

Preview

Status: Draft

Details

College

Gavilan College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

Project Director

Randy Brown

rbrown@gavilan.edu

(408) 848-4847

Responsible Person

Randy Brown

rbrown@gavilan.edu

(408) 848-4847

Alternate Project Contact

Vania Parakati

Counselor

vparakati@gavilan.edu

(408) 852-2889

Alternate Project Contact

Denee Pescarmona

Vice President, Academic Affairs and Student Services

dpescarmona@gavilan.edu

(408) 848-4760

Approvers

Chancellor/President

Kathleen Rose
kruse@gavilan.edu

Awaiting Submittal

Academic Senate President

Nikki Dequin
President ,Academic Senate
ndequin@gavilan.edu
(408) 848-4894

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

In spring 2019, the college established a first draft of clusters / meta-majors that consisted of eight groups. The clusters were approved by the Academic Senate for a year-long pilot period, with the goal of partnering with an external marketing agency to develop promotional materials to test with students and receive feedback. In fall 2019, the college obtained mock-ups of the clusters and began to present them in select classrooms. In the meantime, programs assessed their placement in the clusters and began providing feedback on whether they felt they were appropriately placed. In early spring 2020 the GP leadership team met with department representatives who advocated that the proposed meta-majors be put up for review again by the college's academic departments, as there had been changes to program offerings and there was a need to look at the placements a bit more carefully. The GP group established a formal revision process, presented the process to Senate and upon expiration of the first draft invited programs and faculty to review the initial placement of their programs and determine whether they wanted to switch. This GP Clusters revision process is currently being implemented

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We are currently in the process of collecting department feedback so that we can finalize a meta-major structure. This version will be proposed through shared governance and piloted with students.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Clusters will be available for students to view and select in Fall 2021. A shared governance process for revising and modifying programs' cluster placement will be implemented by Fall 21.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Gavilan has many programs that deliberately guide and prepare students to enter employment and further education. Some of these, such as our STEM programs, provide not just academic preparation but many transfer and career development opportunities, in the form of symposiums, industry panels, research opportunities at local universities, conferences, and internships. Others, such as our Water Resource Management program, are led by professionals with industry experience and taught mostly during evening hours, to allow working students to attend. These programs have strong partnerships with local employers who hire our students after graduation.

While we have multiple programs with clear paths to transfer and employment, not all programs have clear links to transfer and the workforce. We have taken important steps in this direction, with the creation of maps for our ADTs that include not only coursework but also career and labor market information.

A Career Exploration committee has been established. This committee is composed of representatives from areas of the college that are involved in career exploration such Career Education internships, STEM internships, Career and Transfer Center, and Service Learning. The committee is working on a planning process to centralize services, increasing visibility, and increase career exploration opportunities.

Timeline for Progress to Date

Term and Year

Summer - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

By the end of Spring 2021 we plan on having maps for all of our degrees; these will include employment information that will help students make transfer and career decisions early on.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

In the summer of 2020 Gavilan College purchased a software package called Program Mapper. Mapper will allow our college to present our degrees, program maps, and career resources on our website in a streamlined, user-friendly format. In addition to Program Mapper, though, our Career Education (CE) division, in partnership with the Career & Transfer Center (CTC), works with local employers to provide internship and employment opportunities to students in our vocational programs. These openings are posted prominently on the CTC website as well as on the CE division's landing page, through our College Central Network database.

The College Central Network database is a job board for students interested in employment. Hundreds of local employers have posted internship and job listings on the site. Over 1000 students have used the site. The STEM program also posts internship and employment opportunities on its webpage.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our team is currently working with the Program Mapper vendors to input information into our system so that students can easily view our programs as well as labor market and career development information. Our plan is to have our ADT maps uploaded and displayed on our website in Spring 2021.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

We need to ensure that funding will extend beyond one-time purchase of software and cover ongoing IT support and maintenance.

Support Needed - Detail

Funding to pay for ongoing maintenance costs of Program Mapper.

Type(s) of Support

- Technology support
- Other

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The college has developed clear maps for all of our ADTs. These maps list both major and General Education (GE) courses per term, incorporating pre-requisites, co-requisites, and rotation schedules, so that students don't have to research or guess the courses they need to take each term. We are currently surveying students on these maps and hosting targeted focus groups to solicit qualitative feedback before we officially launch them for our summer and fall 2021 registration cycle. The focus groups have yielded important information on how to present and make the information more useful for students. This information will be used as the program mapper is developed.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

In Spring 2021 we will continue to work on developing maps for the rest of our programs, following the same model of collaboration between academic faculty and counselors that we used to create our ADT maps.

Term and Year

Spring - 2021

Term - Detail (optional)

All of the maps will be uploaded onto our Program Mapper and showcased on our website; we will display the ADTs first and then, in time, the remaining degrees.

Next Steps Toward Implementing Practice at Scale

We will present completed maps to students for summer 2021 - fall 2021 registration cycle.

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Ongoing support for the program mapper.

Support Needed - Detail

State purchasing for program mapper.

Type(s) of Support

- Technology support

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Gavilan College has fully implemented AB 705 directives and offers appropriate support classes along with all transfer-level Math courses, depending on students' field of study. Students are guided by counselors to the appropriate math courses (Pre-Calculus for STEM majors, Statistics; Business Calculus and Finite Mathematics for Social Science and Business majors; Math for the Liberal Arts for Arts and Humanities students) and encouraged to simultaneously enroll into additional support classes that allow them to spend a bit more time practicing what they learn in the regular class, with the support of teachers and tutors. These Math courses have been included in program maps and are embedded into the student educational plans. In addition, we offer boot-camps before the beginning of the semester, as well as in regular intervals throughout the semester, to help students fill knowledge gaps and review what they have learned so far.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We will continue to evaluate the effectiveness of our support classes, including whether more should be linked or detached.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Gavilan offers two Guidance courses that aim to help freshmen succeed academically and identify their skills, interests, and values and tie those into a possible career path. Every new student is required to complete an orientation and a comprehensive educational plan in order to receive priority registration standing. These two matriculation steps are also linked to them receiving financial aid. We have established a process to contact undecided students and invite them to meet with a counselor and decide on a major. Students have access to several career and major exploration tools on our website, including MyPath (that they encounter when they apply to our college for the first time and continue to have access to through the student portal), Eureka, and Roadtrip Nation.

In Spring and Fall 2020, the Guided Pathways Completion team facilitated discussions with full and part-time faculty across campus regarding career exploration and how instructional faculty will partner with academic and student support staff, faculty, and peers to guide students through their academic pathway. These discussions have prompted a proposed first year experience (FYE) program, which will provide students the opportunity to explore career and college options, choose a program of study and develop a full-time program plan.

A Career Exploration committee has also been established. This committee is composed of representatives from areas of the college that are involved in career exploration such as Career Education internships, STEM internships, Career and Transfer Center, and Service Learning. The committee is working on a planning process to centralize services, increasing visibility, and increase career exploration opportunities.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

While our goal is to develop a comprehensive First Year Experience (FYE) for all students, our GP team is still in the process of gathering input on what this experience will look like. We also established a committee that just began reviewing our current career services and supports, to determine what we need to do to make sure our students participate in career exploration and development activities early on.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Gavilan has not yet established a full series of gateway courses for our meta-majors. Some programs, like Engineering, Kinesiology, and Early Childhood Education, have special introductory courses that allow students to learn more about the broader area of study and assess whether it matches their academic and career goals. For STEM, the main gateway class is Pre-Calculus; we do offer linked support classes for these pre-calc courses. We also offer students the option to enroll in an accelerated, 8-unit pre-calculus class that immerses them into the foundational mathematical concepts they need to master before they move on the advanced math courses that are an integral part of their major.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Completion team will begin establishing what FYE will look like at our college and if it will include establishing gateway courses for each cluster.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

Check this box if support is needed to advance this work

Challenge or barrier you are running into.

We need to look at FYE programs at other colleges and explore what format we could adopt and sustain with our current resources.

Support Needed - Detail

Local, district, and state.

Type(s) of Support

- Connections with other Guided Pathways teams
- Other

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

Gavilan offers extensive tutoring services for all students, including a Math Lab that supports students in all levels of math. Some of our gateway math classes have assigned tutors as an additional resource for students both in and out of the classroom. During intersessions we host Math boot-camps and workshops, primarily for students who have gaps in basic mathematical or algebraic concepts and are transitioning from pre-transfer to transfer-level classes. These boot-camps were developed with AB 705 in mind, to help students complete transfer-level math courses within their first year. In addition, our gateway Math courses are linked to specialized 2-unit support classes that allow students extra time each week to master what they learned in class.

Timeline for Progress to Date**Term and Year**

Fall - 2016

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue to review student data to assess success and throughput rates and plan and target interventions.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

Students in pre-transfer level English and transfer-level English are provided instructional support (Writing Center, Tutoring Center). Some classes also offer embedded tutoring. Specialized counseling is embedded into these gateway courses. The English department also offers contextualized courses for target populations such as Athletes and STEM majors, to help them immerse themselves further in their programs and improve their overall chances of success.

Timeline for Progress to Date**Term and Year**

Fall - 2017

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue to review student data to assess success and throughput rates and plan and target interventions.

Revive Early Alert program with a revamped process and user-friendly software, to increase support to our English (and possibly other) gateway courses.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Technology limitations with current Early Alert software.

Lack of staffing to provide integrated instructional support. This will directly affect student success.

Support Needed - Detail

Additional monies are needed to fund technology, programs, and staff.

Type(s) of Support

- Technology support
- Other

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

Students who enroll in pre-transfer English and Math courses can receive intensive support in the form of embedded tutoring, boot-camps, and instructor-mandated hours in the Writing Center or Math lab. Teachers also have the option of working with counselors to identify at-risk students and provide targeted interventions to improve their performance.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue to review throughput and success rates to evaluate effectiveness of provided supports.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

Over the past six months and until the end of the year, and as our college continues to operate remotely, our outreach team will have conducted approximately 60 virtual presentations for our local feeder schools. The total attendance for these events is expected to exceed 1,000 students. During these presentations, students get help in filling out their college applications and FAFSA, listen to presentations from some of our special support services such as our Accessible Education Center, and gather information on some of our vocational programs. High schoolers also connect with our peer-mentors, who will help them navigate their first steps into college once they enroll.

As a part of the Guided Pathways effort, the Onboarding Team has been meeting regularly to redesign how students are recruited, enrolled, and registered at Gavilan College. The team has simplified recruitment materials and the website, developed and conducted new outreach events. This team will also work towards improving the assessment and placement system.

Timeline for Progress to Date**Term and Year**

Fall - 2020

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Our onboarding workgroup will continue to work on improving students' matriculation experience including application, placement, and website. The assessment and placement system will also be improved.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

All students are required to develop an educational plan in order to receive priority registration rights and be eligible for Financial Aid. The college uses DegreeWorks which helps students, with counselors' assistance, to develop educational plans. This tool is linked with Banner to provide students an updated view of their academic progress.

Some programs, such as STEM, MESA, EOPS, and CalWORKS follow a case-management model, where counselors are assigned a number of students whom they track and ensure they are meeting their academic goals (as well as the requirements to remain in the program). The STEM program has taken this a step forward, where a certain group of students have joined an "academy" and are assigned a teacher-mentor, who also meets with them regularly and helps them stay on track.

A study group is reviewing case management tools for purchase through a recent Title V grant. The team is looking at current tools, their inter-relation, and pros and cons. A recommendation from this review will be forthcoming.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We will begin discussing whether we can expand the case management model to all counselors and students, regardless of whether they are part of a program or not. In this model students may also receive additional support from peers and teachers-mentors.

Term and Year

Spring - 2021

Term - Detail (optional)

The GP team is still in the process of exploring ways to scale up this practice with the limited resources the college has.

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All students have access to their degree audit and educational plan through their student portal. They can see their class history and their major and general education requirements. Their educational plan shows, semester per semester, their planned coursework and should be frequently updated to reflect any changes to their course selections and their pace of completion. However, our degree audits don't show course rotations and don't necessarily reflect our current course offerings. Students must refer to their ed plans to identify which classes they need to transfer, as these are not necessarily listed in their degree audit.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Under Title V funding, the college is exploring alternate software (for example, Starfish) that may make it easier for students to view their plans and degree progress.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

The software we use for degree planning was recently upgraded but now presents information for students in a less clear way than it did before.

Support Needed - Detail

Technology recommendations (and funding) for a more user-friendly software application.

Type(s) of Support

- Technology support
- Other

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Students in special programs continuously check in with their counselors, who also track their progress and success rates, to ensure they still qualify for their programs. Once a student is identified as at-risk they are directed to the college's academic support services. These services are currently only provided to special program participants.

Students and advisors can view their program progress using the DegreeWorks tool, however, there is no alert provided to students if they are risk of falling off of their program plans.

Our Financial Aid office tracks students whose GPA drops below a 2.0 and requires them to complete an improvement plan with their counselors. Each plan is prescribed and includes certain milestones a student needs to meet to return to good standing.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

GP in partnership with Title V is reviewing current alert and case management tools and have budgeted money to purchase a new tool.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

We do not have an effective software tool that allows teachers to quickly refer and track at-risk students.

The college has not adopted Early Alert as a formal intervention for at-risk students.

Support Needed - Detail

Technology that meets our early intervention needs.

Staff to coordinate Early Alert activities.

Early Alert training.

Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support
- Other

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Students can receive academic and career counseling throughout their entire Gavilan experience. Our nursing program is particularly popular but has limited seats available; these students can still receive an Allied Health degree and pursue nursing at other colleges with the guidance of counselors. However, we do not have a system in place that guides students earlier on in their studies to other options, or a comprehensive career exploration process that will help students explore their compatibility with nursing and other healthcare professions sooner.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our GP efforts are beginning to focus on providing adequate career exploration activities at a much earlier stage, so that students can be exposed to more career options and plan their studies according to their true interests and skills.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The college has started addressing scheduling issues through mapping. With the development of maps we have had to look at when we offer courses in order to guarantee they will be available when listed. Maps are being built so that students can plan to take a particular course when it is offered. All ADT's have developed maps but to date only 6 have been piloted. Planning is underway to update all of the ADT maps so that again courses are listed in the maps when they will be offered. The maps will be displayed in the program mapped tool being designed.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As maps get finalized and presented to students through the mapper tool, schedules will need to be developed in accordance with maps.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Program outcomes for each new and updated program are reviewed by the college curriculum committee to align with the transfer and employment outcomes.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

All programs will have linked their program outcomes with transfer and employment goal.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

As a part of the evaluation process, observation forms prompt a reviewer to assess a faculty's performance on active learning, students' engagement, and problem solving. Student evaluations also ask students to reflect on an instructor's use of these methods. Lastly, faculty self-evaluation tools incorporate reflection items on use of these practices. All of the sources of information feed into the formal evaluation process and emphasize the need to employ these methods.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our college has planned several professional development activities focused on enhancing the way we teach and work with students. For our spring semester kickoff event we hosted several breakout sessions on student engagement (online and in-person).

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Gavilan offers project-based learning in several classes, to enhance students' learning experience and deepen their understanding of core concepts. Many of our Career Education courses offer hands-on learning. For example, in our Aviation Program, students learn using actual equipment so that they are better prepared when they enter the workforce. Other programs, such as Allied Health, Early Childhood Development and Cosmetology place students in work settings (although COVID-19 has limited this) so that they can fulfill their certification requirements. STEM offers interested students internships with NASA and other government employers.

Supported by Title V, a new Career Exploration and Experience task forces has been meeting to better coordinate career and job development services, develop a central location, and increase career exploration and experiences for all students.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our career exploration team will begin to identify opportunities for all programs to partner with local employers for internships and fieldwork.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All faculty evaluation data link to the desired Student Learning Outcomes, and faculty can use these evaluations as reference for improvement. In addition to our evaluation process, the PIPR Committee also reviews program and course outcomes and examines student success and completion rates for the student population overall, and equity groups in particular.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

A new Meaningful Assessment group has been established and will start its work in SP21

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Learning outcomes are referenced in our PIPR work and the college's strategic plan. They are also assessed during our accreditation process. However, our college continuously examines our student needs on a more informal basis and responds with emergency initiatives and ongoing training opportunities. For example, in response to Assembly Bill 1460 that requires freshmen entering the CSU system in 2021 and beyond to complete a 3-unit Ethnic Studies course, our

college has hosted several virtual panels, speaker series, and workshops on the topic, to showcase the importance of this area of study in establishing a culture of antiracism on campus.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college will continue to review and revise its practices to match continuously evolving student needs.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Beyond academic achievement, several Gavilan programs provide students opportunities to build portfolios of their work or develop workforce skills and therefore enhance their resumes. Many of our Career Education programs, like Early Childhood Education, Certified Nursing Assistant, and Cosmetology allow students to work in professional settings and accumulate supervised hours that they can use towards their certifications. Other programs, like Music, Film and Theater include students in live performances that are open to the community. Our Computer Science students prepare for and attend hackathons where they get to hone their coding skills while competing against other schools. In addition, the college has several student organizations (including Alpha Rho Mu for our honor students and an Associated Student Government Body) where students participate in college and community volunteering activities that they include on resumes and college applications.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The career committee will begin looking at respective programs' practices to build their students' portfolios and explore whether these efforts can be adopted at scale across all majors and departments.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The college has generated several equity-related reports, including transfer rates by race and ethnicity, flow success rates for pre-transfer classes, and an EOPS Comprehensive Analysis, that help us identify areas of need and inform our practices both as an institution and within the GP framework.

In 17/18 the college administered the CCSSE and used the results to target improvement. In SP21, the college will administer the National Assessment for Collegiate College Climates (NACCC). The administration of this instrument was built into the recently funded Title V grant. The grant staff will coordinate and provide funding for the instrument.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college will administer the National Assessment for Collegiate College Climates (NACCC) annually. In Fall 21, the college will also administer the Sova Climate / Culture Scan.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups
- Other

Other

Student panels

Engagement Efforts - Details


Student focus groups and surveys are being used to collect their input on maps and clusters. In Spring 2021, students will join all Guided Pathways workgroups and contribute to our planning and implementation.

Course Alignment

Faculty and counselors work together to develop program maps. Faculty take course offerings into consideration and must plan and adhere according to the maps. Counselors use educational plans to inform the map development process,

incorporating transfer goals, unit loads, and more.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 SP 19 soaa.pdf	Self-Assessment	11/27/2019, 7:45:57 PM	N/A

Success Story (Optional)

Story: Outreach (Onboarding) during Covid-19

Title

Outreach (Onboarding) during Covid-19

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Randy Brown		rbrown@gavilan.edu	(408) 848-4847

Challenge

Outreach to feeder high schools during virtual learning.

Success Story

As part of the GP Onboarding workgroup's efforts, our outreach coordinator, along with a team of peer mentors and student services staff, launched a series of virtual presentations for high school students, to help them walk through the college application, their FAFSA application, and orientation.

Outcomes

Between June and the time we wrote this report (mid-November) the outreach team has reached almost 1,000 students and helped them complete matriculation steps and provided them access to financial aid.

Vision for Success Goals

- × Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- × Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- × Increase the percent of exiting CTE students who report being employed in their field of study

- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✗ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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