



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Combination Template

Program Name:	Community Education and Career Pathways
Academic Year:	2019.2020

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Gavilan College

AEC, Counseling, Library Program

Planning and Review

Academic Year 2019-2020

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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)**.

Community and Contract Education was reorganized in July 2017 as Community Education and Career Pathways (CECP). According to data from our Lumen's software, the previous structure focused primarily on enrichment and served college educated, older (50+), white affluent individuals. In addition, the District was concerned about the increasing contribution required to support the program. Enrichment was reassessed; the department was refocused on Career Education Programs which labor market data projected living wage as well as promising job growth. We kept only enrichment classes that consistently have enough enrollment to cover the cost of the course. Partnerships were developed with local Workforce Innovation Investment Act (WIOA) Agencies and Workforce Investment Boards (WIB). These partnerships provided funding for low income students. As of AY 18.19 much of our student population is younger (-30), Hispanic (67%), high school graduates and low income. We developed Certified Phlebotomy in AY 16.17, Certified Pharmacy Technician, Veterinary Assistant, Welding in 17.18, added Certified Medical Assisting and Dental Assisting in AY 18.19. Partnerships with non-credit and credit career education has been established through Gavilan's Workforce Advisory. Our program has been asked to develop, incubate and determine sustainability of new CE programs. Welding and Dental Assisting were incubated in CECP, curriculum has been approved and the classes will launch soon in both Credit CE and Non-credit. Contracts have exploded through partnerships with local industry partners and WIOA funding. In AY 15.16 contracts made up 17% of our revenue compared to 51% in AY 18.19. We have obtained state approval for 14 of our programs through Employment Trainers Providers List (ETPL) versus the 2 listed in 2016, (WIOA agencies can only fund programs listed on the ETPL). WIOA agencies have expanded from Santa Clara and San Benito to include Monterey, and we are currently negotiating a contract with Kern County. Challenges are largely based on location of the department at Coyote. There is no public transportation for students to get to Coyote. Travel time back and forth effects the Director's ability to serve Gilroy and San Benito partners and students. In order to provide site supervision and not leave the senior program specialist isolated, the Director has limited program development which will impact the budget negatively.

Goals:

- Establish Base line, improve employment that provides living wage by 3% within 3 years
- Establish Baseline, increase achievement increase pass rates by 5% within 3 years
- Establish Baseline, improve equity outcomes by increasing course/program participation in targeted populations by 5% within 3 years
- Continue to sustain Community Education and Career 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 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)**.

Community and Contract Education was reorganized in July 2017 as Community Education and Career Pathways (CECP). The previous structure focused primarily on enrichment and served college educated, older (50+), white affluent individuals. In addition, the District was concerned about the increasing contribution required to support the program. Enrichment was reassessed; the department was refocused on Career Education Programs which labor market data projected living wage as well as promising job growth. We kept only sustainable enrichment classes. Partnerships were developed with local Workforce Innovation Investment Act (WIOA) Agencies and Workforce Investment Boards (WIB). This provided funding for students of all backgrounds and abilities to build their full academic, social and economic potential. Most of our student population is now younger (-30), Hispanic (67%), High school graduates and low income.

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
- Each goal since the last program plan and review and
 - 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
NA	It has been over 10 years since review

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

As mention above we have refocused on Career Education (CE) and kept only sustainable enrichment classes. We developed Certified Phlebotomy in AY 16.17, Certified Pharmacy Technician, Veterinary Assistant, Welding in 17.18, added Certified Medical Assisting and Dental Assisting in AY 18.19. Partnerships with non-credit and credit career education has been established though Gavilan's Workforce Advisory. Our program has been asked to develop, incubate and determine sustainability of new CE programs. Welding and Dental Assisting were incubated in CECP, curriculum has been approved and the classes will launch soon in both Credit CE and Non-credit. Contracts have exploded through partnerships with local industry partners and WIOA funding. In AY 15.16 contracts made up 17% of our revenue compared to 51% in AY 18.19. We have obtained state approval for 14 of our programs through Employment Trainers Providers List (ETPL) versus the 2 listed in 2016, (WIOA agencies can only fund programs listed on the ETPL). WIOA agencies have expanded from Santa Clara and San Benito to include Monterey, and we are currently negotiating a contract with Kern County. We also have established online computer training for Santa Clara County SNAP recipients which was launched late AY18.19; and has had steady growth with a 93% success rate. We also established ourselves as supplemental job displacement educational

trainer in AY 17.18. This is for individuals who are awarded funding through litigation for job loss due to injury or automation. We served 2 clients in AY 17.18, 17 in AY 18.19, and 14 so far academic year.

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 CCCC 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)**?

We are not part of this data resource. We have an excellent pass rate for our state exams (93%) well over the state average of 80%. The pass rate of our programs is 78%. We know that those passing our program pass the state exam, but all are not passing our final exam. We have started study groups and the instructors have begun offering office hours. We are implementing an assessment test for reading comprehension in AY 19.20, this will allow us to refer those with low reading and comprehension to our credit English classes. We have been getting evaluation forms from our students for all our classes which reflect a 96% approval rate. I will begin observing and evaluating instructors AY 19.20.

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- enrichment classes reflect a return rate of 70%. On the Career Education side as one would expect, we do not have students returning unless they do not pass.

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

Goal 19.20:
Increase achievement: Increase pass rates of CE programs by 3% within 3 years. (The first year we would need to establish our baseline). Our data is gathered from Lumens which serves as our Banner. We have outside contracts for which individual students would not get entered into the system, only the contractor and the payment. This requires us to hand track. There is no past data to refer to.

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

GavData does not have this for our program. We are in the process of hand counting.

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)

NA. Outdated plans.

6. N/A



Consider setting goals toward these initiatives 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.

GavData NA. Our equity goal AY 19.20: Improve equity outcome by increasing course participation rates in targeted equity populations as defined by our District equity plan by 3% over 3 years, (first year we will establish baseline). We have data on income, age, and ethnicity but not specific equity populations. We actively recruit instructors with diversity awareness and reflect our student population.

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 review in staff meetings, as well as with our instructors. We employ diverse staff to provide instruction to our students. We will add this statement to our instructor and student manuals for AY 19.20. We

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)**?

we have an excellent pass rate of 83%

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)**?

As mentioned above we have cultivated relationships with county funding agencies to provide support for underserved populations. We are also working with local industry to provide training to up-skill current employees to increase their wage and social mobility.

11-12. N/A

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav Was not able to in the Yes/No boxes

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)? No

Yes: No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)? No

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



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.

18-19. N/A

Services Area Outcomes (SAO)

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

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

N/A

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)**?

These have not been assessed but will be included in our next 3-year planning cycle.



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)**.

By direction of the District our program development has been put on hold. The Director has been asked to provide oversight to Coyote Campus and be more available to staff at Coyote.

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

N/A

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

Please answer the following:

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 are at the mercy of room availability; we are last to schedule rooms and have very little choice. We also have been bumped from classrooms mid-semester. The college does not currently have room for new CE programs.



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/instructors:24 (Contracts and Employees) S=1 M=1	S=1 M=1	F/instructors:24	PT=100%
2019-20	same			

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)?**

N/A

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	See below			
2018-19				
2019-20				

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)**.

	18.19	17.18	16.17	15.16	14.15
contract	\$320,429.46	\$137,851.06	\$28,630.00	\$29,562.00	\$58,068.00
com Ed	\$248,176.87	\$251,731.53	\$138,034.18	\$96,329.82	\$131,396.82
revenue	\$568,624.52	\$389,599.77	\$166,680.35	\$125,906.98	\$189,478.97
expense	-\$469,519.52	-\$369,135.60	-\$309,968.09	-\$257,229.40	-\$266,608.13
Balance	\$99,105.00	\$20,464.17	-\$143,287.74	-\$131,322.42	-\$77,129.16
district contribution	\$0.00	\$0.00	-\$143,287.74	-\$131,322.42	-\$77,129.16

As you can see, we are now self-sustaining. Once we are able to get data on student numbers, we can provide a more accurate picture of our program.

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
\$28,630.00 \$138,134.18 \$143,287.74	Contracts Com Ed Gen Fund	16-17	provide community-based enrichment classes	District contribution increased by \$11,965.32 \$143,287.74 deficit
\$137,851.06 \$251,731.53 \$0	Contracts Com Ed Gen Fund	17-18	Sustain Program, provided Career Education, reduced enrichment classes	District contribution decrease by \$143,287.74. Profit: \$20,464.17
\$320,329.46 \$248,176.87	Contracts Com Ed	18-17	Sustain Program, added 2 Career Education Programs, reduced enrichment classes	Profit: \$99,105.00 No district contribution, classes

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)?**

One of our tasks is to provide pathways from CECP to Credit CE and Non Credit. I meet bi-monthly with the Workforce Advisory and monthly with the College/High School Consortium. We map out pathways during these meetings. For example, we have Paralegal which connects with our law pathway, Phlebotomy and Medical Assist to our AH pathway. We also do a feasibility analysis for new programs which include GP discussion.



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)**?

Our program requires continual development of new programs, as older programs will eventually saturate the labor market. This is a challenge due to lack of facilities and the demand that the director be present to oversee Coyote Site and not leave our senior program specialist isolated (we only have one of our two positions filled). The standard time in the field for development is 75-80%. CECP must sustain itself through the revenue generated by the fees for programs and contracts; this will not be possible without time in the field developing new programs and contracts. In addition, the Director must meet sponsored students at the Gilroy campus because there is no public transportation to Coyote. Traveling back and forth wastes valuable work time. The Coyote location for our program complicates serving Hollister industry partners.



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?

Those instructors considered employees take part in district and professional development through Gavilan. Our senior program specialist will also attend trainings and conferences. Our contractors are mentored by the CECP Director and are responsible for remaining current in their field.

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.

We need a front office person for both Coyote and for CECP needs. The Director is currently covering Senior Program Specialist's tasks because she is covering the office assistant tasks. This would also solve the problem of her being in the office alone and would allow the Director to return to developing contracts and programs, as well as observing instructors.

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

As discussed above moving the program from serving exclusively college educated, white affluent individuals to serving a more diverse population.

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

We moved from general fund contribution of \$143,287.74 in AY 16/17 to support Community Education and Career Pathways, to a profit of \$99,107.00 in AY 18/19. In addition, our publication/mailer won first prize in a statewide competition.

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.

You have been wonderful.

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

E
X
A
M
P
L
E
S

<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 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>

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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: Community Education, Career Pathways

<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 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>Improve employment that provides living wage by 3% within 3 years</p>	<p>Supports Strategic Goal #3: Improve Employment</p>	<p>Develop ETP-subcontract for Agriculture (SBC), Medical (SCC), Advanced manufacturing (SCC & SBC)</p>	<p>Director</p>	<p>\$75,000 from partner college</p>	<p>6/2020: establish baseline 6/2022: 3% increase</p>	<p>Terms of contract, evaluate employment data for social mobility year to year through emails and instructor follow up</p>
<p>Increase achievement increase pass rates by 5% within 3 years</p>	<p>Supports Strategic Goal #1: Increase Achievement</p>	<p>Gather and analyze Data, evaluate instructors, make adjustments based on data</p>	<p>Senior Program Specialist Researcher Director</p>		<p>6/2020: establish baseline 6/2022: 3% increase</p>	<p>Evaluate pass rates for each program year to year</p>
<p>Improve equity outcomes by increasing course/program participation in targeted populations by 5% within 3 years</p>	<p>Supports Strategic Goal #4 : Improve Equity Mission statement: engages students of all backgrounds.</p>	<p>Market to target population in equity plan, establish baseline- assess & gather data</p>	<p>PIO Partner agencies Senior Program Specialist</p>		<p>6/2020: establish baseline 6/2022: 3% increase</p>	<p>Compare enrollment of identified population to baseline each year</p>
<p>Continue to sustain</p>	<p>All</p>	<p>Hire Coyote and CECP</p>	<p>VPI</p>	<p>50% CECP</p>	<p>3/2020</p>	<p>CECP Revenue will be</p>

<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>Community Education and Career Pathways</p>		<p>office staff part time to allow Director time to develop programs and contracts</p> <p>IF there is a hiring freeze: Relocate Department to Gilroy Campus</p>	<p>Director</p>	<p>50% general fund</p>		<p>greater than CECF expenses</p>

Signature Page

Program being reviewed: **Community Education and Career Pathways**

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

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	Susan Sweeney		
Supervising Admin			
Reviewer			
Faculty Peer Reviewer			
Student			
PIPR Support Team	Sydney LaRose		
PIPR Support Team			