



Student Services - Welcome Center - 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 Castro, Michele

Division Non-Instructional Admin Units

Department Student Services

Program Welcome Center

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
- Espinoza, Diego

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 Office of Student Life oversees the Peer Mentor program whose mission is to assist all students reach their academic goals. The goal of the peer mentor is to deliver effective and efficient one-to-one support to all students by providing information, referrals, and resources about Admissions and Records, Financial Aid, Counseling, and other support programs. As part of a support team, peer mentors encourage all students to embrace college life while recognizing the importance of overcoming the many demands in order to successfully pursue their academic goals. The peer mentors are current Gavilan College students and are chosen based on their scholastic qualities as well as their ability to support the Welcome Center, first-year students, outreach and recruitment, campus events and activities, planning committees, and will build transferable leadership skills.

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. **The Welcome Center's first program review was established in 2020 and does not list accomplishments in this section.**
- 2.
- 3.

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

Due to the COVID-19 pandemic, all student services were moved to a virtual platform. Services resumed in-person on-campus activity for Fall 2022. The new SLC coordinator was hired as a temp in August 2022 and promoted to a permanent FT in October 2022. The transition for students and staff back to campus was slow and required adjustments.

The interaction with the number of students enrolled was significantly lower than pre-pandemic numbers. Data shows about a 20%-30% decline in enrolled students. Data shows 8,879 in-person student interactions and about 5,000 Zoom interactions, totaling about 14,000 student interactions during the academic year. These numbers are rough estimates as the tracking methods were not consistently used as the team transitioned to in-person services.

For the academic year, the WC team made 1200 phone calls to students regarding completing their FA documents and registration reminders for the following semester. Also, 19 campus tours were provided, with 253 students and chaperons. Additionally, the team supported 20 on-campus and off-campus events.

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

N/A

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.

Welcome Center: The Peer Mentors manually track the number of students entering the Welcome Center, meaning the mentors use paper and pen to mark student contact. Over the last three years, 17/18, 18/19, and 19/20, the peer mentors have made about 63,479 duplicate student contacts in the Welcome Center. March to June 2020 data was not collected as the switch to online disrupted the service. There is no way to track student success through this service. Peer Support: Peer Mentors work one-on-one with new to college students through text, email, and face-to-face. Year Number of Students Supported Number of Individual Contacts Number of Referrals Given 18/19 720 4083 2459 18/19 Mentors embedded in 11 of 16 Guid. 210 Courses 238 19/20 714 10093 29245 The Fall 2018 cohort of students receiving peer support persisted at a rate of 73%, whereas the campus rate was 66%.

Gavilan returned to in-person services and in-person learning in Fall 2022. Student services were being implemented and reorganized, as the campus was closed and staff worked remotely during the beginning phases of the pandemic.

Collected data for Fall 2022 and Spring 2023 show that 8,789 students were serviced in person, and about 5,000 were served virtually via Zoom. An estimated of 14,000 students were supported by the team.

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).

There is not a previous three-year plan.

Peer support has shown to increase success and retention. Seeking to integrate peer support/coaching in the college 1 model will increase students' ability to complete their academic and career goals. Peer Mentors can provide just in time, 1-1, support to all new to college students.

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.

Data is not collected in the traditional manner. The mentors and the Welcome Center serve students by answering general questions and providing referrals. Anecdotally, the mentors answer the tough questions and sometimes are the lifeline for our disproportionately impacted (DI) groups. Many don't have anyone else to turn to while navigating the matriculation process, and by having a fellow student to assist them, without embarrassment, can be the key factor to a student completing the enrollment process and eventually completing their academic and career goals.

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.

The Welcome Center employs 8-12 student workers each year; many qualify for work-study or Cal Works. Students are referred by the financial aid department and Cal Works program, so many student workers are also disproportionately impacted. The interviewing process is done by the SLC and current student workers to ensure equity in hiring. The mentors receive training around equitable service practices and cultural competency.

The SLC and peer mentors collaborate with the ASGC SLC to promote cultural events on campus to increase engagement and information about ADEI issues. Co-sponsored events are typically Black History Month and Women's History Month. Additionally, the PMs partner with ST. Joseph's food pantry during Thanksgiving to sponsor a non-perishable food drive, and with The Salvation Army Angel Tree for the Gilroy, Morgan Hill, and San Martin families in need.

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 Welcome Center employs student workers from different socio-economic and cultural backgrounds. For the workers themselves, the SLC has implemented professional and academic standards the workers must meet each semester. If these standards are not met, the SLC and the student devise an action plan with attainable goals to encourage the student to exceed those standards. When the student workers achieve at a high level, they share that knowledge and discipline with the students they work with. Additionally, the team receives equity hiring training to join hiring committees and utilize these skills during their department interview sessions.

The peer mentor team employs student workers who represent a cross-section of the student population.

The current team consists of a total of 13 PMs

Gender= 8 female and 4 male students

Parent= 3 are parents, 1 is widowed

Age brackets= (0-24 years old =8); (over 24 = 5)

Ethnicity= South East Asian, Latinx, Salvadorean, Portuguese, Caucasian

Languages spoken= English, Hindi, Portuguese, Punjabi, Spanish

Non-traditional students= 6

Programs & services used by team= AEC, ASGC, EOPS, Foster program, MESA, STEM, and athletics

Over 80% of the team qualifies in the lower socioeconomic category.

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?

Yes

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?

Yes

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

Yes

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

2018/2019 was not updated as we moved to the three-year goal worksheet. The Welcome Center's SAOs have always been apart of the Student Life program plan and SAOs. Starting with this new cycle Student Life and Welcome Center will have their own PIPR, program plans, and SAOs.

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?

The SAO goal for the Welcome Center is 100% attainable, however the peer support goal will not be obtained, as this program is not moving forward until Spring 2024. The recent Title V Grant award re-implements the peer support with the Guided Pathways program.

Institutional Learning Outcomes (ILO)

How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

A. Think Critically & Creatively: The Welcome Center/Peer Mentor program has been an incubator of new ideas and forward-thinking. We collect our own data and use that to determine staffing and student needs. We continue to innovate the way we approach our services, such as using Google Voice to text message students and Google Forms to track data and using SARS as check-in system.

B. Communicate Effectively: The Peer Mentors work in a professional manner with students, staff, and parents. They are continually assessing each other and their own interactions with others to become more self-aware and to continue building their soft skills. They learn to balance their roles as students and working professionals in their role as peer mentors.

C. Practice Social Responsibility: The mentors have become the voice of the students by being able to advocate and share student struggles and successes with staff, faculty, and administration. They receive ongoing training in cultural awareness and competency.

D. Cultivate Well-Being: The mentors complete self-evaluations each semester which include self-reflection of success and opportunities for growth. As well, they state their 3-year goals. These evaluations are then discussed one-on-one with the Student Life Coordinator.

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 program is generally meeting its success goals. The struggle is maintaining a funding level that allows the program to grow and increase capacity. As of Fall 2020, the peer support program was "shelved" as a result of limited funding. We were then able to go back to the basics of the program. However, this does allow us to step-back and reevaluate the program's processes and procedures. This reevaluation process will help to move the Title V grant forward, as the program has been developing the peer coaching model for two years now.

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. **2020**

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

29245

Full Time Faculty

0

Part Time Faculty

1

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. **2019**

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

14264

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

1

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. **2022**

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

14000

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

1

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:2019

FT = 0%

PT = 0%

Year:2020

FT = 0%

PT = 100.00%

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)?

Fall 2022 was the first semester for Gavilan to return to in-person services and on-campus classes since the COVID-19 pandemic. Student admissions were low due to the lifting of pandemic restrictions, and students were nervous about returning to in-person services.

As of October 2022, a new SLC has been hired, and a new position for a full-time SLC for ASGC has been created and hired. Therefore, the job roles and assignments have changed to allow both supervisors to devote the majority of their workload to their respective areas. Both supervisors collaborate during the year on specific campus events and donation drives to increase community involvement. A new SLO has been created to organize and develop an academic calendar of events and a Hollister campus visit calendar to ensure that the location receives equitable services and that all students receive the same level of campus life involvement.

The Hollister campus calendar is a new implementation tool, meaning time will be shared between both locations. Due to student needs, the primary time will be spent at the Gilroy campus.

Additional Comments

None

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. **\$26,493**

Funding Source

Categorical

Academic Year

2021 - 2022

Purpose of Funding

Student Life Coordinator wages, benefits, burdens: 100% Equity funds

Result

Student Life Coordinator salary to spearhead welcome center and student life activities

2. **\$60,000**

Funding Source

Grant

Academic Year

2021 - 2022

Purpose of Funding

Student Worker Wages-Equity-SSSP-BSSOT

Result

Employed 6 students-measure of student success unknown

3. **\$13,000**

Funding Source

Grant

Academic Year

2021 - 2022

Purpose of Funding

Student Worker Wages-Federal Work Study (FWS)

Result

Employed 3 students-measure of student success unknown

4. **\$66,464**

Funding Source

Grant

Academic Year

2022 - 2023

Purpose of Funding

Student Life Coordinator wages, benefits, burdens-63% Equity/SEAP Funds- 17% SSSP Funds

Result

Student Life Coordinator salary to spearhead welcome center and student life activities

5. **\$63,000**

Funding Source

Grant

Academic Year

2022 - 2023

Purpose of Funding

Student Worker Wages-Equity-SSSP-BSSOT

Result

Employed 6 students-measure of student success unknown

6. **\$12,000**

Funding Source

Grant

Academic Year

2022 - 2023

Purpose of Funding

Student Worker Wages-FWS

Result

Employed 3 students-measure of student success unknown

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.**

- **2021 - 2022**

Total Number of student contacts

14000

Total allocated budget

130000.000

Total spending

130000.000

Total cost per student (Student Contact/ Total Spending)

9.28

- **2020 - 2021**

Total Number of student contacts

29245

Total allocated budget

130000.000

Total spending

130000.000

Total cost per student (Student Contact/ Total Spending)

.48

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.

Due to the COVID-19 Pandemic, March to June 2020 data was not collected as the switch to online disrupted the service. There is no way to track student success through this service. Peer Support: Peer Mentors work one-on-one with new to college students through text, email, and face-to-face.

19/20 COVID-19 Ending 2/20	19/20 Projected w/18/19 March-June
6,719	8173
4,102	5460
5,029	7131
170	196
651	1253
2,303	3179
93	124
1342	1849
<u>20,409</u>	27,365
<u>14,264</u>	20593

Spring 20

19/20 Peer Support

Mentor	# of Students	# of contacts by Text/Email	# contacts in person given	# referrals	Cranium Cafe
Total 9 Mentors	714	5749	0	14818	
Totals Through 5/22/20	714	5749	0	14818	
19/20 Peer Support Totals	714	9114	30	29,245	

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)?

The Welcome Center utilizes different funding sources to adequately staff the Welcome Center. The peer mentors wages are paid through at least three different sources: CalWORKs, Federal Work Study, and SEAP (previously equity). The SLC works closely with financial aid and CalWORKs staff to hire and pay students that qualify. This diversification of funding streams has allowed the Welcome Center to extend the hours of operation and provide additional support to outreach and other campus programs. The "new ventures" in the Title V grant lists SLC and Welcome Center/Peer Mentor's either direct duties or collaboration with other areas, such as peer coaches, college 1 courses, common trainings on equity, financial literacy and outreach, and El Centro. With the new grant the work will focus on Gavilan's Hispanic population's persistence and completion.

The Title V grant will focus on integrating the Peer Mentors into the Guided Pathways program, as of Spring 2024. The CAP counselors, coordinated courses, or curriculum is in process and expected to be ready for implementation for the upcoming semester. Peer Mentors will work with these integrated departments and be responsible for a case load of students. As part of this program, weekly notes and check-in with students will be required to track student support and success of the program. The SLC will track the data consisting of the number of students serviced, their needs and referrals, and the dates and hours of student interaction.

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)?

The peer mentor program has an opportunity to relaunch the peer support program through the Title V grant and continue to follow a guided pathways framework. The opportunity will include the addition of technology to text and track student contacts and support the addition of the College 1 FYE course, financial aid outreach, and financial literacy. The threat here is the additional cost of providing enough student worker support and staff oversight.

Threats consist of budget constraints, student availability, student activities, workspace, and equipment. The possibility of managing two site locations and a separate team of peer mentors requires strategic planning and consistent training of all teams. The separate locations could cause challenges in trainings and events, as they may be held separately.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?

Due to the COVID-19 pandemic, the Welcome Center team transferred their services to strictly remote work to provide services and support to all students from Spring 2020 to Summer 2021. The ability to provide virtual assistance to students and connect them to academic and support services became a vital lifeline in building a supportive environment, while Gavilan College transitioned to virtual learning.

As of Fall 2022, Gavilan has returned to an open campus, and students have started to return to campus. Students have found the virtual Welcome Center to be an essential link that helps connect them to departments and services when students do not have the capacity to seek assistance in person at the Welcome Center. The virtual WC continues to provide a valuable service that ensures we provide equitable services for all students.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

The financial burden of maintaining the annual Zoom account is paid through the SEAP account. To maintain this service, the WC requires laptops/ Chromebooks with a working camera and audio, so the PMs can create a welcoming environment and verify student identity before forwarding them to the corresponding departments.

The expansion of the team for the Gilroy location is of concern. Due to the Title V grant, the team will partner with CAP counselors and provide student support. The additional tasks require additional team members, and the cost the cover payroll expenses will need to be increased. Expanding the Hollister site requires additional team members, which will also need a payroll and an operating budget increase.

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?

The SLC attends as many training opportunities on campus and online as possible. The SLC is a CCC Student Affairs Association member. This organization provides annual professional development conferences, which the SLC attends.

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.

The need for expansion of the team is needed with the Title V Grant. The team will add additional duties to support peer-to-peer mentoring. The current budget sustains 12 PMs, but an extra 6 PMs may be needed to ensure a cohesive and productive environment as the team works with the Guided Pathways team and CAP counselors. Each PM will be responsible for a roster of students, and they require a semester check-in and reminders about deadlines and services.

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?

The SLC and the peer mentors have actively participated in various hiring committees. The PMs receive ADEI trainings so they can engage in campus-wide hiring committees. As they represent students on these committees, they can have their voices heard and make recommendations concerning student engagement and success.

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

A major piece of the mentor program that is not highlighted enough is the success of the students who become mentors and eventually transfer or complete their educational goals. The mentor program is a leadership and skill-building program for the student workers. The SLC has witnessed many mentors enter very shy and reserved with little self-confidence and leave the most outgoing and confident they can be.

Previously, 5 PMs transferred to CSU's and UC's to complete their BA degree, and 1 transferred to a CSU for their Master's Program. This is a result of the SLC and surrounding staff, faculty, and admin that support, encourage, and mentor these mentors. Two of the former PMs are receiving their Master's degrees, and one has returned as a permanent employee who now supervises the Welcome Center.

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.

None.

Goals

Three-Year Program Plan Goals

1. **Three-Year Program Plan Goal Setting Worksheet**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Increase the quantity and quality of trained Peer Mentors supporting the Welcome Center, outreach, and new to-college students from 10 to 15 mentors.

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

2 Employment: Students who work on campus, especially in leadership roles, will gain soft skills and build their resume

Proposed Activity to Achieve Goal**

#2 Employment: Mentors will learn and improve leadership and soft skills through ongoing training and involvement in campus activities and campus advisory committees. Mentors will complete self-evaluations each semester, and yearly they will update their resumes to demonstrate their growth in professional development and soft skills.

Responsible Party

Student Life Coordinator Fund amount requested. If a collaboration, what % required from each partner? Mentor Payroll \$110-135K per year for the next 3 years \$71,500-\$87,750: SEAP (65%); \$16,500-\$20,250: CalWORKs Student workers(15%)

\$22,000-\$27,000 Federal Work Study students: (20%) \$120,000 per year Student Life Coordinator Salary: \$99,600 or 83% SEAP AND \$20,400 or 17% Title V

Total Three-Year Resource Allocation Request

765000 Timeline to Completion Month

How Will You Evaluate Whether You Achieved Your Goal

The mentors complete self-evaluations each semester to track skills and goal-setting activities, meet 1-1 with the student life coordinator to evaluate their performance, and update their resume each year.

Proposed Activity to Achieve Goal**

Peer Mentors will work in a guided pathways framework to increase the number of new to college students who complete onboarding steps by 10%

Responsible Party

Student Life/Peer Mentor Coordinator

Fund amount requested. If a collaboration, what % required from each partner?

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

#1 Achievement, #2 Efficiency, and #4 Equity: Students that receive just in time support to complete onboarding steps/matriculation steps complete degrees at higher rates and complete with less than 77 units, particularly DI groups

Proposed Activity to Achieve Goal**

#1 Achievement and #4 Equity: Mentors will provide just in time support to new to college students through text, email, and 1-1 interactions. #2 Efficiency: Through just in time support, the mentors will inform students of the importance of completing financial aid,

orientation and an education plan.

Responsible Party

Mentor Payroll \$110-135K per year for the next 3 years
 \$71,500-\$87,750: SEAP (65%);
 \$16,500-\$20,250: CalWORKs Student workers(15%);
 \$22,000-\$27,000 Federal Work Study students: (20%)
 \$120,000 per year Student Life Coordinator Salary: \$99,600 or 83% SEAP AND \$20,400 or 17% Title V

Student Life/Peer Mentor Coordinator Fund amount requested. If a collaboration, what % required from each partner? Same request as above Mentor Payroll \$110-135K per year for the next 3 years \$71,500-\$87,750: SEAP (65%); \$16,500-\$20,250: CalWORKs Student workers(15%); \$22,000-\$27,000 Federal Work Study students: (20%) \$120,000 per year Student Life Coordinator Salary: \$99,600 or 83% SEAP AND \$20,400 or 17% Title V Total Three Year Resource Allocation Request 765000 Timeline to Completion Month / Year 6/2022 How Will You Evaluate Whether You Achieved Your Goal The G# of students receiving just in time support will be collected and evaluated for pace of completion and persistence

Total Three Year Resource Allocation Request

120000

Timeline to Completion Month / Year

6/2024

How Will You Evaluate Whether You Achieved Your Goal

The G# of students receiving just in time support will be collected and evaluated for pace of completion and persistence.

2. # of 3 suggested Goals

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results Establish, Maintain, and monitor Welcome Center Operating Budget.

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Employment: The Mentors need office supplies, trainings, and a space to feel connected to their roles as peer mentors. The office in which student ID cards are currently being taken is too small for the team to function properly. Also, having a space that permits the team to have 1:1 conversations and attend Zoom calls in private is necessary to ensure privacy and FERPA regulations. Ensuring the teams are professionally trained and ready for the expansion is essential in providing supportive peer support. The team must feel confident in their role and have the tools to provide student-focused care.

Proposed Activity to Achieve Goal**

Work with the dean to establish a budget to support ongoing training for PMs. Pieces of training consist of LGBTQ+, ADEI, anti-racism training, as well as other professional development training. For example, attending conferences with their supervisor or other student-student support services.

Responsible Party

Student Life Coordinator and Dean of Enrollment Services

Fund amount requested.

If a collaboration, what % is required from each partner?
 \$3000.00 per year SEAP with the ability to retain rollover

Total Three-Year Resource Allocation Request

9000

Timeline to Completion Month / Year

Budget established and approved by 7/1/2023

-- Budget summary provided to dean by end of each semester and year-end.

How Will You Evaluate Whether You Achieved Your Goal

The budget is established, and funds are approved and used as needed. Peer Mentor and student satisfaction survey are administered each semester.

Proposed Activity to Achieve Goal**

Work with dean to establish budget increase to plan for the professional development and equity based trainings to support the growth of the LRC building, and the new Hollister site.

Responsible Party

Student Life Coordinator and Dean of Enrollment Services

Fund amount requested. If a collaboration, what % required from each partner?

Expanding the team by 6 PMs at \$18 per hour means a budget increase of \$108,000 is needed. Budget needs may be possible with the Title V grant.

Total Three Year Resource Allocation Request

324000

Timeline to Completion Month / Year

7/1/2024

How Will You Evaluate Whether You Achieved Your Goal

The budget is established, funds are approved and used as needed. Peer Mentor and student satisfaction survey are administered each semester

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).

In 2019, the team's efforts yielded about 10,000 (duplicated) contacts and 30,000 referrals. However, this 1:1 mentoring program was shelved in 2020 as the SLCs duties and compensation were reduced from twelve months to ten months. The SLC duties and compensation have been restored as the new Title V grant began. The peer support program shifted focus to supporting students during the onboarding process, including helping students complete financial aid. In Spring 2024, the Title V grant is set to establish guided pathways, where PMs will be embedded with the CAPS to provide 1:1 student engagement.

The program aims to increase the quantity and quality of trained peer mentors from 10-15 mentors supporting the Welcome Center, outreach, and new to-college students. Through this goal, the program will complete the second goal, which indicates peer mentors will work in a guided pathways framework to increase the number of new to college students who complete onboarding steps by 10%. The final goal is to establish an annual operating budget of \$3000.00 to provide additional professional trainings, attend conferences, and maintain the working equipment needed to conduct their roles.

During the 2022 academic year, the interaction with the number of students enrolled was significantly lower than pre-pandemic numbers. Data shows about a 20%-30% decline in enrolled students. Our data shows 8,879 in-person student interactions and about 5,000 Zoom interactions, totaling about 14,000 student interactions. These numbers are rough estimates as the tracking methods were not consistently used as the team transitioned to in-person services. Additionally, the WC team made 1200 phone calls to students regarding completing their FA documents and registration reminders for the following semester. Also, 19 campus tours were provided, with 253 students and chaperons. Additionally, the team supported 20 on-campus and off-campus events.

Attach Files

Attached File