INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)

2009 ANNUAL REPORT

PROGRAMS REVIEWED:

Admissions and Records
Assessment
Associated Student Body (ASB)
CalWORKs
Career/Transfer
Counseling
Disability Resource Center (DRC)
Enrollment Management
Extended Opportunity Programs and Services (EOPS)
Financial Aid
Hollister Site
Morgan Hill Site
Outreach and Recruitment
Puente
Student Health Services
TRIO
Office of the Vice President of Student Services

Committee:

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Introduction

Overview:
The Institutional Effectiveness Committee (IEC) reviewed sixteen programs during the 2008-09 academic year: The Office of the Vice President of Student Services, Associated Student Body (ASB), Extended Opportunity Programs and Services (EOPS), Outreach and Recruitment, Disability Resource Center (DRC), TRIO, Financial Aid, Puente, Career/Transfer, Assessment, Enrollment Management, Admissions and Records, Student Health Services, Counseling, Hollister Site, Morgan Hill Site, CalWORKs.

Process:
Programs to be reviewed were notified during the Fall semester. Committee members received copies of all documents and were asked to provide comments. Program reviews including unit plans were due to the IEC in February. Each committee member was provided the submissions for review and asked to provide comments and concerns. Two committee members were assigned to each program under review and assumed a liaison function, taking the lead in the committee discussion of that program and communicating committee questions or concerns to the program representatives. Prior to this, each committee member reviewed each submission. The liaison committee members for each report communicated questions and concerns to the program representatives so that they could prepare for the face-to-face meeting with the committee as a whole. In the weeks that followed, programs were scheduled to meet with the committee in-person. At the conclusion of the face-to-face meetings, the committee met to discuss the findings of the committee and to develop the summary reports for each program. The complete text of each program review report as presented to the committee may be found on the IEC Website.

Committee Summary Reports:
Each report in this document consists of an **IEC Summary** of the findings of the committee which is based upon the program written report, committee dialogue, and the face-to-face meeting with the program administrator or representative. Following the IEC Summary is the program **Executive Summary** extracted from the Program Review report submitted by each program.

Budgetary Concerns:
Numerous staffing and resources have been requested by programs and in some cases have been recommended by the IEC. However, it must be acknowledged that under the current budgetary constraints, these recommendations may not be able to be filled at the current time. These recommendations should be used as a template for future resource allocation.

Admissions and Records
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Provide a supportive application and registration process.

- ❖ Take a lead role in the provision of appropriate technology for the delivery of A&R services to students and faculty.

- ❖ Apply college policies uniformly and provide students and faculty with reasonable and uncomplicated A&R procedures.

Concerns/Trends affecting the program (from program):
- ❖ Due to the vacant Student Records Technician position, inputting applications and processing special registrations are delayed.

- ❖ Adapting current application/registration processes and procedures to accommodate the transition to Banner.

- ❖ Providing an efficient and ADA compliant workspace in the front counter area.

- ❖ Implementing DegreeWorks for evaluating incoming transcripts.

- ❖ Scanning, indexing, and archiving incoming documents.

Plans for addressing concerns/trends (from program):
- ❖ Fill the vacant Student Records Technician position.

- ❖ Request an additional full-time position for implementing DegreeWorks.

- ❖ Request an additional full-time position to be shared by Admissions & Records, Financial Aid, Counseling, and Student Accounts, that will provide technical support for Banner.

- ❖ Request to convert the temporary part-time position for document imaging into a permanent part-time position.

IEC Recommendations:
- ❖ Hire a Student Records Technician. Currently this position is vacant, which severely hampers Admissions & Records ability to keep up with inputting applications for Gavilan College, and processing special registrations for the JPA students, non-credit and apprenticeship programs.

- ❖ Gavilan College should redesign the front counter area to be more efficient and ADA compliant.

Comments:
In the past 5 years, the Admissions and Records office has implemented 2-online registration systems: OLGA (summer 2006) and Self-Service Banner (summer 2008). Although Self-Service Banner has been implemented, the A&R staff is not fully utilizing its' capabilities due to factors such as the vacant Student Records Technician position while continually maintaining a high level of existing service.

Admissions and Records

Executive Summary

Mission

The Office of Admissions and Records compiles and maintains academic enrollment records for the College. We strive to provide accurate, responsive and respectful support services to faculty, staff and students. We are committed to the development of staff, the equitable application of policies, uncomplicated and reasonable procedures and the use of current technology to enhance students' success wherever possible.

Description

The Admissions and Records Office serves the Gavilan College community by providing three distinct areas of service:
- Admission of eligible applicants,
- Registration services and
- Collection and maintenance of official academic and graduation records for all time.

Primary Goals

Learning to use the services of the A&R Office is an integral part of a Gavilan student's education. Our goal is to provide an experience that exemplifies the respectful treatment expected of them as students and to offer the information and access to technology that enables them to act on their own behalf.

Policies must be widely and clearly communicated and consistently administered in the spirit of their intent. Flexibility, guided by a commitment to institutional integrity, is an important value of this program. This tenet is also the basis for the development of procedures and implementation of policies.

This office strives to provide leadership in the development and implementation of electronic processes, which support and integrate services delivered to students, staff and faculty. A&R supports technology that provides access to data used for research, decision-making and state reporting.

Unique Characteristics

The staff of the A&R Office is often the first contact for people from the local area and is in a unique position to identify and respond to the needs of those people. The staff communicates and interprets academic and institutional policies and promotes a positive link between the College and the population it serves. This communication must be courteous, accurate, and thorough.

Concerns and Trends

Functions are becoming increasingly automated which bodes well for consistent application of policies and ill for providing the individualized service which Gavilan claims as part of it's mission.

Student populations requiring special registration are increasing. As we work to put CCCApply in place for the summer of 2009, there is an increase in the number of students in "special" groups which will not be among those applicants using the online application (i.e., non-credit students, apprenticeship program students, JPA). This same population, plus the entire high school population (Early College High School, the High Step Program and high school students) must be registered in person because of policy and payment restrictions that cannot presently be accommodated with the Banner software.

Significant Accomplishments Since Last Review
The Admissions and Records Office has not been reviewed in the past 18 years.
Significant accomplishments in the past several years are:
- Making the transition from an arena type registration conducted in the cafeteria to telephone registration (added in the summer of 2003) to online registration using OLGA in the Santa Rosa system (summer 2006) to Self-Service Banner (summer 2008)
- The selection and implementation of an enterprise resource system. Training for the student services modules of Banner began in the fall of 2007 and continues into the summer of 2009. Not all modules have been implemented and not all are fully functional.
- Beginning document imaging of student records to reduce paper, eliminate file cabinets and gain space prior to the refurbishing of the Student Center in 2011.

Resource Allocation Increases Requested and Received in the Past Four Years
Dollars were allocated for a temporary half-time person to archive paper student records.
The imaging project had been postponed year after year due to lack of funding for a person to perform the manual tasks of scanning and indexing incoming documents (admissions applications, residency forms and transcripts from high schools and colleges). Once archived (scanned and indexed), these documents became accessible to counselors at their workstations and eliminated the need for searching through the A&R file room to look for the student's paper file in order to locate needed documents.

Resource Increases Not Allocated
The front counter in the Admissions and Records Office is in need of refurbishing; it is an inefficient workspace. The counter itself needs to be redesigned so that there is room for one permanent person and temporary workers during peak registration periods. The existing configuration requires the permanent staff member to sit away from the counter making her invisible to visitors coming in the front door. When there are two people behind the counter, they must choreograph their movements to avoid bumping into one another as they share a cash drawer, printer and, as of summer 2009 registration, an ID printer. The space is not ADA compliant in that it provides no writing space for anyone in a wheelchair. Taking and distributing ASB ID picture cards has become the responsibility of the Admissions and Records Office as of the start of summer and fall 2009 registration. The counter space is not adequate to accommodate another function. Two cameras and a card printer have just been added to an already cluttered area.

Program Staffing and Productivity

The A&R Office is staffed by six full-time classified employees (one of whom has been on disability leave for the past five months and is now retired) and one supervisor/confidential manager. Temporary employees are hired to work during peak registration periods. The office normally employs two work/study students each semester.

- 4 Student Records Technicians (includes person on disability leave, now retired)
- 1 Student Financial Services Technician
- 1 Senior Program Specialist
- 1 Director

The Student Financial Services Technician position was added this past year to address the additional functionalities and attendant duties of the Banner student accounts module.

The Senior Program Specialist position was also created this year and filled by moving one employee from the Student Records Technician category to this assignment. Although this Specialist continues to perform many of the same duties as before, she also provides the director with support in the ongoing implementation of the Banner student software. This specialist attended most of the Banner training sessions for A&R and has become a resource for the rest of the staff.

Other staffing changes include two new employees (not new positions) filling the vacant positions of Student Records Technician, Transcripts and Student Records Technician, Information and Registration.

Significant Changes and Anticipated Needs in the Next Three to Five Years and Recommendations for the Short and Long Term

- Create a position for the evaluation of incoming transcripts (Strategies #1, 2 and 4)
  - *Objective*: Evaluation and data entry of prerequisites completed at another college (English, math, biology, etc.) and to populate DegreeWorks with transfer credit applicable to a Gavilan certificate or degree.
- Make document imaging an ongoing, permanent function (Strategies #2 and 4)
  - *Objective*: to make student paper records (i.e., transcripts from other schools) accessible to counselors from their desktops when counseling students and to reduce stored paper records.
- Provide opportunities (workshops, conferences) to increase the awareness of the A&R staff about current technology to support and enhance service to students, and keep abreast of changes being made at the state and institutional level. (Strategy #5)
  - *Objective*: To make full use of Banner upgrades and other compatible software and keep student services staff up-to-date on new developments and revisions from the Chancellor's Office, the state and federal legislature, and local Gavilan policies.
- Automate the exchange of transcripts between Gavilan and other community colleges, CSUs or UCs via CCCTran. (Strategies #1, 2, 3 and 4)
  - *Objective*: To facilitate the transfer process for students.
- Reconfigure lobby area of A&R Office (Strategies #2, 3, and 4)
  - *Objectives*:
    1. Create a more welcoming, efficient space to greet and serve students
    2. Install computers for students to use to register, complete applications, etc.

Assessment
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Provide excellent customer service and a positive experience for all assessment test takers.
- ❖ Upload test scores quickly and accurately, thus enabling college staff to assist and guide students.
- ❖ Develop a test schedule that will continue to meet the needs of the Gavilan College community.

Concerns/Trends affecting the program (from program):
- ❖ Due to increased enrollment and vacant part-time assistant position, students have been experiencing longer wait times for testing dates and longer response times to telephone messages.
- ❖ Due to incompatibilities between Banner and third-party vendor system, the Assessment office has been manually uploading test scores into Banner.
- ❖ De-centralized management of student registration for assessment tests.

Plans for addressing concerns/trends (from program):
- ❖ Fill the part-time assistant position to address longer wait times for testing dates and uploading of test scores into Banner.
- ❖ Participate in the acquisition of a new computer-based assessment system, which will replace current paper testing methods.
- ❖ Provide an online assessment registration system to be used by the Assessment and Admission & Records offices.

IEC Recommendations:
- ❖ Because of the anticipated increase in enrollment and the manual uploading of test scores, filling the part-time assistant will be required to meet the needs of the growing student population.
- ❖ Research a computer-based assessment tool. Although this will require additional training, it may streamline the entire assessment process.
- ❖ Track student wait times for scheduling test dates and receiving assessment results.

Comments:
Nearly 90% of all students need to take the assessment test before they can be placed in classes. Currently, the Assessment office can accommodate a maximum of eight concurrent assessments. A larger room should be dedicated for conducting assessments. With a larger room, the Assessment office can serve more students at each scheduled assessment date. This may reduce wait times.

Assessment

Executive Summary
The Assessment Office operates under the umbrella of Matriculation/Student Services. The Assessment Office is responsible for assessment schedule development and coordination, test administration, and documentation and dissemination of test results for the entire Gavilan Community College. This includes assessing the needs at all three campuses (Gilroy, Hollister and Morgan Hill) throughout the year and developing and coordinating an assessment schedule to meet those needs; administering extended time tests for students eligible for Disability Resource Center services, and Ability to Benefit tests to our incoming students without a high school diploma or GED; acting as a test site for national standardized testing; providing additional testing services for various programs and departments on campus; and providing proctoring services for those students enrolled in distance learning programs at various colleges and universities throughout the country. The Assessment office has always maintained excellent working relationships with local and feeder high schools and offers regularly scheduled general assessment testing and extended time testing at the high schools as well as upon request from high school personnel.

Currently, the Assessment Office consists of one full-time Assessment Specialist, one non-paid Work-Study (Cal WORKS) student and three substitute peak assessment specialists.

Goals of the Program
Placing students in the appropriate test level leads to student success. The Assessment Office feels that student success is one of the major factors in retention. The Assessment Office ascribes to a student-centered philosophy and has a goal of providing excellent customer service and a positive experience for all assessment test takers. Often, an Assessment office staff person is the first Gavilan College representative that these students meet, and the Assessment Office staff take this responsibility seriously by providing a friendly face, a short informational presentation at the beginning of the test with an overview of the college, and an invitation to contact the Assessment Office directly to pick up test scores shortly after each test. The Assessment Office staff listens to what the student is verbalizing and makes every effort to be sensitive to what the student is not verbalizing.

Another goal is to upload test scores quickly and accurately, thus enabling college staff to assist and guide students. This has become increasingly more challenging with the introduction of a new college-wide student system (Banner) and the technical difficulties experienced over the last year with the assessment tool itself.

The third primary goal of Assessment is to develop a test schedule that will continue to meet the growing needs of the Gavilan College community. Testing is offered at varied times of the day, week and weekend at the Gilroy, Hollister and Morgan Hill sites as well as regularly scheduled test dates at local high schools. This schedule is developed based on trends from past years and is integrated with the registration dates and semester calendar. The Assessment Office has identified January, May, June, July and August as "peak time months". The five aforementioned months are extremely busy and the testing schedule reflects this by offering more testing sessions throughout the morning, afternoon, evening hours, as well as week-end testing sessions. The months of March, April and May are on-site high school testing months and testing sessions must be set aside to accommodate these students in the morning and/or afternoon on their

respective campuses. The schedule is posted on the Gavilan website and updated weekly to reflect when sessions are filled as well as new and additional test dates. The Assessment web page includes general assessment sessions, re-assessment sessions, high school sessions, and Ability to Benefit sessions. However, counselors and other staff know that, when the need arises, they can contact the Assessment staff to request additional test times and the Assessment staff is always willing to accommodate these requests.

Unique Characteristics of the Program
The Assessment Office provides its services days, nights and weekends (Saturdays and some Sundays) at all three campuses (Gilroy, Hollister and Morgan Hill) and at local high school and other community sites. Because nearly 90% of all students need to take the assessment tests before they can be placed in classes, many departments on campus, as well as students, rely heavily on the Assessment office to create a schedule of flexible and abundant test times in order to move students through the initial phases of matriculation in a timely manner.

Concerns or Trends Affecting the Program
Given the current economic downturn, (unemployment in California alone is at 10% and rising!), it is anticipated that more students will enroll in community college classes to improve their skills or change careers. Recently, the California State University system announced that temporarily, they will limit the number of freshman students they accept. Additionally, the UC system is also limiting access for in-coming freshman for Summer 09 classes.   One can assume then that these students will look to their local community colleges for help in completing their general education classes.

Currently the Assessment Office consists of one full-time Assessment Specialist and a small number of substitutes who can only be employed during peak times and/or for a limited number of days per year.   Because of the anticipated increase in enrollment, and due to the time-consuming nature of uploading the assessment scores to the Banner system, additional staffing will be required to meet the needs of the growing student population and the campus-wide community. With the small growth that Gavilan has experienced in the last year, it has become evident that the limited staffing has adversely affected our students (i.e. longer wait time for testing dates; longer wait time for a response to telephone messages etc.). While this is currently based on anecdotal information, the Assessment Office has recently created a method to gather data on how long students must wait to take the assessment.

Significant Accomplishments Since the Last Review Period
One of the Program Learning Outcomes for the Assessment Office was to send a survey to students who took an Assessment during the six months between June 30 and Dec. 30, 2008. The Assessment survey was sent to the home address of each student and included a self-addressed, stamped envelope. This survey was to evaluate whether the information given during the assessment sessions regarding financial aid, course selection and assessment results were helpful to at least 60% or more of the students surveyed.

The Assessment staff were trained on the new student database system, Banner, and have worked with the third party vendor of the assessment tool to create a bridge in which to upload test scores directly to Banner. This activity is ongoing, as patches and updates occur to each side (Assessment tool and/or Banner system) which result in bugs and broken links. The result of this ongoing challenge is occasional delays in test results becoming available in the Banner system.

All departments involved are kept aware of the issues. The Assessment office has developed workarounds as needed to ensure that student scores are available in a timely manner.

Staff Increases or Reductions Over the Past Four Years
- In May of 2007 a part-time Student Assessment Specialist was added to the staff. November of 2007 the part-time person left and the position has not been filled due to college-wide budgetary constraints.

- The Assessment Office has recently had the assistance of a Federal Work-Study student worker. The work study position has helped to alleviate some of the pressing clerical issues. However, work study students cannot be given the responsibility of administering exams so there is still the unmet need of additional testing specialist support.

Significant Changes or Needs Anticipated in the Next Three to Five Years
The most significant anticipated change for assessment is the upcoming implementation of computer-based testing. Assessment staff will be an integral part of the committee that evaluates available tools on the market and help to make the final decision on which tool to adopt. Once the tool is purchased, the Assessment staff will need to be trained on the tool, and will then be responsible for the implementation of this new assessment tool. In addition; all testing sites (Gilroy, Hollister and Morgan Hill) will need to be updated with appropriate technology; test schedules will need to be evaluated and altered based on the format of the new test tool; new processes may need to be developed to provide testing at other locations (e.g. local high schools, employer sites etc.) and Gavilan College staff will need to receive training/information regarding the test instrument, scoring norms etc. thus reiterating the need for additional staff in the Assessment Center. The shift to computer-based testing is welcomed by the Assessment staff, as it is expected to better meet the needs of the students, and will enable students to learn their test results much more quickly than with the current tool.

Another change which will occur in August 2009 is the temporary move of the Assessment Center to a temporary office in the OE Building. At that time construction will begin on the Business Building where the Assessment Office currently resides. Staff are already anticipating and preparing for the activities necessary to help college staff and students become aware of the new location in the OE building. Signage will be paramount, as this is not a location on campus that is easily accessible, nor is it near any of the services provided to new and prospective students.

Finally, as mentioned at the beginning of this report, due to the economic instability of the nation, it is anticipated that Gavilan College will experience a greater than average increase in enrollment of new students. This anticipated increase will require the addition of at least one part-time assessment specialist as well as part-time substitutes to handle the expanded test schedule required to assess and properly place the flux of incoming students as quickly and seamlessly as possible.

Associated Student Body (ASB)
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ To serve as a collective voice for the ASB student body.

- ❖ Provide input and recommendations on critical campus issues that impact students.

- ❖ Provide services and activities that meet the educational, cultural, and social needs of the student body.

Concerns/Trends affecting the program (from program):
- ❖ ASB advisor position was divided into two positions; ASB Advisor and Activities/Events Coordinator (Outreach, Recruitment, & Retention Specialist). This fragmentation impacts the students by decreasing the availability of the Advisor & Coordinator for consultation, direction, and consent.

- ❖ 16-week academic calendar and block schedule have reduced student participation in ASB activities.

Plans for addressing concerns/trends (from program):
- ❖ Create a full-time position of Student Life Coordinator to encompass the ASB advisory duties.

IEC Recommendations:
- ❖ Hire a full-time position (Student Life Coordinator) to help increase the ASB organization's effectiveness through guidance, support and stability.

Comments:
- ❖ Lack of institutional support for the sale of ASB activity/events card along with Gavilan basic fees collected during registration has been addressed.

- ❖ ASB should be commended for creating the position of ASB liaison to the GECA (Gavilan Early College Academy) Program.

Associated Student Body (ASB)

Executive Summary

A description of the program:
The mission of the Associated Student Body states "The Associated Student Body of Gavilan College is dedicated to the representation of the Gavilan student body. The ASB is committed to providing services and activities that meet the educational, political, cultural, and social needs of the Gavilan College student body." It is with this intent that the ASB serves as the collective voice of Gavilan College students in the college's shared governance process. It is the *official student leadership organization* on campus and provides the majority of student input and recommendations on critical campus issues. Elected student leaders meet weekly to plan, implement and evaluate college activities and services. The ASB recommends and appoints students to college committees such as hiring committees, the college's budget committee, and the Health, Safety, Facilities and Grounds committee, etc. Additionally, the ASB has historically been the campus organization that plans and facilitates the majority of the campus's student events and activities. In the Contemporary Leadership class (Pols/Psyc 27) students learn the fundamentals of leadership theory, skills, and practice.

The ASB is an autonomous organization housed in the Student Center utilizing offices with an adjacent storage closet. Additional office spaces on loan to the TRIO program for the past five years have been returned and are now available for use as a Club room and ASB President's office. It is evident from numerous student requests that clubs need a meeting room in the Student Center near the ASB office and supply room.

The primary goals of the program are to:
1. Serve as the collective voice of the student body in the shared governance process,
2. Provide input and recommendations on critical campus issues impacting students,
3. Provide services and activities that meet the educational, political, cultural and social needs of the student body

Any unique characteristics of the program:
1. ASB is the official student leadership organization on campus.
2. ASB is an autonomous organization with offices in the Student Center.
3. ASB manages the daily office tasks and communications.
4. ASB oversees the Inter Club Council comprised of 12 active clubs.
5. ASB oversees activities in the Student Center including community vendors, visiting college and university representatives, use of the billiard tables, audiovisual equipment, and electronic billboard.

Concerns or trends affecting the program:
1. In fall 2005, the 60% ASB Advisor position was divided into two positions, the ASB Advisor and Activities/events coordinator who is the Outreach, Recruitment, and Retention Specialist. This fragmentation impacts the students by decreasing the availability of the advisor and coordinator for consultation, direction, and consent.

2. The lack of institutional support for the sale of the ASB activity/events card has resulted in a steady decline in revenues for several years. *Data to support this fact is as follows. '05-'06 = $17,147, '06-'07 = $11,679, '07-'08 = $16,178*
3. The 16 week academic calendar and block scheduling have impacted student participation in ASB and activities. The students have difficulty finding times to meet and participate in various activities.

Significant accomplishments since the last review period:
Since the last review period, the ASB has accomplished the following:
1. Actively participated in the formation of the new State Student Senate for California Community Colleges. The ASB president helped write the constitution for the state student organization, which is now in its third year.
2. The ASB has succeeded in its efforts to eliminate the use of Styrofoam on campus, specifically in the cafeteria.
3. The ASB surveyed the students regarding a no smoking policy on campus; the result indicated that a majority of students preferred designated smoking areas. The ASB will continue to strive to work with the college to implement this policy.
4. The ASB worked with the college toward compliance with state smoking law signage.
5. The ASB surveyed over 10% of the students regarding the sale of the ASB activity/events card. The results were delivered to the college president who approved the implementation of the payment of the optional card fee at the time of payment for basic fees, online or in person registration. This effort will increase revenues for the ASB.
6. The ASB created a new position, that of ASB liaison to the GECA program. This position is open to any member interested in representing the ASB at the GECA advisory committee meetings. The purpose is to establish open communication with the GECA program. Currently, GECA ASB members participate at the ASB Senate meetings.

- Resource allocation increases over the past four years; indicate what was done with these additional resources and what improvements to the program occurred (with supporting data, if available);
    The steady increase in student enrollment has contributed to an increase in funds from the $1 Student Representation Fee.
    Data to support this fact is as follows. '05-'06 = $11,292.00, '06-'07 = $13,339.00, '07-'08 = $18,999.00
- If requested allocations were not received, was the program adversely affected; explain;
    ASB has not requested allocations from the college.
- Staff increases or reductions over the past four years; be specific as to job functions added or deleted;
    Previously, the ASB Advisor was a 60% position. As of fall 2005, the ASB Advisor position is 40% ASB leadership development, instruction, and ASB program oversight. The Outreach, Recruitment and Retention Specialist position contributes 20% to help the students with activities, events, and clubs.
- Any significant changes or needs anticipated in the next three to five years;
    It is anticipated that the college will develop the full time position of a Student Life Coordinator. There is a serious need for the ASB to have a full time Advisor housed in the Student Center to support the needs of our increasing student population.

- A list of recommendations (typically detailed in unit plans) for the short and long term. This should be supported by data provided in the sections below. The recommendations for ASB are listed below.
    1. Create the full time position of Student Life Coordinator to encompass all the duties currently delegated to the Advisor and the Outreach, Recruitment, and Retention Specialist.   See, II. Program Review 1.f. The table of comparison to other colleges.
    2. The consultative and supervisory needs of the ASB justify housing the Student Life Coordinator in the Student Center.
    3. Provide institutional support for the sale of the ASB events/activities card.
    4. Utilize the various portals of communication to inform students of the mission and purpose of the ASB.

CalWORKs
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Provide over and above support services to students with economic, social, and educational challenges.

- ❖ Empower CalWORKs students to become self-sufficient through education.

Concerns/Trends affecting the program (from program):
- ❖ Sharp increase in the number of students served. The severity of barriers to success has increased.

- ❖ Legislation now requires a higher work participation rate which increases the need for employment services and the use of the work study program.

- ❖ CalWORKs is now included in the Districts Annual Audit and MIS Data Elements which places a new level of accountability on the program.

- ❖ Requirement of year-round activities for CalWORKs students.

Plans for addressing concerns/trends (from program):
- ❖ The Program will continue to develop new classes (in collaboration with non-credit) to serve students during times when the District doesn't offer classes.

- ❖ Some small increases in hours for two part-time staff have helped to provide for these increases in services.

- ❖ The Program will continue to collaborate with County Employment/Social Services Department, Santa Clara County Employment Connection, and the Job Club.

- ❖ About half of the students in CalWORKs benefit from the testing services provided by DRC (Disability Resource Center).

IEC Recommendations:
- ❖ Pursue contracting with a mental health agency for services.

Comments:
CalWORKs seems to be providing quality services so that disadvantaged students have a real chance to complete their educational objectives. CalWORKs should continue to collaborate with partners both inside and outside the Gavilan community.

CalWORKs

Executive Summary
The Gavilan College CalWORKs program receives county and state funding to assist students who are currently welfare recipients, or who are transitioning off of welfare to achieve long-term self-sufficiency through coordinated student services. These services include: work-study, other educational related work experience, job placement services, child care cervices, laptop loan program, books, supplies, advocacy, and coordination with students' county department of social services, education, career and personal counseling.

CalWORKs has experienced four significant changes over the last three years. First is the significant growth the program has experienced over the last three years. In 05-06, we served 159 unduplicated student count, 06-07, 207 unduplicated student count, 06-08, 254 unduplicated student count. With the state of economy, our program is expected to continue this pattern of growth. CalWORKs is already at 234 unduplicated student count for the first semester of 08-09.

The second change was the reauthorization of Temporary Assistance for Needy Families (TANF) legislation in 2006 and the resulting changes requiring states to increase work participation rates (WPR) from 26% overall, to 50% for single participants and 90% for two parent families. This has increased the need for employment services and the development of our 75/25 Work Study Program. Through state funding, the 75/25 program allows CalWORKs to pay up to 75% of the student's hourly wage and the employer is responsible for the remaining 25%. These employment opportunities are evaluated to ensure they are providing viable work experience related to the students' career goals. The employer must pay at least $9 per hour and allow a student the flexibility to work around their school schedule as well as providing the student the opportunity to work 10-20 hours per week. The Program Services Specialist indicates which students are eligible for the particular position based on GPA, major, and previous work experience as well as any other preferred skills and/or qualities required by the employer. The student applies for the position, attends a job interview and is hired by the employer if appropriate. Reimbursement rates are redirected in accordance to the time the student has been in the 75/25 program. At the one year anniversary, rates drop to 50/50, two years 25/75, at three years employer funds at 100%.

The third change was the inclusion of CalWORKs Program in the District's Annual Audit and MIS Data Elements. Inclusion in the District's Annual Audit places a new level of accountability on our program. This requires additional data collection and staff time to prepare for the audit. MIS Data Elements determine our allocation from the Chancellor's Office.

The fourth transition was the requirement of year round activities for CalWORKs students. This requires our program to provide classes or workshops when the District does not offer classes, (or offers too few) which takes a great deal of time and coordination. In 2006, CalWORKs collaborated with the Non-Credit Program to develop classes for breaks. In addition, a hybrid class is being developed to meet the requirements when the campus is closed.

There are three significant accomplishments that stand out for the CalWORKs Program. Although substantially understaffed, Gavilan's CalWORKs Staff provided quality service for students.

Comparison to other colleges (focus on staffing and number of students served)
Gavilan Joint: 2.3 staff - 248 unduplicated students (07/08)
Contra Costa District: 6 staff – 244 unduplicated students (07/08)
Chabot- Las Positas District: 6 staff – 239 unduplicated students (07/08)
Riverside District: 6 staff - 255 unduplicated students (07/08)
Sonoma County District: 8 staff – 243 unduplicated students (07/08)
Southwestern District: 4.5 staff- 237 unduplicated students (07/08)

We have had no findings in annual audits by both Santa Clara County and the State Auditor. The program was voted Community Partner of the Year in 2006 by Santa Clara County Department of Social Services. The 75/25 Program was featured on the front page of our local newspaper in 2006.

CalWORKs receives allocations from three funding sources: 1. Contract with Santa Clara County (631027) 2. Allocation from the Chancellor's Office (640027), and 3. TANF (Federal) Funding (640127) . Our funding was increased significantly when 75/25 became a mandated service through the Chancellor's office (see budget data below). Both the Santa Clara County and the Chancellors office reconfigured their allocation calculations to reflect that funding is based on number of students served. The Chancellors office is fading funding from colleges that were funded at a high level but are now serving very few students; to colleges that have experienced rapid growth. This process will be spread over four years and began in 06/07. The Gavilan College allocation is now at $179,000 and is projected to reach 376,000 in 10/11. The county budget in 06/07 was $71,000 and is projected at $104,000.00 for 08/09.

Staffing has remained relatively stable over the past three years and is detailed below. We have included a part-time office assistant position in the unit plan for 08/09. This is a concern for our program. With the rapid growth experienced in the number of students and regulation changes, the need for additional staffing is imperative.

Career/Transfer
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Be the primary resource for students and the community to obtain information, conduct research, and obtain assistance with transfer, career direction, college applications and job applications including resumes, and cover letters.

Concerns/Trends affecting the program (from program):
- ❖ Lack of student and staff awareness about the Career/Transfer Center.
- ❖ Inadequate space for staff to effectively work with individual students.
- ❖ Increased need for both students and community members for career/job resources.
- ❖ Need to expand service at the satellite locations.

Plans for addressing concerns/trends (from program):
- ❖ Increased presentations and infomercials at the beginning of classes on campus and at the off sites.
- ❖ Renovation of Administrative Offices should address the workspace issues.
- ❖ Professional development is needed for the Career/Transfer Specialist.

IEC Recommendations:
- ❖ Obtain guidance to broaden and implement a marketing plan.
- ❖ Further develop career resources and job referral opportunities.

Comments:
The program has begun to offer a variety of new and much-needed services. The program is monitoring the impact of these services on students and needs to continue to examine their effectiveness. These services need to be better promoted to both staff and students at the main campus, the off-sites, and online.

Career/Transfer

Executive Summary

The Career/Transfer Center provides services and resources in both career planning and the transfer process to a four-year university. The services are provided primarily at the Gilroy campus, with limited services available at the Hollister and Morgan Hill campuses. The Center assists both students and community members in making informed decisions effecting career, education, and training choices. The programs to assist with this personal exploration include, but are not limited to: assessments, discussion and exploration of various careers and education paths, classroom presentations, use of career and university catalog library, and computer assisted guidance systems.

The primary goals of the program are to be the primary resource, with assistance from the Counseling Department and other student support services, for students and the community to obtain information, conduct research, and obtain assistance with transfer, career direction, college applications and job applications including resumes, and cover letters.

The main concern of the program is lack of knowledge from the student body about the Career/Transfer Center. Survey results confirmed this and it is being addressed on the current Unit Plan by increasing presentations and "infomercials" at the beginning of classes on campus and at the off-sites. Collaboration with several academic programs and support services (EOPS/CalWorks/CARE, Math Learning Community, Guidance Classes and DRC) has increased student use of the Center and indicates that direct outreach in the classrooms is the best method to increase awareness of the services available through the Career/Transfer Center. A concern that will be addressed with the renovation of the Student Center is inadequate space for staff to effectively work with individual students. The need for an area large enough to accommodate a table and chairs for reading and research is needed. The Center has four computer work stations for students to work at and a small desk which does not adequately provide room for research through books, catalogs, or conducting assessments.

A trend affecting the program is the increase need from both students and community members for career/job resources. The Career/Transfer Specialist position was increased to a 12 month position July 2006 in order to incorporate a more even career resource emphasis. An online career resource and job posting software license was purchased July 2007 in order to better serve patrons of the center. There are currently 112 local businesses registered with the site listing job openings and 253 students/alumni/community members registered on the site. The site not only provides a location for local job search, but also incorporates a "resource library" for users to get information on such things as resume and cover letter writing, career trends, and other online career resources.

The need to better assist students and community members with locating job openings, creating job application materials (cover letters and resumes), and administering career assessments, has become evident over the past year. The purchase of the online career resource license and the increase to a 12 month position for the Career/Transfer Specialist is the start of meeting this growing need. Formal career resource training (Career Development Conferences/Workshops

and career assessment training) of the Career/Transfer Specialist is needed in order to better enable the college to meet this need.

The most significant accomplishment since the last review period was the increase to a 12 month position for the Career/Transfer Specialist. A related accomplishment was expanding the career resource component of the services and resources available through the Career/Transfer Center. A resource allocation increase for the Center's account #5425 (licenses) occurred for the 2007-08 year for the purchase of an online software license. The initial cost of the online career resource software license (Interfase) was paid for the first year through the 2006-07 "One-Time Funding". Due to the success of the program and popularity with students and local businesses, the account was increased during the next budget cycle. The Interfase career services software enables the Career/Transfer Center to effectively provide and manage virtually every function found within the career services office including student and employer registration, resume referrals, document management, placement tracking, job posting and management, interview scheduling, career fair management, resume books and alumni mentoring. Job listing can be posted and managed online, including activating and deactivating jobs. The software tracks referrals, placements, log-ins, jobs viewed and applied for, and more. Students can easily register, search jobs, send online inquiries, and manage multiple resumes, cover letters, and other employment related documents. Without this software license, the Career/Transfer Center would not be able to effectively assist its students and the community with the ability to match up potential employers with recent graduates.

As indicated earlier, the Career/Transfer Specialist position was increased from a 10-month to a 12-month contract. The increase to 12 months has enabled the Career/Transfer Specialist to expand services to the Hollister and Morgan Hill sites, meet with local businesses off-campus for the purpose of job developing, and participate as a representative of Gavilan College at local Career Fairs. More importantly, the accessibility of the resources and services provided through the center has increased due to the extended 12-month contract.

A significant change or need anticipated in the next three to five years is the addition of a support staff position for the Center and/or a devoted Career Services Specialist. The Career Connections website, as noted earlier, has over 200 local businesses registered on it in just the two years it has been available. Service Learning has been integrated into several courses on campus, requiring students to find agency placements as part of the class. Utilizing the tools within the online Career Connections software, the Career/Transfer Center could not only announce job openings, but could transition to a placement and applicant referral role.

The Career/Transfer Center provides the necessary resources for Gavilan students to explore career outlook, training, and education opportunities. The center houses a resource library of California and nationwide colleges and career reference materials. Staff provides on and off-campus workshops on college application process, limited career assessments, and creating a job interview portfolio, to name a few. Gavilan College has exceptional programs which allow its graduates to be competitive in the job market. However, it is lacking in its ability to assist its graduates with the tools and resources necessary to match them up with potential employers. Having a devoted staff member for Career Services would better enable the Career/Transfer

Center to meet this growing need not only on campus for students, but also for the local community.

Counseling
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Expansion of services at the Morgan Hill and Hollister off-sites.
- ❖ Complete implementation of the department's evaluation plan to further determine which departmental strategies have been most effective.
- ❖ Strengthen ability to assist students on academic dismissal status.

Concerns/Trends affecting the program (from program):
- ❖ Growing number of adjunct faculty versus full-time faculty.
- ❖ While many adjunct and categorical counselors receive training, communication, faculty representation, and other support from general counseling, they frequently operate independently and in isolation.
- ❖ Resources such as time, money and expertise are lacking for conducting complete evaluations of departmental services and initiatives.

Plans for addressing concerns/trends (from program):
- ❖ Hire an additional full-time faculty counselor.
- ❖ Ensure that all counselors are working towards the same end by using consistent measures, tools, and processes.
- ❖ Fully implement evaluation plan of new initiatives.
- ❖ Conduct student success/retention workshops for students on academic dismissal status.

IEC Recommendations:
- ❖ There is a need for a more collaborative approach between general and categorical counseling. At issue are the differences between the categorical program regulatory requirements and the general counseling need for uniformity in process and procedures.
- ❖ Conduct evaluation of departmental services to measure customer satisfaction and effectiveness of program components.
- ❖ As budget allows, continue with five year hiring plan that includes one full-time counselor.

Comments:
Based on the growing student population and faculty to student ratio, it seems logical to support the need for an additional full-time counselor.

Counseling

Executive Summary

Under the general supervision of the Vice President of Student Services, faculty within the general counseling department are available serve all students and potential students of Gavilan College. In addition to providing academic, career, and personal counseling, as well as crisis intervention, the department offers approximately 15 sections of guidance courses per year. The department also coordinates specific programs, training, and project development for functions for such as transfer articulation, veterans services, ASB advising, the Puente Program, GECA, ASSIST, new student orientation, and the Transfer Institute. There are currently six full time and 2 adjunct faculty members within general counseling who work in tandem with counselors in the college's categorical and specialized programs.

In its continuing efforts to provide the most comprehensive and accessible services to Gavilan students possible, the counseling department has focused much of its recent efforts on expanding services to students at our Morgan Hill and Hollister sites, expanding counseling and course delivery options, honing its ability to retain students who are in academic jeopardy, and promoting the college as a viable "two year transfer option" for students who enter with strong academic preparation. As such, the department has recently focused on the following strategic initiatives:

- establishment of a regular presence at both off-sites throughout the year (including guidance courses and summer and intersession services)
- development of online delivery options for two guidance courses as well as the new student orientation
- development of an online counseling service
- development of curriculum to offer GE applicable guidance courses during intersession
- implementation of the college's "Transfer Institute"
- development of online and face-to-face workshops for students in probationary or dismissal status
- re-implementation of in person orientation sessions at all three sites

Due to the number and scope of initiatives that the department has undertaken, a comprehensive evaluation of each has been difficult. In order to ensure that our practices are effective and efficient, the department intends to conduct an in depth evaluation and analysis of each initiative so that we can best determine the direction in which to proceed.

Additional initiatives the department has recently become involved with are the implementation of the Degree Works system and project coordination with the STEM grant project.

Despite the large growth that the college has experienced in the past three years, the counseling department has continued to function with essentially the same staffing levels. The addition of a part time faculty member, though, has allowed for the expansion of site services; once the college is in a financial position to hire the full time counselor currently approved on the 5 year faculty hiring plan, the department looks forward to expanding services further.

Included in the challenges that confront the department are a lack of dedicated classroom space as well as diminishing office space; insufficient full time faculty to keep pace with growing

enrollments; training students and other staff with the new Banner system; and the need for technological upgrades. In spite of these challenges, though, the department continues to operate with the needs and goals of our students as our first priority. The information contained in this report details many of the results of our efforts and our plans to continue the growth of the department.

Disability Resource Center (DRC)
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Offer Guidance 565A & B to support Math 233.
- ❖ Provide appropriate technology to enable deaf students to communicate in one-on-one settings.
- ❖ Assess DRC quality of service delivery to students.
- ❖ Provide in-service training for the college faculty and staff on academic and physical accommodations for students with disabilities.
- ❖ Expand Learning Skills Lab space to increase accessibility.

Concerns/Trends affecting the program (from program):
- ❖ Growth of student enrollment in the Hollister and Morgan Hill off-sites.
- ❖ Increase in students with psychological disabilities.
- ❖ Need for an increase in counseling hours due to the new requirement from Department of Rehabilitation for all Workability III students to have education plans.
- ❖ Increased involvement in collecting and resolving fee collection issues and linking Department of Rehabilitation students to third party vendor contracts.

Plans for addressing concerns/trends (from program):
- ❖ In addition to 1fte DRC Counselor, add part-time to ft counselor position to meet increased student demand.
- ❖ Provide professional development for Adaptive Services Specialists in alternate media.
- ❖ Determine appropriate venue for processing third party vendor contracts.

IEC Recommendations:
- ❖ To address the growing student demand, both on the Gilroy campus and off-sites and new regulatory ed plan requirements, it seems reasonable to provide more counseling hours. It would be beneficial to hire a full-time Adaptive Services Specialist to accommodate the increase in alternate media requests.

Comments:
DRC seems to be well-operated, yet it needs to find a more adequate manner of data collection. While the overall college student enrollment has grown markedly, the reported figures for students served by DRC remains static. Despite the data, the reality of being a college with two off-sites merits the need for another counselor. Further, the impact of the increase of Alternate Media does warrant a request for permanent, adequately trained staff.

Disability Resource Center (DRC)

Executive Summary

The Disability Resource Center (DRC) was established in 1973 to directly provide services for students with disabilities and to ensure compliance with the National Rehabilitation Act regulations of 1973. The department serves an average of 750 students per academic year. Support services, specialized instruction, academic and physical classroom accommodations are provided for students with verified disabilities. Students are ensured equal access to the academic environment as well as the ability to fully participate and benefit from the college experience. In order to qualify for services, the student's specific disability must be verified by a certified professional and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. The disability must be documented in the student's file. The DRC is categorically funded and manages six distinct programs that serve students with a diverse range of disabilities, including acquired brain injury, developmentally delayed learners, deaf and hearing impaired, specific learning disabilities, mobility impaired, psychological disability, speech and language impaired and visually impaired.

Unique to the Program

The DRC provides a comprehensive set of support services and specialized instruction for students with disabilities. A Student Educational Contract (SEC) is developed for each student that links the student's goals to regular and/or specialized classes and support services. Accommodations are identified to support the student's specific educational limitations and to optimize the learning environment. Courses offered include math, reading and writing support classes; computer science information systems (CSIS) assistive technology classes; adult education/vocational readiness courses and adapted physical education courses. Our duel roll in providing student services and instruction allows us to fulfill our mission of striving "to equalize student educational opportunities".

Trends

The general population of students is growing at the off-sites. Since 2002, Hollister has grown by 25%. As the sites continue to grow, we anticipate that more DRC services such as note-taking, assistive technology and physical accommodations will be needed. Currently, DRC counseling services are offered once a month at each site. All other services are coordinated through the Gilroy campus DRC office upon request. Over the past two years, there was a 45% growth in students with psychological disabilities. More counseling hours will need to be dedicated to accommodate the individualized needs of this student population that generally requires more time to serve. The DRC counselor provides academic, vocational and personal counseling related to college success. However, the DRC counselor is unable to provide mental health counseling services. A special license is required for this. Requests for alternate media services have increased by %570 since 2004. Increased involvement in collecting and resolving fee collection issues and linking DOR students to third party vendor contracts, has presented a challenge since the implementation of Banner. A 130% increase in educational plan development occurred in Fall 2008 compared to Spring 2008.

Significant Accomplishments

In 2005, our department was renamed. "Disabled Students Programs and Services" changed to "Disability Resource Center" to remove the label from the student and place an emphasis on resources. In 2005, the DRC was recognized by the Chancellor's Office Technical Review team as "exemplary in the system". In 2008 the WASC Accreditation team commended "the Disability Resource Center staff on the quality of its programs and services". Access to on-line instruction and distance education curriculum guidelines procedures were updated to meet Section 508 standards access to electronic information and technology.

Staff Increases or Reductions

In the past two years, we have had a 40-60% counselor. At minimum, an increase in adjunct counseling hours will be needed to accommodate the time needed to serve the recent growth of students with psychological disabilities. Our Adapted PE adjunct instructor of many years retired in the spring of 2008.The position is being covered by our full-time staff on an overload basis. A Vocational Instructional Specialist assigned to our HOPE program, became vacant this year. The position will remain unfilled as HOPE Hollister is down-sizing its work activity program as more students move into community employment. As a result of budget reductions, the Adaptive Services Specialist full-time position and the Senior Department Assistant full-time position was replaced with two part-time employees. As budget allows, these positions will be restored to full-time status. In the next 3 to 5 years, the DRC department will need to monitor overall campus and off-site growth to determine the impact of staffing needs and delivery of services.

Additional Resources Received and Impact of Resources Not Received

In 2007, one-time funding was granted for air conditioning in the High Tech Center. This eliminated the student and staff reported health concerns related to excessive heat. One-time funding was initially approved for carpet replacement in the DRC instructional areas and offices located in the library. College funding priorities changed and funding did not go forward. Carpets remain in poor condition.

Enrollment Management
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Produce publications that will facilitate the enrollment process, increase enrollment, and promote programs and services at Gavilan College.

- ❖ Produce an accurate printed Schedule of Classes twice a year.

- ❖ Produce an accurate printed College Catalog every two years.

Concerns/Trends affecting the program (from program):
- ❖ Lack of coordination between Enrollment Management, Outreach and Recruitment, and Public Information Office.

- ❖ Uneven workload for the Enrollment Management Specialist, since overtime is required during peak time.

- ❖ The Enrollment Management Specialist has moved 3 times in the past 3 years.

Plans for addressing concerns/trends (from program):
- ❖ The Enrollment Management Specialist can assist in scheduling classes into Banner during schedule production. This will reduce overtime required during the final weeks of schedule production, and spread the specialist's workload throughout the year.

IEC Recommendations:
- ❖ The Student Services Division should re-examine the structure, duties, and coordination of enrollment management.

Comments:
Besides creating the Schedule of Classes and the College Catalogs, the Enrollment Management department has produced high quality, award-winning publications that promote Gavilan College's programs and services. However, after reviewing Enrollment Management's self-study, the structure and duties of the position did not seem to have appropriate management. The Student Services Division should examine the structure and duties of the Enrollment Management position as it relate to other College functions.

Enrollment Management

Program Executive Summary
Mission: The Enrollment Management Department works with student services, academic departments, outreach and the Public Information Department in order to facilitate the enrollment process, increase enrollment and promote programs and services at Gavilan College.

The primary duties of the Enrollment Management Program Services Specialist are to update all the information in the Schedule of Classes twice yearly and the printed College Catalog every two years. The catalog is revised for online viewing on a continual basis and addendums are created and published as needed.

Over the past several years, the Enrollment Management Department, in conjunction with Outreach and Recruitment and the Public Information Office, has significantly improved the image of Gavilan College in the community, especially among area high school students. The department has produced high quality, award winning publications that are useful, appropriate and attractive. Enrollment has increased significantly, especially among recently graduated high school students, due partly to the projection of a more professional image by the college. Book jackets were designed and printed to promote college programs and services and are in wide use at all the area high schools. Outreach presentation folders are another example of a useful and attractive publication now used in Outreach. The Enrollment Management Specialist designed these as well full color promotional cards detailing the requirements of each of the Vocational Programs, flyers for the basic skills program, tutoring services, services at the Morgan Hill and Hollister sites, how to register cards, maps, High Step flyers and postcards, reminder to register postcards, and more.

As a member of the Gavilan College Marketing Committee, the Enrollment Management Specialist helps identify and promote college programs and services by incorporating ads into the schedule of classes and/or creating other promotional materials as required.

A Xerox color copier was purchased using one-time money in 2007. It is shared by Enrollment Management, the Public Information Office and Outreach and Recruitment. Other departments on campus can request that we print posters, flyers or brochures for their departments. They are charged only the amount necessary to reimburse for costs. This has resulted in better quality and more consistency in publications across campus and has reduced costs for other departments.

A new computer and monitor were purchased for the Enrollment Management Specialist, also with one-time money. It was necessary to increase the memory and speed of the computer in order to accommodate the graphic programs required to create the schedule of classes, catalog and other desktop publications. The result has been a decrease in down-time due to computer inadequacies. More programs can be open simultaneously which has resulted in an improvement in workflow.

The Department has also faced some challenges. Physical space is limited and the program specialist has had to move three times in the past three years. Currently, the specialist is housed in the Counseling Secretary's office in the Student Center. This is a very active area, and during times when schedule or catalog deadlines are close, constant interruptions can be bothersome and

can lead to errors being made. The copier that is shared by the three departments is in the Business Building. This is close to the Outreach and Recruitment Office, it is not close to the Public Information Office or the Student Center. The Enrollment Management specialist would benefit by being housed closer to the Outreach and Recruitment Specialist and the Public Information Office with whom the specialist works closely. Another requirement is close proximity to the Vice President of Student Services. The future Measure E reorganization of the Student Center slated for approximately 9 years from now will address this, but in the interim, another solution would be helpful.

Storage space for outreach materials is also extremely limited. There is limited space in the Counseling Secretary's office.

Workload requirements for the Enrollment Management Specialist vary widely depending on the time of year. During the final weeks of schedule production, overtime is required. At other times, there is not enough to do. One way to address this would be for other departments to utilize the Enrollment Management Specialist's expertise in scheduling classes in Banner during schedule production. In the past the Enrollment Management Specialist scheduled Guidance, Physical Education and Athletics classes. Since the Athletic Department Office Assistant is now scheduling Physical Education and Athletics, the Enrollment Management Specialist only schedules Guidance classes that are not adapted (DRC) classes. A solution would be for other departments (Liberal Arts and Vocational) to allow the Enrollment Management Specialist to assist in scheduling. This would keep the schedule production timeline on track and eliminate the need for as much overtime at the end of the cycle.

The Enrollment Management Specialist will continue in coming years to work with Student Services departments that fall under the "umbrella" of Enrollment Management such as Admissions and Records, Outreach and Counseling as well as the Public Information department to "Optimize Enrollment" (Strategic Plan, Strategy #1) and "Create an institutional approach to address student recruitment, assessment, outreach activities and retention efforts" (Strategy #1, Goal #1) as well as to "Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals" (Strategy # 2) by Providing "appropriate support, within resource constraints, for student, instructional and administrative services" (Strategy #2, Goal #6).

Short-term goals of the program include conducting an analysis of the printed schedule in terms of ease of use, appropriateness of information and clarity. A focus group with ten students participating was held to address this issue. Many good suggestions have been implemented based on the results of this focus group. See **Program/Student Learning Outcome 1:** Effectiveness of the Printed Schedule of Classes. An attempt to increase enrollment in classes identified as needing promotion is being made in a timely fashion. Certain classes were advertised in an attempt to increase enrollment during the semester previous to their being offered. We are making an attempt to reach potential students while they are on campus. See Unit Plan # 1.

The Enrollment Management Specialist will continue to work with Student Services by designing and arranging printing of materials needed for Transfer Day, Career Day, the Health

Faire and Graduation. The specialist also designs brochures, maps and promotional materials for Science Alive participants. Parents each receive a booklet promoting Gavilan programs, events, new classes and more.

The specialist also maintains the budget for Enrollment Management and Matriculation as well as providing clerical support for the Vice President of Student Services, as needed.

Long-term goals for the program have not been discussed.

Extended Opportunity Programs and Services (EOPS)
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Increase the number of EOPS students who complete their educational objectives; AA/AS degree, certificate, transfer or employment.

- ❖ Provide quality support services for students disadvantaged by language, economic or social barriers.

- ❖ Expand services at satellite locations; expand evening services.

- ❖ Provide quality support services for academically unprepared students with multiple barriers to educational success.

Concerns/Trends affecting the program (from program):
- ❖ One trend facing EOPS is that there are more students that need EOPS services than the program is able to accept due to the level of funding it currently receives from the Chancellor's Office.

- ❖ Looming state budget deficit will probably mean that the level of support for book vouchers, gas cards, grants, and overload counseling will be reduced.

- ❖ Additional staff may be needed to provide a growing number of students with services particularly those with mental health issues, war veterans, and more severe levels of disability.

Plans for addressing concerns/trends (from program):
- ❖ Develop strategies to improve the success of students in basic skill courses.

- ❖ Collaborate with CalSoap and TRIO to provide Summer Bridge program for in- coming high school students.

- ❖ Expand and promote tutoring services, provide orientation and follow-up for new and probationary students.

IEC Recommendations:
- ❖ Expand their services at the satellite locations and in the evening.

- ❖ Partner with college to pursue staffing or contracting with a mental health agency for services.

Comments:
Commend EOPS for providing quality services so that disadvantaged students have a real opportunity to achieve their educational goals. EOPS should continue to collaborate with partners both inside and outside the Gavilan community. Recent student surveys rated EOPS as excellent in staff courtesy, knowledge, and counseling services.

Extended Opportunity Programs and Services (EOPS)

Executive Summary
Extended Opportunity Programs and Services (EOPS) was established in 1969 to encourage community colleges to increase college access and support services for students disadvantaged by language, economic or social factors. The Cooperative Agencies Resources for Education (CARE) program was created in 1982 to expand services for EOPS students who are single parent cash aid recipients. Both programs are categorically funded.

EOPS provides a comprehensive foundation of "above and beyond" support services that include counseling, pre-priority registration, orientation, outreach, transfer information, book vouchers, book lending library, academic monitoring, grants, computer lab, workshops, EOPS Club, and university visits. A key element to academic success is developing a multi-term educational plan that focuses the student on graduation and transfer. CARE provides extra services that are in addition to EOPS and include meal cards, gas cards, bus passes, supplemental textbooks and childcare assistance. At the heart of both programs is the personal encouragement that leads to student achievement.

EOPS and CARE serve academically unprepared students with multiple barriers to educational success. To be eligible for services, students must be enrolled full-time and be low-income as determined by the Board of Governors Fee Waiver. CARE students must be current recipients of cash assistance for themselves or their children. All EOPS and CARE students must be educationally disadvantaged which includes assessing below college level English or Math, or not having graduated from high school or earning a GED. The majority of our students are Latino (74%) and female (76%). Despite serving students who are faced with both personal and academic challenges, the programs produce remarkable outcomes.

Orientations are generally conducted one week prior to the first week of instruction and include an introduction to resources, matriculation information and EOPS services and requirements. Outreach and recruitment activities are conducted at campus events and classrooms. In order to ensure that staff and faculty are aware of the program, staff participates in the new faculty orientation, Administrative Council, Student Council, Counseling meetings, Graduation Committee, Foster Youth Committee, and Staff Development Committees. Off campus events are coordinated with the Outreach Specialist and Financial Aid to provide information to the high schools, alternative schools, adult education and community agencies. Our major outreach activity is the Summer Bridge Program, a collaboration between EOPS, TRiO and CalSOAP, (a K-12 program that provides support to low-income students) which assists 60 incoming high school students to obtain college preparation skills. Students generally enroll in Group Communications and Introduction to College classes.

The EOPS Program works collaboratively with other instructional and student services to provide additional services to EOPS students. These include the Math and Writing Labs, DRC, Financial Aid, TRiO, Career/Transfer Center, MESA, Outreach, Non-credit and Basic Skills. The Student Success Workshop Series is developed by EOPS/CARE, CalWORKs, TRiO, Career/Transfer, MESA and Basic Skills and is open to all students at the college. University visits are coordinated by the same group to maximize resources for touring prospective colleges.

The trends facing EOPS are that there are more students that need EOPS services than we are able to accept with the level of funding we currently receive from the Chancellors Office. With the state budget deficit looming we may not be able to offer the same level of support with book vouchers, gas cards, grants, and overload counseling. Mental health services have been requested by students and are not readily available at the college. The transition to banner required many training hours for staff and we are still in the process of working out systems with Financial Aid, the Business Office and Admissions and Records. Overall staff and students have adapted well to banner.

The significant accomplishments since the last review include employment services offered by the Program Services Specialist. She maintains job listings, develops jobs and volunteer opportunities in the community. We have seen an increase in EOPS students obtaining scholarships, from, 32 in 05/06 to 71 in 07/08. This may be a result of offering two "Personal Statement" workshops prior to the scholarship due date.

The EOPS and CARE allocations have increased annually the past three years as a result of additional number of students served and the district contribution. Additional funding has been allocated to staff hours, improving the lending library, overload counseling, book vouchers, and gas cards. In the past three years we have increased the staff from one part-time and one full-time counselor, to two full-time counselors which has greatly reduced the waiting time for students seeking appointments. The Senior Program Specialist increased her schedule from 11 to 12 months and the CARE/CalWORKs Program Specialist increased her schedule from 60% to 100%.

In the next three to five years the EOPS/CalWORKs Department will need additional staff for the CalWORKs program as 2 1/2 persons are currently serving more that 250 students with substantial barriers to success which include mental illness, substance abuse, domestic violence and criminal backgrounds. EOPS serves more than 10% of the student population at Gavilan College which contribute 550 full-time enrolled students to the college general fund and seven staff that add greatly to campus diversity. Without the services provided by the EOPS and CARE programs, these students may not have felt it possible to enter higher education and the opportunities that follow.

Financial Aid
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Encourage students to apply for financial aid.
- ❖ Educate students and parents on the various financial aid resources and procedures.
- ❖ Provide a high level of customer service.
- ❖ Meet regulatory compliance requirements.

Concerns/Trends affecting the program (from program):
- ❖ Continue to meet the needs of increasing numbers of students.
- ❖ Training and implementation issues associated with the Banner transition.
- ❖ Address the backlog of financial aid documents to be scanned and indexed.

Plans for addressing concerns/trends (from program):
- ❖ An additional position has been requested to address scanning and indexing needs.

IEC Recommendations:
- ❖ In order to keep pace with the growing numbers of students pursuing financial aid, it seem reasonable to support the financial aid scanning and indexing position request since granting and processing of financial aid is so vital to student retention. However, these duties might be fulfilled, as in the past, with a full-time temporary position.
- ❖ Add a customer service program-level SLO.

Comments:
The program seems to be very well-organized and operated, providing a complex service to an increasing number of students. The program has made a difficult, but successful transition to a new data management system. The program seems to provide a high level of service, although service quality has not been adequately measured nor tracked. Recent staffing additions have helped address an increased workload, but there remains a need for document processing.

Financial Aid

Executive Summary

Major federal student financial aid programs were authorized with the 1964 Economic Opportunity Act and the 1965 Higher Education Act to encourage students to pursue higher education. Both pieces of legislation created the College Work Study Program (today known as Federal Work Study), Educational Opportunity Grant Program (today known as the Supplemental Educational Opportunity Grant) and the Guaranteed Student Loan Program. In 1972 the Education Amendments, the Basic Opportunity Grant (BEOG) program was created, which was renamed the Pell Grant program in 1980.

The Financial Aid Department manages a total of fifteen student aid programs. Among these programs are: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Federal Work Study Grants, Academic Competitiveness Grants, Cal Grants B, Cal Grants C, Child Development Grants, Chafee Grants, Stafford Subsidized and Unsubsidized Loans at Gavilan College. The aforementioned programs require the Free Application for Federal Student Aid (FAFSA) and require students to meet federal eligibility requirements.   Other financial aid programs operated by the Financial Aid department include: BOG Fee Waivers, institutional scholarships (Gavilan College Educational Foundation Scholarships [GCEF] and U.C. Santa Cruz Karl Pister Leadership Scholarship), private scholarships, Veteran Education Benefits and Associated Student Body (ASB) Book Loans. The Financial Aid department also plays a key role in grant payment processing for Student Services departments like: EOPS, CARE and TRIO. For the 2007 – 2008 year, awards authorized by the Financial Aid department totaled $4.8 million.

The primary goal of the Financial Aid Department is to encourage students to apply for financial aid programs through the FAFSA. Annual outreach efforts target middle schoolers to high school seniors, current Gavilan students, and would-be students eager to return to school. The goal of outreach efforts is to increase awareness of financial aid programs and requirements to facilitate FAFSA filing.

The Financial Aid department is committed to ensuring students are provided an opportunity to pursue a quality postsecondary education at Gavilan College. Along with our mission to provide financial aid to eligible Gavilan College students, the Financial Aid department strives to provide outstanding service to students, parents, and staff.   Encouraging would-be students to apply for financial aid and advising current recipients requires staff to effectively and accurately explain the financial aid process.

The Financial Aid department must also meet regulatory compliance requirements from funding agencies like the state of California and federal government. State requirements on Cal Grant B and C programs must be confirmed before payment is issued; for federal funding of grants, work study and student loans requirements for verification and satisfactory academic progress must be complete. Due to the array of financial aid programs offered at Gavilan College, students with varying income backgrounds are served. Students who do not qualify for need based aid programs at Gavilan College like grant programs, Stafford Subsidized Loans and BOG Fee

Waivers may qualify for non-need based aid like Stafford Unsubsidized Loans, GCEF Scholarships and private scholarships.

Funding for student aid programs has increased with College Cost Reduction and Access Act (CCRAA) of 2007. This legislation created the largest increase in federal student aid since the GI Bill by increasing the maximum Pell Grant from $4310 in 2007 – 2008 to $5400 in 2012 – 2013 and created the new Teach Grant for undergraduates majoring in teaching. CCRAA also cut interest rates on subsidized Stafford Loans for undergraduate students in half by 2010 – 11 and added income-based repayment and public service loan forgiveness as of October 1, 2007.

Significant accomplishments since the last review period include developing and implementation of a comprehensive outreach/recruitment plan. For the 2006 – 2007 award year, outreach and in-reach efforts totaled 48 and served more than 5,000 individuals in Gavilan College's service area. As a result of these outreach efforts, the number of financial aid applicants has increased in the last three consecutive years by 65% from 05/06 to 06/07 and by 20% from 06/07 to 07/08.

The second significant accomplishment for the Financial Aid department involves the development and implementation of an Enterprise Resource Project – Sungard Banner SCT and implementation of document imaging system – Xtender. Through the voter approved Measure E of 2004, the Financial Aid department has been able to upgrade to an automated and integrated computer system for the delivery of student financial aid. Over a 13 – month period, Financial Aid staff participated in training and development of database tables and rules for a total of 521 class hours, the equivalent of 1864 people hours. Another element of training and consultation involved testing processes in newly created validation tables. Testing allowed for identification of processing errors and for troubleshooting. The Financial Aid module of Banner went live in May 2008.

The implementation Sungard Banner SCT changed the processing of major financial aid programs. Prior to Banner, the Financial Aid department used an outdated and manually intensive system which was not integrated. With Banner, automation of financial aid functions has provided students with greater control as they are able to view forms, requirements and awards via Self – Service. These were services never before offered to Gavilan College students. Implementation of Xtender document imaging software has allowed the Financial Aid department to move to a "paperless" office beginning with 2008 – 2009. The initiative to move to a paperless office has also created a need for staffing to focus exclusively on scanning and indexing demands of thousands of financial aid documents required for archiving.

Staffing for the Financial Aid department is funded through the General Fund and through state funding from the Chancellor's Office Board Financial Assistance Program (known as BFAP).

Hollister Site
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Provide additional student support services.
- ❖ Expand course offerings.

Concerns/Trends affecting the program (from program):
- ❖ Students returning for retraining are increasing in number.
- ❖ Students lack transportation funds to attend main campus.
- ❖ Increasing demand for more services and courses.

Plans for addressing concerns/trends (from program):
- ❖ Expansion of available classroom space.
- ❖ A part-time financial aid position has been requested to help process paperwork in a timely manner.

IEC Recommendations:
- ❖ Work with strategic planning initiatives to formulate a Master Plan that establishes a comprehensive timeline to address the transition of the off site to a full service campus, as the college moves toward developing a multi-campus district.
- ❖ In order to keep pace with growing number of students pursuing financial aid, it is reasonable to support the need for a part-time financial aid assistant.

Comments:
The off-site seems to be well-organized, managed and continually strives to meet the needs of the community. While a high level of service is provided, the population of students is growing resulting in an increased demand for services and expansion of course offerings. As the site continues to grow, there will be a need to further evaluate the long term impact as it relates to our Educational Mater Plan for expansion.

Hollister Site

Executive Summary

The Mission of the Hollister site of Gavilan Community College is to provide a nurturing and inviting environment where students and the community can receive quality customer service, programs and support to encourage life-long learning through education, career and vocational training.

Gavilan College, Hollister Site has become a significant asset to the San Benito Community in helping students advance in their educational goals. Hollister's current enrollment is 958; a significant increase from the 756 students enrolled at the last review. Since opening in 1997 there has been a steady growth in enrollment and availability of services. The Hollister site provides students an atmosphere of convenience, class selection, and "a bike to school" approach that often is not available at other community colleges. Since the last review the Student Services have increased to provide broader services for students, thus making the site more functional. Hollister currently has 9 of the many Student Services that are offered at the main campus. Admission is available 5 days a week. Students may register for classes, add/drop, pay fees, purchase student IDs, buy parking passes, pick up and drop off forms. The registration process is completed at the time of application drop-off versus a waiting period of 72 hours when dropping off an application at the main campus. Counseling is also available on a weekly basis and our counselors offer day and evening appointments to assist students with their academic planning. Placement/Assessment tests are offered on a regular basis and ATB testing (ability to benefit) is done once a month. In addition tutoring is being offered in English and Math on a weekly schedule. To further facilitate the students' college experience, the Bookstore comes to the Hollister site the first three weeks of the beginning of each semester. This convenience allows those students, whose transportation to the college might otherwise be hindered, the chance to purchase their course textbooks. The Library has opened a resource computer lab, consisting of seven computers, to provide research assistance to students. Career/Transfer Center provides on-site visits once a month to help students with research information. Students may research their majors as well as receive assistance with the Eureka assessment. EOPS/CalWorks/CARE services are provided on a weekly basis for those students facing financial challenges. The Disability Resource Center (DRC) comes to Hollister every 3rd Thursday of the month and provides an effort to equalize educational opportunities for those students attending the Hollister Site.

Many of the students attending the Hollister site are unable to attend the Main Campus due to a plethora of reasons. Verbal statements about personal circumstances are passed on to office staff, as well as, an increase in unemployment, currently at a 14.8% according to the EDD Labor Market Information, students are coming back to get retrained and don't have funds to drive to Gilroy nor can they afford $280 per semester to ride the County Transit to the main campus. Some students with small children in local daycares and elementary schools prefer to stay close to home in case of an emergency. Those with jobs in Hollister take courses during their lunch hour or arrange with their employer to take a class and return to work right after. All of these reasons make the Hollister Site much more convenient to attend. The ultimate goals of the Hollister Site are to provide the students with the most comprehensive, convenient and personal

attention that will allow students to attain their educational goals as well as the complete "college experience".

There are two distinct elements to the Hollister off-site working practice. The first provides the means through which the educational departments are able to contribute to the site, by providing courses that meet the educational goals of the students; and the second, via a survey process. This provides a more methodical mechanism whereby student services can review the result of how well the student services program work at the off-sites. It is the latter element of procedure which provides input into the revision of the operation and process of how to operate the off-site. Providing a source of references to all involved programs for the success of having these programs at the off-site and using them to their full potential is crucial.

Over the past 3 years the focus of the Hollister off-site has transitioned into a more encompassing facility offering more to students than in years past. The additional hiring of a Program Services Specialist in 2007 enriched the capabilities of the office and service. Now open 12 hours a day Monday through Thursday 8a.m. -8p.m. and Fridays 8a.m.-5p.m. Students are able study in a comfortable & nurturing environment without any interruptions of closing up for the afternoon as we did in the past. During non-instructional days, office hours are Monday through Friday 8a.m. -5p.m. We have 12 computers for drop-in lab work, out of class homework assignments and research. Course offerings are better planned so that students can take a full-time load. Departments take into consideration course offerings which meet the GE pattern guidelines and how they fit in sequence semester after semester. This enables students to plan ahead and enhance student success by developing programs to best meet the students' needs. For the Students Services, the Director meets with each student service to develop a pattern in which the service can be available to students at the off-site. We hope to incorporate a part-time position for counseling services as well as a financial technician in the near future to better serve students. In the year of 07/08, 304 financial aid applications came through the Hollister Site's office showing an increase in our service to forward documentation to the Financial Aid office. In a survey taken by students in October 2008, counseling services were one of the most requested students' needs with financial aid as a second requested need.

The other addition to the Hollister off-site is the opportunity to involve the community in what is called the "Community Corner". A service in which local non-profits and organizations come to the Hollister site and set-up a table for a week giving out information to students and connecting them with the community in which they live.

The key factor is to acknowledge students and build a one-on-one relationship. This helps students feel important to ensure success, and morale; thus creating an atmosphere in which a sense of belonging is experienced. To encourage life-long learning through education, career and vocational training by means of offering to students what they need to accomplish their goals.

Morgan Hill Site
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Modernize technology.
- ❖ Expand course offerings.
- ❖ Provide additional student support services.

Concerns/Trends affecting the program (from program):
- ❖ Demand for modernization of classroom technology.
- ❖ ESL courses have been lacking at Morgan Hill over the past seven years.
- ❖ Increasing demand for more counseling and financial aid services.

Plans for addressing concerns/trends (from program):
- ❖ Expand ESL course offerings to meet the needs of the community while continuing to market and promote course availability.
- ❖ Request for technology modernization is addressed in unit plans.

IEC Recommendations:
- ❖ Work with strategic planning initiatives to formulate a Master Plan that establishes a comprehensive timeline to address the transition of the off site to a full service campus, as the college moves toward developing a multi-campus district.

Comments:
The off-site seems to be well managed and continually strives to meet the needs of the community. Student demand for increased services and expansion of course offerings seems reasonable to support the growing number of students. As the site continues to grow, there will be a need to further evaluate the community needs and its long term impact as it relates to our Educational Mater Plan for expansion.

Morgan Hill Site

Executive Summary:

A description of the program:
The primary goals of the program: Strategy #2 – Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

Goal #6 Provide appropriate support, within resource constraints, for student, instructional and administrative services.

Unique characteristics of the program:
Gavilan College, Morgan Hill site was opened in the fall of 1998. It offered a limited variety of general education classes. The student population at that time was 306. This site has grown steadily each year and has also grown in importance to the community it serves. In 2003, Gavilan College Morgan Hill relocated to present facility, located at the Morgan Hill Community and Cultural Center in downtown Morgan Hill. This has proven to be beneficial for students and downtown Morgan Hill. Students can find a parking space, without a parking fee, and walk a short distance, in a secure and lighted environment, to their classroom. They also bike to school. The site has 10,500 square feet, which includes 6 classrooms, 2 computer labs, 1 student drop-in lab, 1 counseling office, 3 staff offices, staff lounge and registration counter, with accessible access for all.   There is also a breathtaking view of the surrounding mountains; this site has a campus-like atmosphere looking out on the amphitheater and fountains of the center. The students registered at the Morgan Hill site in 2008 spring numbered 983. For fall 2009 the Morgan Hill site enrolled 1,624.

Concerns or trends affecting the program:
Downward changes in the economy have altered the lifestyle of our students. The price of gas is a major factor, limited transportation and the need to be close to their jobs finds the Morgan Hill student anxious to find all their general education classes at this site.

Technology has greatly changed since 11 years ago when this site was opened. The need to modernize present delivery of instruction is addressed in unit plans #3 (changing from tablet chairs to table/chairs), unit plan #7 and #8 (wireless mounting of instructors' projectors).
.
Significant Changes since last IEC review of 2006:
The following graphs reflect a survey given to Morgan Hill students with these results:

Since the opening of this site, hours of operation have been changed to accommodate the non traditional students. For 10 years, we operated 8 a.m. – 2 p.m. and 6 – 8 p.m. In order to provide classes in the afternoon, service registrations and lab hours, the site needs to be open from 8 am – 8 p.m. What students want from a community college and Gavilan, specifically, is a quality education provided in an easily accessible way, in different delivery modes, and at times that fit their lives. These expanded hours offer students what they need which leads to student success and retention.

Student and staff utilization is based upon space availability. Currently the site has 39 instructors, mostly adjunct, and over 1,000 students enrolled in at least one course. The site has eight classrooms; two of them are computer labs. The students' interest is spending more time at the site is contrary to the college's original goal. Part-time faculty also spends more time at the site in preparing for class and use the facility as a meeting place for tutoring or meeting with students outside of course time.

Initially the sites seemed to function separately from the main campus. When Enrollment Management was instituted, the connection between the sites and the main campus was strengthened. Services and hours were coordinated so students had a hopefully seamless and easy transition between the sites' services and those of the main campus. Having two full time employees at the site plus staggering hours, accommodates students and faculty. The building is always staffed 12 hours each day. Support for identifying and utilizing substitutes has been supported during peak registration periods and for vacation/sick time.

Resource allocation increases over the past four years; indicate what was done with these additional resources and what improvements to the program occurred (with supporting data, if available);
Resource allocation increases over the past four years have benefited the site greatly. The site is now able to offer extended hours to support student success and retention. Seven classes are now scheduled in the afternoons; student drop-in lab is always open for students to work on assignments; student services (counseling, tutoring, Cal Works, Assessment Tests, Career Planning) continue all day and scheduled in the evenings. Security is better controlled – faculty do not need keys/codes to unlock the building when staff is gone. Specifically, the following data is:

- A full time program service specialist. This has enhanced customer service in this the site. It is now open from 8 a.m. to 8 p.m.
- Spanish speaking staff has added in assisting community and new students.
- Four computers on wheels have been purchased. This allows the instructor to show DVDs and access the internet.
- Books for the Morgan Hill classes can be bought during the first full week of classes at the beginning of each semester
- Research assistance from the main campus library has been made available to the students at the early stage of the semester. Lab time allows students to utilize computers for research on the web.
- The student drop-in lab has an additional computer (2 computers have been allocated over the past 8 years) with ergonomic keyboard
- Two accessible desks for all students are now placed in both computer labs
- Rental of the playhouse at the MH Community Center has allowed for free class/film series every Wednesday. This class is "open entry". This class is credit and noncredit.
- Financial Aid workshops have been offered to the Morgan Hill students every spring. A mass mailing to students in the Morgan Hill district is sent out by the financial aid department.

Unit Plans for years 2006 – 2009:
Secured budget for a 40 hour/week Program Service Specialist
Purchased 4 computer on wheels for classroom computer access and DVD showing
Off site books sales the first week of each academic semester
Additional computer and ergonomic keyboard for student drop-in lab
Two computer tables for disabled in each of the computer labs
The City of Morgan Hill and Gavilan College have made arrangements for a credit/non credit
class to have a film series take place in the MH Playhouse every Wednesday
An evening financial aid workshop took place at the MH site. Post cards were sent out to
students at the local high schools and enrollment numbered over 50 interested people.

If requested allocations were not received, was the program adversely affected; explain:
In the next three or four years I anticipate a need to install a surveillance system at the site. I
included this in my unit plan for '07-'08. This was requested and not received and is currently
on hold. At this time, there have been thefts at this site, currently 3 during the spring of 2009. A
hard drive and a wallet were stolen in 2007. The beginning of spring '09 a computer monitor, 2
mice were taken from our lab. With a video tape this may act as a detriment. I have urgently
requested that Title V provide this site with a surveillance system in at least one lab to start.
A request for a change in seating for 2 classrooms from tablet seating to tables and chairs has
been delayed. The current tablet chairs are difficult to sit at for the larger student and seats are
most uncomfortable. Instructors prefer to use tables for interactive group sessions.

**Staff increases or reductions over the past four years; be specific as to job functions added
or deleted:**
In November, 2007 staff was increased with a program service specialist. She was hired for a
full time position. This increase in staff allows the site to be open from 8 am to 8 pm with
student services provided (see above). Using subs during peak registration periods has been
approved for off-sites.

Any significant changes or needs anticipated in the next three to five years:
Strategy #1 – Optimize enrollment, course offerings and services to reflect community needs and
growth
Goal #2: Strengthen our career programs through a cohesive organizational approach such as
creating an Occupational Career Program Institute.
Goal #3: Increase options for credit/non-credit courses for older adults and other constituencies
as indicated in community needs surveys.
Goal #4: Increase pre-collegiate credit/non-credit courses and other learning support options to
prepare students for entry into transfer and vocational programs.
Goal #5: Expand alternate delivery of courses and services to meet needs of learners in the
community such as online and hybrid classes.
Goal #6: Offer a complete general education transfer pattern of courses at the Morgan Hill
facility in the evenings and weekends. Initiate the development of new programs.

Outreach and Recruitment
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Promote Gavilan College in an effort to increase the number of students.

- ❖ Enhance the image of Gavilan College as a viable option to completing the general education requirements at the collegiate level.

- ❖ Recruit students to participate in a student outreach ambassador program.

Concerns/Trends affecting the program (from program):
- ❖ Currently, the office consists of one senior program specialist: due to the rigorous outreach and recruitment schedule, no time has been spent on other activities such as data collection.

- ❖ Interest survey cards have been collected, but data measuring interest in particular programs, tracking majors, tabulating questions asked by prospective students, etc., has not been compiled or analyzed.

- ❖ Direct marketing and mail campaigns have been limited due to staffing issues.

Plans for addressing concerns/trends (from program):
- ❖ Request for part-time office assistant was denied in 2006.

- ❖ New request for an assistant submitted 2009.

- ❖ Receive additional Banner training to take advantage of available data.

- ❖ Recommend removing ASB responsibilities from position to enable more time for direct outreach activities and data utilization.

IEC Recommendations:
- ❖ Use existing resources to collect and analyze data to ensure the goals listed above are met.

- ❖ Examine the use of a director/administrator to coordinate the activities of outreach and recruitment, enrollment management, monitoring of student success, degree/certificate attainment, transfer rates, etc.

Comments:
Outreach and Recruitment are important functions that must be well-organized and adaptable. If these efforts are not effective and well-coordinated, student recruitment may suffer.

Outreach and Recruitment

Executive Summary
The Outreach Office operates under the umbrella of Matriculation/Student Services. The Outreach Office is responsible for and committed to educating the community and potential students about the variety of programs and services available at Gavilan College, including vocational, transfer-oriented, developmental, non-credit and community education.

The Outreach Office has developed a wide network of contacts throughout the Gavilan College service area and beyond including local high schools, social service agencies and community organizations. Each year, outreach efforts include individual and group campus tours, speeches and presentations at local high schools, college fairs and other venues and representation on key committees within the Gilroy Unified School District.

Internally, the Outreach senior program specialist works closely with the categorical programs (CalWorks, DRC, EOPS, MESA, Puente, TRIO) to increase awareness throughout the community and actively recruit prospective students. The Outreach Office also provides marketing materials and promotional items for offices throughout campus for special events and activities.

Goals of the Program
The primary goal of the Outreach Office is to promote Gavilan College in an effort to increase the number of students who enroll and successfully complete a certificate, AA, AS degree or transfer to a 4-year University. This is accomplished by providing thorough information about the academic programs and student support services available at Gavilan College to the local high schools and community at-large.

The second goal, (an action item developed by the "College of Choice Task Force") is to enhance the image of Gavilan College as a viable option to completing the general education requirements at the community college level.

The third goal is to recruit students to participate in a student outreach ambassador program. This program will serve two purposes: one; to promote Gavilan College as a "College of Choice" in the words and presence of students themselves, and as a retention effort to provide a sense of community and belonging to the students who participate as ambassadors.

Unique Characteristics of the Program
Customer service, communication and connections are the cornerstones of the Outreach office. The Outreach staff member considers herself an ambassador of the college, and recognizes that for many students, she is the first Gavilan representative they will meet, and she takes her role seriously. The office responds rapidly, frequently within 24 hours, to online requests for tours and presentations. The online request form has become a valuable tool for the community, and has broadened visibility of the college to include organizations such as Headstart Parents and the Gilroy High School Migrant Education program who have each requested a representative from the college to present information.

Concerns or Trends affecting the Program

Currently the office consists of one senior program specialist. Due to the rigorous outreach and recruitment schedule there has been no time for other activities including data collection. Over the last three years, interest survey cards have been handed out at every outreach/recruitment event on and off-campus. The cards are self-addressed and stamped and attendees are encouraged to fill them out with requests for additional information or to indicate interest in particular program(s) on campus. Approximately 1500 completed survey cards have been received. Information derived from these interest survey cards could be instrumental in identifying and tracking trends, majors, areas of interest and typical questions asked by prospective students. Additional support staff would enable this information to be collected, compiled and shared with other departments on campus. Direct marketing and mail campaigns are also limited due to staffing issues, and additional personnel would enable a more robust recruitment effort.

Significant Accomplishments since the last review period

Developed and implemented High School Student Interest Survey
Developed and implemented the online Outreach Request Form and database
Developed and implemented the Outreach Presentation Survey and the New Student Survey
Created Outreach Advisory Board consisting of 14 members from Gavilan, local community organizations and high schools
Developed and implemented Outreach Interest cards in both Spanish and English
Developed Interest Card database to record information from cards
Developed and implemented "Rambassador" Student Program
Developed a "one stop shop" for assessment, orientation and counseling for High School students during GavFest

Resource allocation increases over the past four years

Monies used for Outreach and Recruitment activities come from the Enrollment Management budget. Primarily, money that is designated for Advertising and Promotion (object code 5823) is used by the Outreach Office. Budget amounts have fluctuated over the last four years, with a low of $6,285 in 2006/07 to a high of $14,753 in 2007/08. The projected amount for 2008/09 is $12,844. The budget increase now covers promotional and marketing materials used by all departments on campus throughout the year for on and off campus events, including new faculty orientations, new student orientations and presentations at local organizations such as the Rotary Club and Chamber of Commerce.

Resource allocations not received

The Vice President of Student Services submitted a request for On-Going Funds in 2006 for a part-time Office Assistant. The rationale for requesting the position came from the Educational Master Plan which indicated the need to build effective partnerships with local high schools, business and industry and to implement a comprehensive recruitment plan. The position was denied.

Staff increases or reductions over past four years

In 2006 the request for a part-time office assistant was not approved, therefore there have been no increases in staff. Prior to 2004/05 the Outreach and Recruitment staff reported to the Dean

of Enrollment Management & Matriculation, who reported to the Vice President of Student Services. Due to a management reorganization and elimination of the Dean of Enrollment Management & Matriculation position, the Outreach staff now reports directly to the Vice President of Student Services.

Significant changes or needs anticipated in the next three to five years
Gavilan College has experienced considerable increase in student enrollment over the last three years and in fact, from 05-06 to 07-08 enrollment has increased by 19%. Due to the economic situation in California, predictions indicate that community colleges will experience greater than normal increases. This growth is expected to result in requests for more presentations and information on Gavilan College throughout our service area.   In order to adequately respond to requests from the community, there is a need for a standardized procedure to coordinate responses to requests received by the Senior Outreach Specialist. The acquisition of a part-time assistant and work study students would provide the needed additional support for these activities.

List of recommendations
Provide Banner training to enable more comprehensive data collection.
Remove ASB responsibilities from position to provide additional time for direct outreach activities and data collection for tracking and planning purposes.
Expand space to include office workspace for Office Assistant and Work Study student and all necessary equipment including computer with internet access to provide customer service and efficient data tracking and scheduling of events and activities.

<div align="center">

<u>Puente</u>
<u>IEC Summary of Review</u>
(Based upon documents and meetings with program representatives)

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Major Program Goals:
- ❖ Help students complete their English 1A coursework and transfer to a four-year institution.

- ❖ Provide students with additional support and encouragement (via regular counseling, mentoring, and enrichment activities) in order to increase the likelihood of retention and transfer.

Concerns/Trends affecting the program (from program):
- ❖ High staff turnover due to "burnout".

- ❖ Administrative duties associated with program operation.

Plans for addressing concerns/trends (from program):
- ❖ Train a second team of counselor/instructor.

- ❖ Strengthen the existing marketing efforts.

IEC Recommendations:
- ❖ Greater oversight and program management is needed. For example, a budget, both current and past, was unavailable to the program staff and the IEC committee. Additionally, greater effort is needed for tracking aspects of the program. It is recommended that a new management structure be examined and implemented.

- ❖ The program seems to be having great success with its participants. This information should be marketed to improve student recruitment and increase awareness and support of the program.

Comments:
The program applies an effective model and is experiencing much success with its participants. The program, however, has had a weakness in the areas of oversight and management. Together with administrators and other program partners, a new management structure should be considered with implementation to follow.

Puente

Executive Summary

The Puente Project is a national award-winning program that for more than 25 years has improved the college-going rate of tens of thousands of California's educationally underserved students. Started in 1981 at Chabot Community College in Hayward, California, the program has since expanded to 34 high school sites and 59 community college sites throughout the state. Puente staff train high school and community college instructors and counselors to implement a program of rigorous instruction, focused academic counseling, and mentoring by members of the community with the expressed goal of helping students successfully transfer from the community college to four-year colleges and universities. In 1987, Gavilan's Puente Program was founded. The Puente Program is open to all interested students and remains dedicated to the goal of helping students complete their transfer-level English 1A course, as well as transfer to a four-year college or university. Its success can be evidenced by our data. In Spring 2007, for example, Puente students showed an 86.4% success rate in Transferable English Course Success. Student success can be directly linked to our Puente model.

In the Puente Program, students commit to the program for a full year in which they are obligated to take two consecutive English and Guidance classes with the same team of instructors. In the English classes, students write focused and well-developed essays, with an emphasis on research. Mexican American/Latino literature is incorporated into these English courses. In Guidance classes, the emphasis is on giving students a strong foundation for academic success by focusing on career development and student learning skills. Outside of the Guidance class, the Counselor works with the Phase 1 and 2 students with academic, career, and personal counseling. Throughout the semester, the Counselor-and the English Instructor have weekly meetings to assess the needs of Puente students and to coordinate Puente events. Upon completion of the first year, the counselor continues to meet with the students (Phase 3) about their academic progress, transfer process, career development, and personal counseling until they graduate and/or transfer.

Gavilan has created a successful mentoring program. Every student participating in the Phase 1 (pre-transfer level) and Phase 2 (transfer-level) have been matched with a mentor from the service area. This has been done through training, ongoing correspondence, as well as by facilitating numerous mentor/student social events, both on and off campus. Although, traditionally our mentors are Mexican American and Latino professionals, the goal is to match a student with a mentor who reflects that student's cultural identity.

Students in the Puente Program have scheduled visits to nearby college/university campuses once per semester. The goal is   to help students visualize themselves on the campus, make connections, and develop socializing skills. Students are required to attend a Motivational Transfer Conference in which they meet with representatives from colleges throughout California and attend other college success workshops. By implementing such networking opportunities and transfer-oriented activities, Puente helps to create a strong community-building foundation in our students. Support and Community building are key factors to student retention and transfer rates.

The Puente Statewide Office provides professional development for the counselor and English Instructor. in terms of statewide and regional training, ongoing support through program websites, phone/e-mail consultation, as well as access to regional coordinators, trainers, and researchers.

Concerns for our program are few, but the following must be noted: a) Since the Puente Program's model relies on a strong working collaboration between Counselor and English instructor, it is important to avoid high turnover. High turnover of either instructor or counselor can impact program consistency and can create stress associated with retraining. Puente Counselor and English Instructor must make long-term commitments to assure a successful program; b) To better understand the mission and needs of Puente, it is important that Administration recognize the complexity of the program. While there are programs on campus which emphasize student support services (Trio, EOPS, CalWorks), Puente is the only college program that has both instruction and student support services working together; c) To best support our students, Puente has specific scheduling needs. We have found that offering the English class (250/1A) on separate days from the Guidance courses (6 & 1) ensures that students receive four days of contact with the English instructor and/or the Counselor. As a result students have more access to campus resources. More time spent on the college campus increases the likelihood that students will be more invested in campus life and activities, as well as develop peer interaction and involvement in study groups.

While the Puente Program *has never been reviewed* before, we have had many accomplishments: a)The Gavilan College Education Foundation has established an endowment for the program to defray costs for the college visits, Motivational Transfer Conference, Puente Celebration, scholarships, and student/mentor activities; b) The Puente students have contributed many hours as part of the Puente Ambassador's Club for fundraisers and community service: c) Puente students upon transfer have earned academic scholarships. The University of California awards a Transfer Scholarship and our Gavilan Puente Program provides a Participation Scholarship: d) Puente students who have earned their degrees have returned to their communities to serve as mentors or resources for the Gavilan Puente Program; e) Puente has co-sponsored visiting writer events on campus, most recently with noted author, Francisco Jimenez, as well as with world-renowned artist, Simon Silva. These presenters interacted with both Puente students, as well as the wider Gavilan community, and, in the process, enriched our students, as well as promoted Puente's presence on our campus.

In 2008-2009, Gavilan's Puente Program received $5,000, a portion of which will be used for Gavilan's 20th Puente Anniversary on May 16th. Money will also be used for upcoming mentor activities. Gavilan Education Foundation has established an endowment to offset activity costs that the Puente Counselor and students have fundraised in the past. Because of this, counselor and instructor no longer have to fundraise for program activities. Puente's Ambassadors Club fundraises for their own activities, such as movie nights, beach picnics, Oakland Museum visits, and more.

In 1998 – 99, the program received no program funding for mentoring, college visits, and other activities. The former counselor was not able keep the program activities going. This caused the former counselor to request reassignment. The current counselor was reassigned back into

Puente in 2001. The integrity of the program was at jeopardy and the current counselor and former students fundraised to keep the program activities functioning. Because Puente's goal is to create transfer students, it is imperative that students be afforded the opportunity to visit the campuses of four-year colleges and universities.   Without financing, these opportunities would be jeopardized, as would the mission of the program.

While Puente has been a highly successful program, we do envision improvements that would benefit faculty, students, and program. Currently, due to several turnovers in the Counseling Department, the Puente Counselor has had to put in extra hours doing administrative tasks, such as mailings, facilities arrangement, producing mentor and student recruitment materials, and a wide range of other clerical duties. Administrative help would not only allow the counselor to do her job more effectively, but it would help to prevent potential faculty burnout.

Some practical changes we plan on implementing within the next 1-2 years include increasing Phase 3 student activities to include Fall and Spring group meetings, including a parent night in the Fall to inform parents of the program commitment, thereby building more student support, and developing an Advisory Committee to meet once per semester. The purpose of the committee would be to assist with mentor recruitment, mentor training, and scholarships for students.

A long term goal of ours is to train a new team of Puente instructors to help prevent burnout for the current English Instructor and Counselor. During this period, the counselor would continue to work with Phase 3 students until the students have transferred. We will look to other local Puente programs which have incorporated two teams of Puente instructors/counselors as a model for how to most effectively implement this step.

Student Health Services
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Provide immediate confidential health counseling and resources to support student learning, retention and success.

- ❖ Identify trends within college health and the community in order to provide health outreach, education, and clinical services.

- ❖ Assist the students in establishing healthy lifestyles, which will have long-term benefits for themselves, their families, and the community.

Concerns/Trends affecting the program (from program):
- ❖ Due to increasing enrollment, there has been an increasing number of student visits. Furthermore, the time and complexity of each student visit has been increasing.

- ❖ Fewer options for health services and insurance coverage for men (19+ years); more young men are seeking care in the Student Health Service Office.

- ❖ Availability of the College Health Nurse, since Student Health Services only has 1 staff member.

Plans for addressing concerns/trends (from program):
- ❖ Request an additional part-time Health Clerk position, which will create time for the College Health Nurse to provide more health services for the main campus and remote sites.

IEC Recommendations:
- ❖ Hire a part-time Health Clerk.

- ❖ Gavilan College should examine the distribution of funds associated with the Student Accident Insurance Premium.

- ❖ Gavilan should consider contracting with a mental health agency for services.

Comments:
The Student Health Services office provides services to all adult students enrolled in credited classes. This is Student Health Services 4th IEC report that has listed the need for a medical assistant. The staffing in Student Health Services has not changed for 16 years; however, the actual numbers of students and student visits have both increased. Hiring a part-time Health Clerk, would free up the College Health Nurse to provide more services for Gavilan students.

Student Health Services

Executive Summary

Student Health Services (SHS) were designed to meet the needs identified by Gavilan College students in a survey format. Gavilan College has operated Student Health for 16 years. Research validates the need for Student Health Services on college campuses. In 1999, the University of California Advisory Committee on Student Health published the "Special Report on Student Health Services" which indicated that 40% of the UC undergraduates are underinsured or uninsured. In the UC System, "an estimated 25% of those students leaving school, leave because of medical reasons." *Here at Gavilan Community College, the percentage of students who are underinsured or uninsured is closer to 70%.* Qualitative data indicates that students drop classes, leave school, or delay return because of health related reasons. In August 1999, the American Association of Community Colleges (AACC) released a policy statement stating, "Community colleges should view health as a powerful and appealing vehicle for interdisciplinary learning, skills building, and career development." In addition, AACC believes that," Community colleges recognize the **importance of health** in the learning, retention, productivity, and well being of students, faculty, and staff alike."

SHS is designed to work with the student where they are at when they present themselves at Gavilan's SHS. Each encounter is unique to the individual student and draws upon the 32 years of experience of the current College Health Nurse (CHN). Each student seen is unique with their life perspective, life situations, ethnic and cultural diversity. Within each encounter, the CHN performs an assessment of the student's situation, and then completes an evaluation, and a plan is developed. The outcome is geared towards supporting *the student to recognize that they can return to the classroom*. This translates into ensuring that they have the services, skills, and resources to accomplish this. These services are provided in a non-threatening, non-judgmental, and welcoming atmosphere. Respect and tolerance is practiced. Patient rights are recognized and discussed. For nearly 70% of our students, Student Health Services is the only access that they have to an immediate health care setting**.**

 Most recently, research published by National College Health Association (NCHA) in Spring 2008 included several California Community Colleges reaffirming the need for Student Health Services. This was the first time a significant number of students attending community colleges participated in NCHA research. The research indicated that these students had similar if not more need for health and mental health services. (See Attachment A- NCHA Data Results). The need for immediate crisis intervention for students is on the increase. The actual available services in the community are decreasing for both mental health services and for physical health issues.

Gavilan College Student Health Services are also designed to identify trends within college health and the community and provide health outreach and education. The audiences for these events are often those students that might physically never enter Student Health. College health issues such as- alcohol and substance abuse, suicide ideation, sexual assault, relationship violence, eating disorders, unintended pregnancies, sexually transmitted infections, allergies, flu, chronic conditions, panic attacks, and stress related health conditions are real life issues Health education services are a powerful mechanism by which to support our students to stay in school.

Significant Accomplishments: Dealing with a 35% increase in student visits and associated paper work, ordering office and first aid supplies, medical records maintenance, and recognizing the needs for additional satellites sites. There are mandates from the State e.g. AB1088 Sexual

Assault mandating that all college students must be aware of services, and resources in their communities regarding sexual assault. (Just this week, CHN worked with 2 students who had been raped within the last 3 months). Chaired this committee consisting of students, faculty, administrators, classified, and community members to create a pamphlet, disseminate information campus wide and provide training for the staff. Chaired the Students In Crisis committee, create a document and implement campus wide practices on how to work with students in crisis. Additional activities have included but not limited Drug Free Schools and Campuses Act, the Pandemic Flu preparation, Health, Safety, Facilities, and Grounds co chairperson, Measure E committees and responsibilities, in addition to seeing an increase in students and working with staff in regards to students. Also, write, interview and produce the health educational TV show, Let's Ask Alice, on Gavilan TV which reaches over 18,000 homes in our service area which includes not only our student population but also, potential students. Then, there is the continuance of activities such as the 15th Annual Health Faire, Great American Smoke-out, World AIDS Day, Flu clinic, and many other worthwhile activities that are oriented to educating our student community to stay healthy and thus in school.

Unique characteristics: Although considered a categorical program in regards to receiving funding from the General Fund, Student Health provides services all adult students enrolled in credit classes In addition to the actual increase in the number of students, the complexity of the student issues and the acuity of the problems presented have increased. Students that in the past might not have been able to attend school due to multiple health and/or mental health problems now are on our campus. Students in the past would often require a 15 minute appointment. Now, students need a minimum of 30 minutes with additional follow up appointments and research completed by the College Health Nurse (CHN) prior to each appointment. As there is only one person attached to SHS, students become upset and/or disappointed if no one is available to meet them.

In addition to the increase of student visits, and the increased complexity, and acuity, there have been more young men seeking out care in SHS. This is problematic as there are fewer health services and insurance coverage overall for men 19 years upwards.

More students lack any insurance coverage. There are more requests for free or low cost health services. There are now fewer services in the community due to financial problems experienced by the County resources and other non profit agencies. In addition, more time is taken to discuss what insurance coverage is available. As a member of the State Board for the Health Services Association of California Community Colleges (HSACCC), the College Health Nurse worked with the Community College League of California (CCLC) to develop a partnership with insurance coverage specifically geared towards the community college student here in California. This outreach has taken time and effort.

Resources Allocations: The funding for SHS is complex. As stated earlier, Health Services is a categorical program. However, unlike the other categorical programs limited to specific student populations, Health Services provides services to all enrolled adult students in credit classes. The budget does not support the staffing to meet this charge.

With the passage of AB 982 and its implementation January 2006 statewide, students enrolled in community colleges pay the health fee. However, implementation is handled at the local level. Gavilan chose not to enact this endeavor until January 2007 and then only for BOG B waiver students; not A and C. There has been an increase in the overall Health Services budget due to

the collection of health fees from students. (Attachment D-Budgetary Allocations/Revenues). According to Title 5, the $15 collected from students is to be used for health services only for students. **The Student Health Services Fee Collection for 640327-8876 was $76,095 for 2005-2006; 2006-2007 income was $93,083, and the income for SHS 2007-2008 was $132,844.**

Outside of salary and benefits for the CHN, the largest cost in Health Services budget is the premium for the student accident insurance. The cost of the premium is exorbitant for the size of Gavilan's student population. This has been compared to other community colleges. (See Attachment E-CCC Funding Sources For Student Accident Insurance Premium).This high premium is directly due to the fact that the student health insurance here at Gavilan also includes all athletic sports. Title 5 indicates that no health fee funds be utilized for a specific group e.g. athletes.

Health Services pays fifty percent (50%) of the student insurance premium (Attachment F-Student Accident Insurance Premium Payments). This premium increases each year due to claims. The percentage of claims has historically been 7 % for the general student population and 93% for athletic related reimbursement. (Attachment G-Student Accident Insurance Claims Loss Revenues SHS) However, the accident insurance is split 50-50 between Health Services (categorical) and Athletics (General Fund). And over the years, the cost of the premium for the accident insurance has increased. See Attachment G where there is a chart indicating 7% of the total annual student insurance premium being paid by Student Health Services rather than 50%. The chart spans the last 3 years. The chart also lists the amount of money lost to the health services budget; which is ultimately the general student population. (Attachment G-Student Accident Insurance Claims Loss Revenues SHS) **This loss totals $72,545.30. This would have more than paid for clerical support in Health Services.**

Requested allocations for the health clerk have not been received over the years thus health services has not been able to meet the needs of the increased student population.

Student Health Services continues to be staffed by one 10 month full time faculty, the College Health Nurse (CHN). The staffing in SHS has not changed for 16 years. However, the *actual numbers of students and student visits have both increased*. According to the Gavilan College Researcher, there has been **22.5%** increase in student enrollment since 1994-1995. The student visits to SHS has more than doubled.

Summary:
The College Health Nurse is dedicated to providing empathetic, and culturally sensitive care to as many students as possible. The CHN is dedicated to participating in the maintenance and growth of a safe academic environment. However, the need has increased exponentially. The demands on the lone employee attached to Student Health outweigh the capacity to meet the demands. Health fee revenues have increased, while support from the General Fund has decreased. The students continue to request additional services which is frustrating not to be able to provide. The addition of a health clerk performing clerical work would free up the licensed Registered Nurse to work with students.

TRIO
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Ensure that TRIO students are both aware of and connected to all available resources on campus as stipulated by the Grant.

- ❖ Provide adequate supplemental services as delineated by Grant.

- ❖ Offer students a personal support system among program cohorts.

Concerns/Trends affecting the program (from program):
- ❖ Current data might be better utilized to provide information about how to improve the program and its impact on the college. The program needs to analyze the data it has in order to better discern campus effectiveness.

- ❖ Expiration of grant in August 2010.

- ❖ Lack of knowledge about the TRIO program on campus.

Plans for addressing concerns/trends (from program):
- ❖ Re-apply for grant using Institutional Grant Writer, Institutional Researcher, and TRIO director.

IEC Recommendations:
- ❖ In order to facilitate a better means of data collection and analysis, TRIO should work closely with the Institutional Researcher to provide more information on program effectiveness.

- ❖ Further develop on-campus outreach activities.

Comments:
The program seems very well organized and operated, and seems to provide necessary services mandated for the TRIO student population. The program would benefit from a more comprehensive means of outreach.

TRIO

Executive Summary

Mission
TRIO, Student Support Services program provides first generation, low-income and disabled college students with a "sense of place" while on campus, and offers academic and support services in a caring environment that seeks to ensure their successful completion of an associate degree and/or transfer to a four-year university from Gavilan College.

Description
TRIO program is a federally funded Student Support Services Program designed to assist 160 first-generation, low-income, and disabled Gavilan College students as they prepare to obtain a two-year degree and/or transfer to a four-year university by providing services, such as:

Primary Services Include:
➢ Academic Counseling & Guidance
➢ Mathematics & English Tutoring
➢ Summer Bridge Program
➢ Personal Support

Secondary Services Include:
➢ Laptop Lending service
➢ Supplemental Grant Aid
➢ Textbook Lending Library
➢ Visits to 4-Year Universities
➢ Informational Workshops
➢ Cultural & Campus Activities
➢ Volunteer Opportunities

Primary Goals
The primary goal of our program is make sure our TRIO students are aware and connected to all the resources available to them on campus, while providing them supplemental services as listed above to assist in their completion of their educational goals. Another goal of our program is to offer our students a "sense of place" while attending courses at Gavilan College. Many times students fill out of place while attending college, especially if they are first-generation, so we offer them a TRIO lounge on-campus where they can come and study, meet other TRIO students, or they have the ability to ask us any questions they have on their mind.

Unique Characteristics
The TRIO program is only allowed to serve a maximum of 160 students per federal regulations, so we are in a unique position to know our students on a more personal level. We are fortunate enough to work with a small population of students, so we know each of our students on a "first name" basis. Our students enjoy this personal touch, because many times students are asked for their student number rather than their name when discussing college related business with other

departments on campus. We are also in a position to get to know our students from an academic perspective, but also from a personal perspective as well.

Concerns and/or Trends
A concern is that although we provide the Federal Government data, so they can analyze the effectiveness of the program, we have not done a good job of analyzing this data internally. Currently, we input data into a database specifically for our program, and then send this information to the Department of Education for analysis. However, we have not done our own analysis of the data, which possibly can be used to determine how we may be assisting Gavilan College as a whole. For this reason, we need to strengthen our efforts in the collection and analysis of this data.

Significant Accomplishments Since Last Review
The TRIO program offered a Summer Bridge program in 2008, which provided transitional support to 28 recent high school graduates by providing them with two courses, tutoring, a leadership workshop, and a university visit. We were pleased to have 100% completion rate as indicted by the data provided further in this report. Also, 26 out of the 28 students registered for the Fall 2009 and Spring 2010, which is a successful retention rate based on the figures provided.

Resource Allocation Increases Requested and Received
The TRIO Program is supported 100% by the funds received by the Federal Government in relation to our grant award, so the program receives no additional funding from Gavilan College's General Fund. However, Gavilan College has agreed to provide our program with space to operate our program, which is in-kind. Although we are not receiving actual funds Gavilan College is providing us with office space to accommodate personnel, students, office supplies/furniture, and computers.

Office of the Vice President of Student Services
IEC Summary of Review
(Based upon documents and meetings with program representatives)

Major Program Goals:
- ❖ Complete the Final Project Proposal for the Student Services Building.
- ❖ Seek funding for the creation of a Student Life Coordinator position.
- ❖ Expand services to meet the needs of students who attend the off-sites and in the evening.
- ❖ Increase the access to health services by adding full-time bilingual clerical support.
- ❖ Create a management position for Student Retention and Success.
- ❖ Support the renewal of the TRIO grant.
- ❖ Select and implement a computerized assessment platform and develop assessment standards.
- ❖ Implement and assess Basic Skills Plan.
- ❖ Assess the effectiveness of the High Step program and to work towards increasing participation in the program.

Concerns/Trends affecting the program (from program):
- ❖ The current TRIO grant is set to expire.
- ❖ Access to health services is more difficult due to the expansion to off-sites and an increase in the evening course offerings.
- ❖ Facilities concerns with Gilroy Early College Academy (GECA).

Plans for addressing concerns/trends (from program):
- ❖ Support the renewal of the TRIO grant.
- ❖ Seek additional clerical support for health services.
- ❖ Do a complete assessment of facilities for GECA and implement solutions.

IEC Recommendations:
- ❖ As funding becomes available, hire bilingual clerical support for Student Health Services. As enrollments increase, spread over three campuses, it is important to have more than one person to respond to all of the health needs of students and staff.
- ❖ As funding becomes available, fund a full-time classified position, Student Life Coordinator. This position would support ASB, student leadership, and service learning programs.
- ❖ Examine the use of a director to coordinate the activities of outreach and recruitment, enrollment management, assessment and monitoring of student success, degree/certificate attainment, transfer rates, etc.

Comments:

The Vice-President of Student Services seems to be effectively leading and directing sixteen separate programs that are greatly responsible for the recruitment, assessment, retention, and support services for our students at Gavilan College. As the district continues to grow, there will be a need to expand services and the current organizational structure will need to be modified in systematic way.

Office of the Vice President of Student Services

Executive Summary

Gavilan College's Student Services Division is committed to student development and demonstrates its efforts through outreach and retention strategies that promote the recruitment, retention, and success of students in their courses and by supporting the achievement of their educational goals. In support of this commitment, a broad spectrum of student support services is designed to meet the identified needs of the diverse student body. The full complement of services meets the college's mission of "providing a high-quality learning experience that prepares students for transfer, technical and public service careers, lifelong learning, and participation in a diverse global society". Each program in the student services division participates in the program review process that is administered through the college's Institutional Effectiveness Committee (IEC) every three to five years. Through this process, recommendations are made to facilitate areas of improvement that are linked and incorporated into the area program planning process. The major outcome of the process is a continual updating of the programs' unit plans. The unit plan is developed to align with the goals and objectives of the college's Educational Master Plan, Technology Master Plan, and Facilities Master Plan.

Dialogues about the assessment methods to measure student learning outcomes have occurred at the individual program level, at the Student Services Council, and with the vice president of student services. Successful completion of assessment methods will ensure that students are achieving the intended learning outcome.

The institutional researcher has conducted several surveys over the past five years that address enrollment, retention, special populations, student equity, and the impact of follow-up counseling, among many others. The surveys serve to support student learning and allow the college to identify the needs of students and assess program quality and effectiveness. All student support services are available to students during the day at the Gilroy main campus with only selected services available during various evening hours and peak registration periods.

The off-site campuses in Morgan Hill and Hollister offer student services on a modified basis that include admissions, assessment, counseling and accommodations for students with verified disabilities are arranged on demand through the DRC main campus office.

Existing student services programs are evaluated and recommendations are made by the Institutional Effectiveness Committee (IEC). Programs use the results of the evaluations as the basis for improvement. Unit plans are updated to insure the quality of service delivery and alignment with the Strategic, Facilities, Technology, and the Educational Master Plans. In addition to the IEC review process, categorical programs are evaluated by state and federal agencies. The Chancellor's Office, through the program review process and technical assistance visits, evaluates the Disability Resource Center, MESA, and Extended Opportunity Programs. On November 7, 2005, the DRC volunteered to participate in a technical review. Following the visit, a report was issued to the Chancellor's Office, "Access, Programs and Services for Students with Disabilities". The program was commended as "exemplary". EOPS utilizes an annual EOPS and CARE Program Satisfaction Survey to gather input from students and to make program changes accordingly to increase the quality of service to students. TRIO is evaluated every six years by the Department of Education. An annual program report is filed each year that serves as

a program review of services provided to students. Financial aid provides comprehensive information on grants, scholarships, loans, and other financial aid resources through a variety of brochures and pamphlets. A Gavilan College financial aid brochure is in process and will be completed in the 2009-2010 academic year.

Student Health Services are available to all enrolled students. Fifty percent of the student health fee pays for student accident insurance, leaving a small budget available from which to operate. The health services program is staffed by one full-time nursing faculty. Work study students provide additional assistance but the office is closed when the faculty person attends institutional meetings, provides campus-wide activities, teaches, attends to confidential health matters, or is called to an on-campus emergency. Gavilan College plans to work collaboratively with constituent groups for the implementation of AB 982, the deletion of exemptions of the health fee for BOG recipients. Depending on the outcome, this could add additional dollars to the operating budget. Also included is a Unit Plan Budget Request for a full time bilingual clerical support person for Student Health Services

Online student support services are available by accessing the Gavilan College homepage and are monitored for accessibility and quality. The DRC works closely with the college webmaster to ensure that web services are accessible for people with disabilities. The collaboration is a reflection of the college's commitment to inclusiveness and highlights the importance of assuring that the college is accessible to all individuals.
OnLine Gavilan Access (OLGA) was launched in fall 2006, enabling students to register for classes, add or drop classes, check open section availability, check their grades, and run unofficial transcripts online.

In March, 2004, voters approved the Measure E Bond. The bond funded an Enterprise Resource Plan (ERP) system (Banner). Implemented during the 2006-2007 academic year, accessible online student support services will most certainly add to the accessibility of student service delivery, regardless of campus location.

Results of the accreditation self-study student survey indicate that 83 percent of the students agree that Gavilan College is a positive and supportive educational environment. Eighty-one percent of the students acknowledge that the college supports diversity. Students expressed frustration with the unavailability of online student support services which were not yet accessible at the time of the survey. A significant number of students indicated that they wished to access online registration services, have the ability to view their schedule online, review their education plans, and have the ability to access their grades online. Much of this can now be done online, but the addition of automated degree plans and application for admissions is still in progress. 71 percent of the students indicated that Gavilan should offer wireless access to the campus network and the internet. Many students indicate that they desire more online course offerings, course offerings in the evening, and at the off-site campus locations. Student comments expressed the need for general facilities upgrades including comfortable classrooms, updated computer equipment, comfortable seating, upgraded bathrooms, and improved lighting. The ERP system and Banner will address a majority of the student requests for web services. The Measure E bond is dedicated to renovation and upgrade of the infrastructure and the physical facilities. Overall, students speak well of Gavilan College as 75 percent indicate that they would encourage others to attend.

The Student Services Division is moving in the right direction by addressing community and student needs as identified in various campus and community studies and surveys. Developing assessment methods for the division's student learning outcomes and accommodating the need for accessible online services will surely enhance the quality of student support services and ensure that these services, regardless of location or means of delivery will support student learning and enhance the achievement of the mission of the institution. Key to the success of addressing these needs are Unit Plans and Budget Requests for two full time positions: the full time classified position for a Student Life Coordinator to support ASB, student leadership Services Learning Program, and an additional management position for Student Retention and Success to bring focus to a program directly related to ensuring success in basic skills, outreach, assessment, student life and the Transfer Center.