

Program Mission and Accomplishments – AHSS Division Comprehensive Program Review

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

- 1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).**

The Arts, Humanities & Social Sciences (AHSS) division plays a central role in advancing the college's mission of providing equitable access, comprehensive support, and inclusive learning environment preparing students for academic success, transfer, careers, and civic engagement. Serving over 5,300 unduplicated students in the 24/25 academic year, the AHSS division has demonstrated significant growth in enrollment (35.8% over four years) and section offerings across multiple campuses, expanding access to diverse student populations, specifically Latinx students who comprise approximately two-thirds of division enrollment.

The division structure focuses on broad general education programs and pathways that are essential for transfer and life-long learning. Arts, Humanities, and Social Science courses form the academic foundation for CSU and UC transfer, while supporting career advancement through development of skills in critical thinking, communication, and cultural competency. Course success rates have steadily improved, reaching 70% overall in 2024-25, with gains across gender, age, and ethnic groups pointing to our commitment to equitable outcomes.

The AHSS division contributes to a welcoming and inclusive environment through culturally relevant curriculum and instruction that considers students lived experiences and community context. Persistence rates from fall to spring increased from 69% to 74% over the review period, demonstrating faculty support of our students. Faculty staffing, full-time leadership, and staff support enable the division to remain responsive to student needs.

- 2. Select your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately by clicking Add Item)**

Goal 1: Faculty Diversity. The AHSS division actively supported equitable hiring practices through the Cluster Hire initiative, resulting in the hiring of four full-time faculty members with cultural competence and experience supporting Latinx students in the areas of History, Film/TV, Philosophy, and Ethnic Studies. The division continues to support faculty onboarding and actively participate in the faculty mentor program, ensuring new faculty, especially faculty of color, receive ongoing support. In 25-26, there are two additional full-time faculty recruitments underway in the Arts: Studio Arts and Theater where we hope to onboard faculty committed to excellence.

Goal 2: Instructional Support: Over the past three years, the AHSS division has strengthened instructional support services by expanding and incorporating embedded tutoring and facilitating the Writing Center's reach. The majority of the English Composition courses have an embedded tutor, providing just-in-time support for students in the first-year, gateway courses. The Writing Center and the Student Learning Resource Center expanded to the Hollister Campus, increasing student access. These strategies align with Guided Pathways strategies of enhancing student engagement and support leading to higher persistence and completion rates.

Goal 3: Community Engagement: The AHSS division continues to strengthen community engagement through various programs beyond the Arts: Theater, Studio Arts, Film & TV, Music, Spanish language, Ethnic Studies, and Psychology. Spanish-language faculty guide students to a study-abroad experience in Spain expanding their understanding of culture and global significance. The Ethnic Studies programs brought us a Speaker Series that both elevated and brought to light new voices and introduced students to social justice causes today. The Psychology department has held a career panel exposing students to the various pathways within the psychology/sociology field. Theater productions and community-oriented events continue to bring local audiences to campus, fostering a strong connection between the college and the community. The Music program continues to host the Piano Competition, Jazz at Gavilan, and Bach to Blues, providing performance opportunities for students and cultural enrichment for attendees. The Film program's Annual Film Showcase and various local film events and competitions highlight student work and engage the broader community.

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

With the introduction of the CalGETC, all the division's general education courses are changing to align with this new transfer pathway. As such, each course is undergoing curriculum revisions and updates to ensure that courses are transferable, and that program requirements meet articulation expectations. Faculty are engaged in program review and curriculum updates that will enhance student learning and move them towards careers with earning potential. Programs

with declining enrollments will go through a program viability and revitalization process to ensure they are meeting market demands.

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

- 1. (Instructional Only) Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?**

Over the last three years, the AHSS division has demonstrated stable to modestly improving course success rates, increasing from 68% in 21/22, 69% in 22/23, 67% in 23/24 to 70% in 24/25. This last year's increase shows promising recovery from prior fluctuating years. When compared to the college's average success rate of 72%, the AHSS division is slightly below the norm. The difference is noticeable but not entirely unexpected, as the division enrolls a high proportion of first-year college students, which may impact aggregate success rates. The data reveals persistent equity gaps in race/ethnicity, specifically with Black, Filipinx and Latinx students, as their success rates remain below those of their Asian, Pacific Islander, and White counterparts. This is not too different from what we are seeing statewide, however, it is encouraging to see that Latinx student success improved from 64% in 23/24 to 69% in 24/25, suggesting a positive impact of equity-focused efforts. A positive trend is consistency of success rates across age groups, including strong outcomes for younger students (19 or less) and adult learners. Despite rapid enrollment trends in the last few years, success rates have remained relatively stable. Although the AHSS success rates trail the college's average, the division is showing resilience, gradual improvement and positive momentum.

- 2. (Instructional Only) Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.**

The AHSS division has demonstrated consistently strong fall to spring persistence rates; meeting or exceeding the college average. AHSS persistence increased by 69% in 21-22 to 76% in 22-23, 74% in 23-24 and 24-25. When compared to the college-wide persistence rates, the AHSS division persistence has been equal to or greater than. The AHSS division offers high-

enrollment, sequential and general education coursework that most students must complete early in their academic journey, and this likely contributes to higher persistence rates. The division is also supporting transfer momentum, demonstrated by the persistence rates from fall to spring. Despite increases in headcount, the AHSS division has maintained steady persistence rates (mid 70% range) pointing to student engagement beyond census dates.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

The AHSS division has consistently met or exceeded the college-wide persistence rates over the past four years, although slightly behind in student success rates. This may suggest that students feel connected, and their sense of belonging in class is strong (demonstrated by fall to spring retention). However, further instructional support is needed to enhance their rate of success. Coursework in the AHSS division may play an important role in helping students remain engaged and persist from term to term. If so, it would be valuable work to invest in instructional strategies to enhance learning and build confidence.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. (Instructional Only) What are your set goals for course success? Do your individual course and program 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)?

Each course within a program has student learning outcomes that are readily assessed, to engage in a continuous improvement process. Individual course and program goals may vary; however, the AHSS success rate of 70% in 24-25 is a positive accomplishment. It may be that the dual enrollment courses (that tend to be first-year) are impacting the positive trajectory of persistence and success. The dual enrollment class environment lends itself to providing consistency (during compulsory school time) and added wrap-around services (provided by the high school districts) not normally provided for the general population.

- 5. 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? (200 words or less)**

The AHSS division served 5334 students (unduplicated) with enrollments of 14,712 in 24-25. That is up from 4685 unduplicated students and 13,494 total enrollments in 23-24.

- 6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)**

Over the past three years, the AHSS division has supported student success and retention by offering necessary transfer-level coursework that students need early in their academic journey, helping them build momentum, sense of belonging and drive towards completion. The division is serving a large portion of first year in college and re-entry students, often from Latinx and/or traditionally underrepresented communities. Success rates among Latinx students have increased. Predictable course sequencing and flexible course modalities (in-person, asynchronous, hybrid, synchronous, and high-flex offerings) facilitate student engagement.

- 7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).**

The main trend seems to be stability in gradual improvement in student success and retention, even through significant enrollment changes. Course success rates dipped in 23-24 but rebounded in 24-25, while fall to spring persistence rates remained strong and above the college average. The AHSS division is effectively retaining students, however, further work is needed in course success, especially among disproportionately impacted students. Initiatives should focus on closing equity gaps and early academic momentum - perhaps the use of heads-start summer-bridge programs, increasing just-in-time supports such as embedded tutoring in gateway courses, and partnerships with Counseling/Student Services for early interventions (i.e. early alert).

Equity

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

- 1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) 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? How can your area help increase disproportionate student success? (200 words or less)?

Over the past three years, equity data shows persistent but narrowing success gaps for some student groups, such as Black and Latinx students, compared to Asian and White students. Although overall division success remained relatively stable, Latinx student success declined in 23-24 but improved in 24-25 suggesting recent efforts may be creating a positive impact. The division has addressed equity gaps by offering coursework in various modalities (in person, hybrid, asynchronous, synchronous and high flex) as well as offering coursework at various times and locations (expanded to Hollister, high school and even community partner locations. Fall to spring retention for disproportionately impacted students is strong pointing to student desire to remain enrolled even when success is uneven. The AHSS division has not closed achievement gaps at the same pace as retention gains. Further research is needed in this area as factors could include student academic preparation, work-life obligations, and uneven use of support services. Consideration to expanding embedded tutoring, culturally responsive teaching, early alert interventions, and collaboration with counseling and student services.

2. (Instruction Only) Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

AHSS Division success rates by modality in Spring 2025 were the following: In-Person Lecture 69%, In-Person Lab 71%, Hybrid 67%, Synchronous Online 64%, and Asynchronous Online 86% success. In person lecture and lab are relatively consistent. However, the Hybrid modalities are lower than expected which could suggest that students struggle to balance the mix of instructional formats. The synchronous online shows the lowest success rate and could be due to reduced flexibility that is often sought after in distance education courses. In contrast, asynchronous online courses showed the highest success rate. Some faculty have expressed concerns regarding the high level of success in asynchronous courses and point to the inability to control AI use online. To close the achievement gap between distance education and face-to-face courses, we would need to provide high levels of support in the in-person classes. Embedded tutors, common reads and assessments, just-in-time support, and increasing the sense of belonging.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: “*Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and*

professionalism.”

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? (300 words or less) *(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 AHSS division supports Gavilan’s Equal Employment Opportunity Plan through intentional hiring practices that seek to diversify our faculty, completion of timely curriculum updates and design that attract students and align with the current job market and seeking community and campus partnerships. The hiring of a full-time ethnic studies faculty along with grant funding helped bring a notable guest speakers’ series to campus and expand student’s understanding of civic engagement. Faculty seeks to prioritize inclusive pedagogy and consider diverse perspectives, encourage respectful dialogue in class, and promote critical thinking around civic engagement and pursuit of social justice. Several of the division faculty attended the Race and Equity Conference in 2025 and have revised their curriculum to align with DEIA initiatives and support other faculty in doing the same.

The division partners with Counseling, Puente, EOPS, MESA, Athletics (PASS), CalWorks, the Accessibility Center, Tutoring and Writing Center to support students holistically. Our faculty teach in Dual Enrollment, Higher Aspirations, PASS and Puente Programs which often serve underrepresented students. These partnerships help address academic, social and basic needs barriers that can impact student success and belonging. Students have helped us identify barriers and in response the AHSS division has increased diversified course offerings: hybrid, asynchronous, high-flex, higher aspirations (currently and formerly incarcerated students), dual enrollment (high school students) and courses at off campus locations. Faculty support and professional development encourage classroom environments that support civility and mutual respect.

4. 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?

To support student equity the division will continue to focus on closing achievement gaps through embedded tutors in gateway courses, and the use of GavConnect for early alert interventions and connections to counseling and support services. The partnerships with on-campus and community programs will ensure that students receive holistic support. To support employee equity the division will continue to support inclusive hiring and recruitment strategies. In addition, clear onboarding of new faculty and encouraging mentoring program participation, as well as professional development opportunities to support the retention of faculty from diverse backgrounds.

Learning and Area Outcome

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

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

SLOs and SAOs are mapped but not PLOs or ILOs.

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

Many of our SLOs and SAOs have been updated, but not all.

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

SLOs and SAOs are currently going through the assessment process, however the PLOs are still outstanding.

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

Faculty in the Fine Arts and English/Writing Center departments have worked diligently on assessing their SLOs/SAOs to ensure relevance and improvements. However, the Social Sciences department has struggled to get all discipline participation in SLO and program reviews.

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

Faculty participation is needed in the completion of SLO/SAO/PLO review. A cultural shift is needed to move into a culture of continuous assessment and improvement that becomes organic and leads to positive results, for students and faculty. Time must be given to allow faculty to review the assessments and participate in productive discussions and work groups leading to curriculum and/or program updates. Plans are in motion to provide faculty with the necessary tools and space to engage in this work.

Outcome Assessments

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

The plan submitted in 24-25 is the plan that should continue to be followed into 25-26. “The division will need to do significant work in the next 3-5 years to create a comprehensive

system for adequately assessing SLOs and PLOs. The first step is for each department to identify a specific cycle for when each SLO will be assessed for each course taught. The current plan is for each course's SLO's to be assessed the semester prior to the 5-year curriculum update. That way, the SLO assessment will inform the curriculum updated, indicating if a particular SLO needs to be changed, updated, or removed based on actual student performance.”

2. Institutional Learning Outcomes (ILO). How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

Each program has a series of courses, and each course has several learning outcomes. However, the student learning outcomes the more closely align to the institutional learning outcomes are: thinking critically and creatively and communicate effectively. Regardless of the discipline, each course is designed to ensure that students learn how to generate, analyze and communicate ideas effectively.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

The SLO completion is underway and dedicated time to review and assessing results has not yet taken place. If SLO results are lower than expected, the plan is to gather the faculty to review and discuss results and put actionable items in place to meet the standard. Actions can revolve around updating curriculum and/or ensure the stated learning outcome is indeed aligned to the course expectations.

Curriculum and Course Offerings Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

The Division has plans to update ethnic studies courses and expand into an associates degree for transfer. In addition, due to the state’s projected decline in K12 art teachers there is a regional push for art education which the faculty are considering establishing. Stackable certificates in behavioral health/psychology are being explored for Higher Aspirations students (justice-impacted). There are a few programs that should consider going through a viability/revitalization process to increase enrollments and align with current market demand (i.e. Digital Media, Anthropology, Journalism).

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

There are several courses that need to be deactivated in music and communication (CMUN) because they have not been taught in years. However, some of these courses are linked to currently active programs so a program modification must first be put through before the courses can be officially deactivated. Due to the many cross-listed courses, the inactivation process can be cumbersome.

- 3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).**

The division has greatly improved upon its various course offerings, modalities and locations. However, a detail examination of all course rotations must be conducted in order to determine whether courses are taught in a timely manner and in the sequence required for completion. There are currently some programs that do not offer all the coursework needed to complete that program and are listed above under needing revitalization or viability study (i.e. Journalism, and Digital Media).

Program and Resource Analysis

- 1. 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.**

Information needed is
2023-2026

Number of Full Time Faculty: 25 ('25), 23 ('24), 23 ('23)

Number of Part Time Faculty: 48 FTEF ('25), 78 ('24), 75 ('23) *Suspect this was total headcount not FTEF. Total headcount for 2025 is 72.*

Number of Full Time Classified Professional: 5 ('25), 4 ('24), 4 ('23)

Number of Part Time Classified Professional or Student Worker: 50+ Tutors (shared in '25), 3 ('24), 2 ('23).

Number of Full Time Manager, Confidential or Administrator: 1 all three years.

Number of Part Time Manager, Confidential or Administrator: 0

- 2. 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)**

The Division hired four new FT faculty recently and has two upcoming full-time faculty retirements. Two new FT faculty hires will be onboarded this coming AY 26-27 in the areas of Studio Arts and Theater Arts. Multiple faculty in the AHSS area have reassigned time working

on projects such as Guided Pathways Co-Leads, Zero Textbook Cost grants, Mentoring Liaisons, Academic Senate, Professional Development Committee, Music and Theater production events and this reassigned work has led to the increase in part-time faculty hires.

3. Additional Comments

Evaluation of Resource Allocations and Program Efficiency

1. 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. Do this for the last three years.**

Select Academic Year: 2025-26

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

2025: 14,712

2024: 13,949

2023: 10,983

Total Allocation (Irrespective of Funding Source):

2025: \$74,000 (estimate)

2024: \$61,547

2023: \$45,069

Funding Source **(select all that apply)**

☒ Unrestricted General Fund

☒ Grants & Categorical Programs

☒ Other Funds

Total Spent (Irrespective of Funding Source)

2025: \$60,000 (estimate)

2024: \$61,547

2023: \$45,069

2. **Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)**

The numbers above are direct expense dollars and do not include personnel costs. These resources are used to purchase instructional equipment, textbooks, support faculty professional development, as well as support on-campus events and extra-curricular student activities that increase the sense of belonging and retention.

3. **Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)**

Division expenses align with program costs and objectives.

Integrated Planning and Initiatives

- 1. 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 program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? (200 words or less)**

The Guided Pathways CAP faculty co-leads in the areas of Fine Arts and Social Sciences have been hard at work to incorporate welcome events for incoming students as well as activities and events that keep students engaged and exploring career opportunities within their major. For example, the Fine Arts CAP is taking students on a field trip to the Cantor Arts Center (museum of art at Stanford University). This trip serves to both expose students in the Fine Arts pathways to career and transfer opportunities. The Social Sciences CAP Co-leads are planning a series of welcome events that will bring alumni and current students together.

In addition, the division is collaborating with Higher Aspirations (justice impacted students) and Dual Enrollment, programs that often serve underrepresented communities. Expanding our reach to these students ensures that we remain equity-minded bringing opportunities to students often on the margins of higher education.

Other Opportunities and Challenges

- 1. 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 Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the program plans for the next three years? (200 words or less)**

Dual Enrollment requests have increased and we struggle to staff the teaching positions at the high schools. An opportunity would be developing a Curriculum Institute in which we bring the K12 and College teachers together to discuss curriculum, expectations and creative ways to serve OUR students. The heavy lift of shifting all of our general education courses to the new state's Common Course Numbering is being shared by several faculty and progress is being made.

- 2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? (300 words or less)**

Keep the expected and required professional development for faculty teaching distance education/online (i.e. GOTT training).

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)

There is a growing angst around the student use of AI. Student grievances and faculty complaints have increased around the suspected use of AI and this emerging challenge should be addressed. Currently the college has an AI taskforce that is researching how best to approach this challenge while supporting students and avoiding a punitive reactionary approach.

New Goals

The PIPR/RAP committee will rank each goal according to a rubric based on two main criteria: the alignment of the goal with the college's mission statement, strategic plan, and student learning outcomes (SLOs) or service area outcomes (SAOs), and the specificity, measurability, achievability, relevance, and timeliness of the goal (SMART goal). If resources are requested, complete the Resource Request section. *Hyperlink the Ranking Rubric.*

Click Add Item to Enter a Goal

- **Goal 1: Strategic Scheduling**
- Alignment to Strategic Goal (select all that apply) (select from drop down)
- Alignment to SLO or SAO (select all that apply) (Select from drop down)
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results (Gavilan Mission Statement) : Support the district's enrollment management plan and work closely with chairs and leads to develop a schedule that is student-centered and has high productivity.
- Proposed Activity to Achieve Goal: Pull course history data and review each course efficiency and offering sequence. Use the process of placing low-enrolled courses in shadow that open as others fill.
- Responsible Party (One Sentence limit): Dean, Chairs, Leads
- Timeline to Completion: Semester/Year: Ongoing
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Greater efficiency and productivity (i.e. Less low-enrolled courses).4

Goal 2: Curriculum Institute

- Alignment to Strategic Goal (select all that apply) (select from drop down)
- Alignment to SLO or SAO (select all that apply) (Select from drop down)
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results (Gavilan Mission Statement) : Build community engagement and culture of learning.
- Proposed Activity to Achieve Goal: Run a Curriculum Institute event with high school and college faculty where there is an opportunity for comraderie as well as the sharing of curriculum data, best practices, streamlining pathways and strengthening high school to college pipeline and dual enrollment partnership.
- Responsible Party (One Sentence limit): Dean, Dual Enrollment staff, HS teams
- Timeline to Completion: Semester/Year: Fall 2026
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):

Greater buy-in of both high school and college instructors to teach dual enrollment as well as increased understanding of college pathways.

Resource Requests

Add Item field .

- 1. Request Name (short title): Strategic Scheduling**
 2. Request amount: \$5400 (3 hours x meeting rate of \$45 x 40 participants)
 3. Type of Request – Faculty Stipends
 4. Alignment to Goal(s) (drop down goals from section above)
 5. Is this a one-time or ongoing expense. One-Time
 6. Category of Request (Select all that apply).
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- 7. Request Name (short title): Curriculum Institute**
 8. Request amount: \$8000
 9. Type of Request – Faculty Stipends (2.5hrs x mtng rate) plus Dinner provided
 10. Alignment to Goal(s) (drop down goals from section above)
 11. Is this a one-time or ongoing expense. One-Time
 12. Category of Request (Select all that apply).

If Personnel is Selected Show the following to select from

- Full-Time Faculty
- Part-Time Faculty
- Full-Time Classified Professional
- Full-Time Manager, Supervisor, Confidential

If Non-Personnel is Selected, show the following to select from;

- Professional Development
- Travel and Conference
- Supplies

13. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Safety: Requests that ensure a safe learning and working environment for students and employees, such as emergency preparedness, campus security, health and wellness, and risk management.

Compliance: Requests that meet necessary regulatory and legal standards, such as Section 508, FERPA, and OSHA. These requests may or may not be related to safety or security issues, but they are required by law or regulation.

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership Council.

N/A

14. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

Strategic scheduling and building on partnerships with the K12 is directly aligned with the college's, division's and Guided Pathways goals to support enrollment (clarify the path), build academic pathways (keep students on the path) and provide a roadmap to livable wages (complete the path). Working with our K12 partners will ensure that dual enrollment students are taking courses they need, in the sequence needed to complete their degree in a timely manner. Strategic schedule ensure we offer the courses students need, when they need them. This includes looking at current student educational plans and developing program maps, then aligning our schedule to both.

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?

Yes. Onboarding of new faculty, mentoring program expectations, division meetings once- twice a semester and professional development offered by the district (GOTT, RSI, Great Syllabus Primer, etc.).

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.

Yes, this is the largest academic division with one manager and one administrative assistant. There is the need to consider functioning staff positions to support the manual business processes set forth by the district. Another option is to streamline these business processes to be

less manual and less redundancy.

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?

Cluster hires, employment opportunities promoted in groups such as NAACP, Colegas, HACU, AAPI Association, etc.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?
5. 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.

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 program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

This review has highlighted that the AHSS division is stable, growing and central to the college's mission while facing clear opportunities for improvement in equity, modality outcomes, and long-term sustainability. The last three years have brought increased enrollment and course offering growth all while maintaining steady course success and demonstrating strong fall to spring student persistence that exceeded the college average. These outcomes show the importance of the AHSS division as the foundational footing for students in general education coursework and transfer-level access, momentum and retention.

Key trends that arose in this analysis include modality-based success gaps, with in-person and asynchronous online courses showing greater success than the hybrid and synchronous online courses. Equity data reveals persistent but narrowing gaps for historically underrepresented populations as well as some improvements in persistence. There continues to be much work to be done in intentional, equity-focused strategies.

In the next three years the division's goals will center on strategic scheduling, dual enrollment partner development, and program revitalization and long-term viability. Strategic scheduling will align course offerings with student demand, modality effectiveness, and completion of pathways. Partner development will emphasize relationship building and communication, and faculty development around K12 needs and clarity around college academic pathways and program completion. Program revitalization efforts will focus on supporting the review of curriculum relevance, strengthening gateway courses, and addressing equity gaps. The division should engage in ongoing viability processes to ensure program efficiency, alignment with student demand, and economic trends.

Attach Files

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.