out to these off-sites and class, serving students within their instructional programs. Our courses are tied to improvements in employment, citizenship status, High School Equivalency attainment, and short-term vocational certifications.

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
PR 1: Increase the proportion of community-based noncredit students transitioning to academic ESL.	This rate of students who transition within 3 terms has risen from 5% to 39% within the past four years.
PR 2: Increase the effectiveness of noncredit student enrollment, assessment, and counseling support.	Assessment and placement have become systematic with close to 90% of students in ESL being assessed. Enrollment processing has improved dramatically. Less than 1 FTE was lost due to enrollment issues.
PR 3: Increase the consistency and quality of noncredit instruction.	Curriculum has been revised for the ESL sequence. A new book has been selected for the life skills levels. Nearly 90% of all students are assessed and placed into leveled classes. Each year, a 3-day summer symposium, ½ day winter training, and semester lesson sharing provide faculty opportunities to learn practices and improve their instruction.

PR 4: Increase learning and support opportunities to service area residents, particularly those who are underrepresented in formal education.	Enrollment in Continuing Education has decreased over the past three academic years (16/17: 7915 to 18/19: 4624). This decline in enrollment is due largely to the elimination of online library support classes. FTES has risen slightly (16/17: 202 to 18/19: 249). New programs and curriculum are being developed and offered. New sites throughout the community have been opened across the past few years including: First V San Benito, CHISPA Housing center, Mission Bell Manufacturing, San Benito County Migrant Housing Center, Chiala Farms and RO Hardin Elementary School.
Rec 1: Hire full time noncredit counselor.	Completed
Rec 2: Identify new community-based partners.	New partnerships have been established with nonprofits including: First V San Benito, CHISPA Housing center, Mission Bell

	Manufacturing, San Benito County Migrant Housing Center, Chiala Farms, and RO Hardin Elementary School.
Rec 3: Assess and amend, as needed, three-year GRACES plan.	The 1st 3-year plan was completed with 86% of objectives being completed. A second 3-year plan has been developed and is currently underway.
Rec 4: Assess enhanced noncredit classes as they are implemented.	As new courses are offered, they are being assessed and reported.
Rec 5: Evaluate and improve advertising to increase enrollment.	The Continuing Education team has developed a procedure to market classes. Most of the methods are on-the-ground community-based efforts such tabling outside of markets, flyers handed out through schools, attending events, etc. Other more costly methods such as radio and TV ads have proven not to be effective. Enrollment in immigrant education a target for the outreach has increased over time.
Rec 6: Collaborate with credit instruction and support services to identify ways to transition of students.	The credit and noncredit ESL programs have been working together for the past 3 academic years. There has been joint assessment, orientations, recruitment, and schedule planning. As of Fall 19, both credit and noncredit ESL are supervised by the same dean. This collaboration has improved student transition to the credit or academic ESL program. There is more work to be done to improve the academic ESL program completion and to support students as they move out of ESL and into non-ESL classes or programs.

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

Services in Continuing Education have changed dramatically over the past three years. Supports such as counseling, assessment, and peer support have been incorporated into instructional programs.   Students are now conducting educational plans and receiving noncredit certificates. In Spring 18, certificates were awarded for the first time. With the re-organization, the credit ESL program is officially supervised by the Continuing Education Dean.

C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

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

Credit and Noncredit ESL (Lifeskills, Intermediate, Advanced, ESL Computer skills)
Vocational (Welding, Entrepreneurial)
Career/GED Preparation
All of those these certificate are noncredit certificates of completion or proficiency.

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

We have collaborations with the following organizations: Gilroy Unified School District, Gilroy Unified School District Adult Education, Morgan Hill Unified School District, Morgan Hill Unified School District Adult Education, San Benito School District, San Benito School District Adult Education, San Benito County Jail, San Benito County Probations, Santa Clara County Probations, El Pajaro Community Development Corporation, First Five San Benito, Catholic Charities, United Farmworker Foundation, MILPA, Chiala Farms, Crest Apartments, San Benito County Library, CHISPA housing corporation, Migrant Housing of San Benito County.

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 CCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: GavDATA❼ Program Review/ Equity❼ 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)?

> The data on the success rates for noncredit classes are in need of further exploration. Up until Fall 17, the noncredit division did not use grades in its classes. Noncredit uses a different scale from credit: Pass (P), Satisfactory (SP), and Pass (P). Since implementation, the rates have stayed consistent (Fall 16:76%, Fall 17: 74%, Fall 18 75%). According to GavDATA, the rates from the different departments ranges widely however. Reviewing the data, it appears as if the noncredit Guid courses were not reporting progress indicators properly.

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

Path: GavDATA❼ Program Review/ Equity❼ D2. One Year Persistence Rate

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)?

> In Fall 18, the one term v % as compared with the overall student population rate of 66%. In Fall 17, the overall college one-year persistence rate was 47% while the Noncredit rate was 31%. These Noncredit rates have stayed consistent of the previous past three Falls. These lower-than-college average rates reflect the transiency of the Noncredit student population. Nevertheless, this should and is an area of focus.

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: GavDATA❼ Program Review/ Equity❼D3. Course Rates by Unit

> Our goals are more focused on students' transition from Life Skills ESL to academic ESL and now on the completion of academic ESL.

4 – 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. 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)?

Path: [GavDATA]❼Program Review/Equity❼D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

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

> Since there is not a filter for credit/noncredit in the D7 tool, we used ESL as an indicator or the equity impact in Continuing Education. The findings show that male students are less successful than females. This reduced success rate is consistent with the overall campus equity. Nevertheless, the underperformance suggests the need for more work supporting male students. This will be a topic for discussion during the Continuing Education training efforts.

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)?

> Continuing Education endeavors to hire a diverse workforce. Currently, (Fall 19), over 54% of our faculty are nonwhite. When hiring, we look to use networks in the community to recruit instructors who represent the communities we serve. When recruiting faculty, we contact members of local organizations such as Lulac, Hollister Youth Alliance, Mipla that might have connections to potential instructors. Most importantly, we screen new instructors on their willingness to create a classroom climate that is welcoming and inclusive. Often you can determine through the screening process if a new instructor is flexible and adaptable enough to serve our unique audience. We seek and hire instructors who believe and align with our mission of serving students who are typically under-represented at colleges.

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: GavDATA❼ Program Review/ Equity❼D9. Course Success Rates❼Locate 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)?

The Continuing Education division currently does not have many online courses. In 18/19 there were 701 online course enrollments. The bulk of these enrollments 677 are from the Career and Personal Development course AH793.   This course is offered in four unique settings serving different populations.   In person versions of this class are at the San Benito County jail, San Benito County Transition Center, and in the Learning Commons serving primarily athletes.   The success rate for these classes combined are high at 75%. The online version of this class is for Calworks students offered at times the college is not offering instruction. The success rate for this class is 58%. The success rate disparity is largely due to the difference in the students completing these courses. In speaking with the primary instructor, some students start the course but do not continue with course, thus not passing.

10. N/A

Conferred Award Trends

11.   Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "Majors by Program, 2008-2019" for declared majors by year, unduplicated headcount.

Path: GavDATA❼Program Review and Equity❼D11. Count of Degrees and Certificates Awarded To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
18/19		More than 36	89
17/18		More than one	36
16/17		More than one	0

12.   What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

We are not able to identify the exact number of certificates using the GavDATA tool. Once the new IR analyst is up to speed we can get accurate numbers of both Credit and Noncredit/Credit Certificates of Proficiency and Completion. The above rates are as accurate as possible considering the recent data loss issues. The theme is / clear, the numbers have increased dramatically. The Continuing Education Counselor has developed a system for assisting students in filing and receiving the certificates they achieve. This work will continue and expand as more Noncredit programs are offered.

If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

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 logon)?

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)?

As new courses are offered, we will have to assess these courses.

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 ❼ curriQunet

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

N/A

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

N/A

Program Learning Outcomes (PLO)

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

N/A

Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

Well aligned

22. N/A

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).

> Currently underway: Entrepreneurial, Dental Assistant, Welding, ESL acceleration course sequence.
> Proposing: Entry-level computer classes,

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

> There are courses such as ESL for Child Development that have yet to be offered. As we move to an accelerated curriculum, some courses may be deactivated.

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 Intranet❷Argos❷Gavilan Schedule❷Schedule by Division and Department❷Select 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: Reports❷Schedule Reports by Division and Dept svc❷Run

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).

> Each semester we work very carefully to make sure our courses are offered throughout our service area (San Benito, Gilroy, and Morgan Hill) With our ESL courses, courses are planned so that students can move through the sequence of courses in each of the areas in both morning and evening. Schedule development is a collaboration between department chairs, counselors, staff, and peer advisors. This varied input helps develop a schedule that works for students.   We are always looking for new opportunities to increase access and enrollment. New site courses are offered on a test-basis.   DE and hybrid modalities are still being piloted in ESL.

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 in this program for the past **two** years

* Path: <u>GavDATA</u>❼ Program Review/ Equity ❼ F1. Faculty workload (FTEF) by Full-time/ Part-time❼Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2018-19	4 (excluding counselor)	Approximately 30/term	FT: .5 or 1.4% PT: 37.3 or 98.6	37.8
2019-20	2 (excluding counselor)	Approximately 30/term	FT: TBD PT:	TBD

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

> Credit ESL has lost two full time faculty in Spring 19. Improvements are needed in the completion of the ESL sequence and full time instructors need to lead this effort.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* Path: <u>GavDATA</u>❼ Program Review/ Equity ❼ F2. Enrollment Variables and Trends❼Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	$385,462	$366,273
18/19	37.8	249	110	$947,556 (including staff and Dean)	$839,057 (including staff and Dean)

Your Program Cost per FTES average is: $3,369

College-wide Cost per FTES average is: $7,203.44

<u>Statewide Funding per FTES: $3,727.00</u>

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)? The costs for noncredit courses are low and the revenue.

> The cost of Continuing Education is lower due to the reduced amount paid to Noncredit instructors. Additionally, Continuing Education general fund monies are supplemented by California Adult Education Funds. Continuing Education receives approximately 400K to provide student and instructional support.

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
$20,000	AB109	18/19	Used to pay portion of jail counselor	150 students counseled in jail
$553,940	CAEP	18/19	Used to provide Gavilan Adult Regional Consortium coordination and support and Noncredit instructional and student support for adult education students.	Transition rates increased (see above).

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)?**

> The Dean for this area is co-chairing the GP initiative at the college and as such is working to develop a Guided Pathways approach in Continuing Education. For example, Continuing Education uses peer mentoring to support its students and is working with the college peer mentoring program to provide joint training. We are also working with instructional support services such as the Learning Commons, Writing Center, and Tutoring to provide additional support to our students. We have also worked closely with A&R to streamline the onboarding experience of new and returning Continuing Education students.

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)?

Threats
Lack of facilities for short term vocational programs, increased staff and faculty cost eating away at adult education consortium budget, decrease in immigrants in our service area, lack of full time faculty.
Opportunities
Mission-driven faculty and staff, peer advisors, good climate for the development of new vocational programs, excellent partnerships across campus and in the community
Plans
Improved completion rates; increased short-term vocational programs.

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

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

   n/a

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on Launchboard. **You will need to create an account before accessing Launchboard.**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

   n/a

3. What percentage of students is attaining a living wage **(100 words or less)**?

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

   n/a

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?

> 3-day summer symposium, 1/2-day winter workshop, division meetings, semesterly lesson sharing event, ESL instructor mentoring program. Active observation and evaluation process that emphasizes active, student-centered instructional approaches.

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.

> For 18/19 the Continuing Ed. Division produced 249 FTES, the bulk of that was produced by ESL (212 FTES). Two full-time ESL faculty retired in June 19. The ratio of full-time faculty per FTES in 19/20, assuming the FTES rates will be approximately the same, would be 124.5 per FTES in 19/20. For English as a comparison, there is 468 FTES for 18/19 and there were 8 full time faculty. This is a ratio of 58 FTES per full time faculty roughly ½ the rate of Continuing Education. The academic ESL student progression rates need to improve and new noncredit programs will need development support. Full-time faculty are critical to meeting these goals. Funding for instructional support will be greatly reduced by Fall 20, as the current Title V will terminate. There is a great need, which is detailed in the Learning Commons/Tutoring Center Program Review report, to replace a portion of this funding. Moreover, there is a need to replace the staff and full time faculty. A full analysis and proposal will be moving through shared governance.

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.

> Continuing Education endeavors to hire a diverse workforce. Currently, (Fall 19), over 54% of our faculty are non-white. When hiring, we look to use networks in the community to recruit instructors who represent the communities we serve. When recruiting faculty, we contact members of local organizations such as Lulac, Hollister Youth Alliance, Mipla that might have connections to potential instructors. Most importantly, we screen new instructors on their willingness to create a classroom climate that is welcoming and inclusive. Often you can determine if a new instructor is flexible and adaptable enough to serve our unique audience. We seek instructors who believe and align with our mission of serving students who are typically underrepresented at colleges. We work to treat our faculty and staff with respect and value the work they do.
> We also try to connect them with our goals and mission so they feel part of the larger work of the division.

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.

> Form was super clear and easy to use. This year asking all to complete the process at once along with the IT issues made the process less than ideal.

Example 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.

	Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
E X A M P L E S	Increase proportion of EOPS students completing degrees by five percentage points	Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits	Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule	Dean, Special Programs	None	December 2021	In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase
	Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population	Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection	Partner with EOPS to create a Foster Youth ENGL1A intervention team	Chair, Department of English	None	September 2020	Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention

Three-Year Program Plan Goal Setting Worksheet

Division – Student Foundations

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

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Increase the number of enrollment and completions in short-term vocational programs.	Completion, employment, and equity are all advanced by this goal.	Develop and offer curriculum. Outfit and/or secure facilities and materials to offer.	Dean and faculty	Facility and material support may be needed from Strong Workforce	Ongoing	Approved curriculum, enrollments, and certificate completions
Improve success rates and completion for the academic ESL track.	Academic achievement is a strategic planning goal	Acceleration curriculum will be implemented and departmental improvements will focus on improving academic ESL completion	Dean, staff, peer advisors and faculty	Adult education funds are supporting professional development, one replacement ESL faculty will be requested.	6/20	Reviewing progression rates and success rates
Improve the retention and completion rate of formerly incarcerated students.	This is a completion and equity goal	Implement peer support program	Dean, counselor, and staff	External grant is funding	6/21	Completion and success rates of formerly incarcerated students

Improve success and retention rates of instructional support participants.	Academic achievement and completion	Develop and implement merged instructional support model	Dean faculty lead, staff, and student workers	Funding for permanent full time staff and faculty.	6/20		Success and completion rates for participating students
Increase the offering and quality of Distance Education	Academic achievement and completion	Provide training and support to faculty as they develop and improve DE offerings	Dean, DE coordinator, faculty, and staff	External grant funding	6/20		Enrollment and Success and completion rates for DE students

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Signature Page

Program being reviewed: __Division, Student Foundations

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	Randy Brown		
Dean	Randy Brown		
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Erin Crook		12-2-19
PIPR Support Team			

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