Program Review All Fields

Student Services - Dual Enrollment & Educational Pathways - 2023 - 2024

Main

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Academic Year 2023 - 2024

Originator Servin, Adriana

Division Non-Instructional Admin Units

Department Student Services

Program Dual Enrollment & Educational Pathways

Program Type Student Services

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Contributor

- Craig-Marius, Renee
- Mann, Lelannie

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).
Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential. The mission of the College District includes providing educational programs and services that are responsive to the needs of the students and communities of within the College District; and whereas, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. **NA**

2.
3.

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

NOTES: We are currently increasing the number of CCAP agreements from one (SP23) to three high schools (Fall2023). Additionally, we have entered into CCAP partnerships with Anzar High school and Morgan Hill Unified School District (2 high schools). The focus has been offering Career Education pathways as well as General Education.

High Step (Non-CCAP) has been continuing with four other local high schools.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit
Over five years, increase the following:

- 20% the number of CCC students annually who acquire AS degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- 35% the number of CCC students transferring annually to a UC or CSU.
- decrease the average number of units accumulated by CCC students earning AS degrees.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.
CCAP was new for Gavilan College SP23. For SP23 Approved Pilot CCAP Agreement (two sections for KIN 3 & KIN4A) with HHS, Gavilan served 75 students.

High Step Non-CCAP served for SP23 165 students.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).
For dual enrollment:

Goal #1 Collaboration between college and high school counselors. Which courses are right for the student and requirements students want to fulfill.

Goal #2 in collaboration with our college counselor, structure of classes. Having recommended classes for dual enrollment divided by meta major/Guided Pathway.

Goal#3 Data: ways of coding CCAP students, Aggregate numbers and Disaggregates numbers.

Goal#4 Bell schedules - High school calendars do not align with college/district calendars.

Goal#5 Instructional and student processes-forms/signatures needed and deadlines.

Goal#6 For retention, checking in with students to ensure they are aware of the resources available to them.

Equity

Equity
Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
Collaborating with middle schools to showcase college programs and services. Forging connections with high school and community partners who share the common goal of student success. Building upon those collaborative partnerships.

Note: data pending.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

College sponsored cultural events, using inclusive language on outreach materials. Promoting learning opportunities/orientations for Dual Enrollment instructors. Explore how to infuse diversity into the classroom - diverse speakers. The goal of dual enrollment is to serve students who may not be college bound and underrepresented.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The goal of dual enrollment is to serve students who are underrepresented. We work closely with high school partners to identify and provide the opportunity to earn college credit and to implement a college transition program that eliminates barriers.

Data pending. We are creating opportunities through the dual enrollment program.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?

No

Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?

No

Have all of your SLOs, PLOs or SAOs been assessed in the last five years?

No

Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?

No

If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

For 2023-24 new SAOs will be developed for Dual Enrollment & Educational Pathways.

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.
Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)
Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?
NA. Has not been assessed. In process of SAOs.

Institutional Learning Outcomes (ILO)
How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
Gavilan College has adopted four institutional learning outcomes that reflect the knowledge, skill, abilities and experiences our student have attained. We expect students to (1) think critically and creatively; (2) communicate effectively; (3) practice social responsibility; and (4) cultivate well-being. Faculty, staff and administration are committed to building an educational framework and experience for all students from diverse backgrounds that promotes their academic and social growth. Demonstrating a commitment to student success and creating guided pathways for all students, Gavilan seeks to expand and develop its existing dual enrollment program and articulation agreements to ensure equitable access to higher education in South Santa Clara and San Benito Counties. The College's commitment to expanding access and success has led to the receipt of numerous federal Title V (HSI) and Title III grants.

Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?
The purpose of offering or expanding dual enrollment opportunities is consistent with the provisions of high school students "who may not already be college bound or who are underrepresented" in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness.

Curriculum and Course Offerings Analysis

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2022**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   0

   Full Time Faculty
   0

   Part Time Faculty
   0

   Full Time Staff
   0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. **2021**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

0

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

0

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2020

FT = 0%
PT = 0%

Year:2021
FT = 0%
PT = 0%

Year:2022
FT = 0%
PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?
It has been difficult finding faculty/instructors who meet minimum qualifications and are willing and able to teach dual enrolled high school students. We foresee the need to hire part-time adjunct faculty who are open to teach dual enrollment classes within our local high schools.

Additional Comments

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?
Yes

Resource Allocation

1. **Books, salary, professional experts, professional development**

   Funding Source
   Grant

   Academic Year
   2022 - 2023

   Purpose of Funding
   Dual Enrollment

   Result
   Began CCAP aggreements with local high schools.

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2025 - 2026**

  Total Number of student contacts
  793

  Total allocated budget
  600000.000

  Total spending
  170000.000

  Total cost per student (Student Contact/ Total Spending)
  214.37

- **2024 - 2025**

  Total Number of student contacts
  793

  Total allocated budget
  600000.000

  Total spending
  170000.000

  Total cost per student (Student Contact/ Total Spending)
  214.37

- **2023 - 2024**

  Total Number of student contacts
  793

  Total allocated budget
  182552.000

  Total spending
  1897.000

  Total cost per student (Student Contact/ Total Spending)
  2.39

- **2022 - 2023**

  Total Number of student contacts
  75

  Total allocated budget
  0.000

  Total spending
  10000.000

  Total cost per student (Student Contact/ Total Spending)
  133.33

- **2021 - 2022**

  Total Number of student contacts

  0

  Total allocated budget

  0.000

  Total spending

  0.000

  Total cost per student (Student Contact/ Total Spending)

  0

- **2020 - 2021**

  Total Number of student contacts

  0

  Total allocated budget

  0.000

  Total spending

  0.000

  Total cost per student (Student Contact/ Total Spending)

  0

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

These costs are estimates as our program is new. We have been awarded grant funds and plan to stay within our budget.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

We are currently in collaboration with all departments.

Guided Pathways framework rests on 4 Pillars as it relate to DuE.

- **Clarify the Path:** create clear pathways to employment and further education.
- **Enter the Path:** help students choose and enter their pathway.
- **Stay on the Path:** help students stay on their path.
- **Ensure Learning:** follow through and ensure improved student results.

Title V 2023 goals:

Goal #1 (Academic Programs): Re-envision how Hispanic students are introduced and on-boarded to GC's programs so that Hispanic students know that they belong and are supported.

Goal #2 (Institutional Management): Transform structures for serving that are responsive and adaptive to the strengths and needs of Hispanic students and faculty.

Goal #3 (Fiscal Stability): Increase capacity to keep pace with the rising level of care students need, stabilizing enrollment and outcomes-based apportionment funding.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?
Currently, Dual Enrollment and Educational Pathways is a one-person team. That said, with the new Title V funding we are expanding the team with the goal of creating relationships and connections with the community. We hope to increase dual enrollment with any initiative that provides students from marginalized groups the opportunity to continue with their education.

Create connections with Guided Pathways. This is a great opportunity to ensure dual enrollment courses align with the various pathways. This will require CCAP agreements and pathway development programs that will lead to an increase in completion.

- The college needs to work on data infrastructure and better tracking of participants of dual enrollment throughout their academic journeys.

- Faculty engagement and training-We want to create constant training and feedback channels with DE faculty, which will allow program improvement.

- On the logistical side, we want to streamline the enrollment process by making it easier for students, parents and staff. Development of CCAP agreements to streamline the process.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?
Non-CCAP students taking online courses didn't do well. Students opted out of online learning due to lack of resources such as internet access and computers/laptops.High school students are 100% in person and were comfortable with that format and suffered as they transitioned online. An additional concern was not having immediate access to the instructor. One of the opportunities that surfaced from this was offering different instructional formats such as Hybrid, In Person, and Online Asynchronous. Students do well with in person classes with High Step (Non-CCAP) and especially now with CCAP and taking courses during their high school day.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?
The pandemic has widened the educational gap, and we believe that dual enrollment can help mitigate some of this especially among students who are navigating the educational system as potential first-generation college students.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?
Personnel attend outside training with Career Ladders Project. Spring 2023, we started a work group with a professional expert available to teach and answer questions to faculty and staff.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.
This department currently has one person but due to the volume and the grant awarded we will be expanding. We began our first semester with 75 students and tripled by the following semester.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?
We are being inclusive and transparent with the plans and direction of dual enrollment. We communicate to Senate, unions, and our Board.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?
Implementation of the program has been a huge accomplishment.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.
Having data available.

Goals

Three-Year Program Plan Goals

1. **Partner with all high schools in our district.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   The mission of the College District includes providing educational programs and services that are responsive to the needs of the students and communities of within the College District; and whereas, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences.

   Proposed Activity to Achieve Goal**
   Connect high school partners

   Responsible Party
   Dual Enrollment Team

   Fund amount requested. If a collaboration, what % required from each partner?
   No funds requested.

   Staff time and support from IT, and Institutional Researcher.

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

Three to five years.

How Will You Evaluate Whether You Achieved Your Goal

Data dashboard development: reviewing data through Tableau which will help track the number of dual enrolled students. In one to two years compare student and retention and success based on increased CCAP Agreements.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
Our goal is to increase the number of dual enrollment agreements with local high schools with the support of grants awarded; bridging the gap from high school to college; increase support to assist students with their educational plans; pilot a new first-year-experience program to improve student success; reduce the equity gaps for Latinx students; and improve the sense of belonging at Gavilan College for all students. Striving to be an institution of choice that serves our community.

Attach Files

Attached File