

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Nick Fortino

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Social Sciences: Anthropology

II - CO-CONTRIBUTORS

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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

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 Social Science department, and the anthropology discipline in particular, promotes transformative education through personal, academic, and civic engagement. The department takes a holistic approach, offering courses and experiences to enhance personal development, and preparing students to be agents of positive change. Social science students ask critical questions, develop research skills, and communicate effectively. The department promotes clarity of thought, global citizenship, interdisciplinary thinking, and ethical humanity. Anthropology faculty model civic and community engagement and lifelong learning through their personal practices, community activities, and academic research. The Anthropology department uses a variety of innovative practices that foster student engagement. The curricula of our courses are highly applicable to the lives of our students and enriches their academic experience. Furthermore, many of our courses take a social justice-oriented approach, which operates to empower our students and prepare them to accomplish their future academic and career goals and for their lives outside the academy.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

In previous years, the Anthropology program plan was included in a department wide program review. For this reason, the report will only speak to goals that apply to the Anthropology program specifically.

Goal 1: Engage in Dialogue Days

Faculty across the SS department participated in department meetings, dialogue days, and other professional development activities on campus and abroad.

Goal 2: Advocate for a Sustainable Civic and Community Engagement Program at Gavilan

Full-time Anthropology professor Dr Debbie Klein's sabbatical research focused on how to establish civic engagement on campus. Unfortunately, without a person in place to coordinate the civic engagement program and reestablish relationships with community organizations, it has not been possible to meet this program goal. Even so, we continue to support and call for this program to be revitalized for the benefit of our students.

Goal 3: Build More Campus and Department Community

Faculty across the SS department participated in campus events, committees, and various community building events at the department level. This included attending discussion sessions, campus wide staff development activities and social events, and department wide social events.

Goal 4: Engage in reflective dialogue about what it means to create a balance between in-person and distance education offerings.

We have had numerous department wide discussions about how to build a schedule that better balances the modalities of our courses. We have worked to recruit new faculty who can teach in person, but it has been challenging to retain these faculty. We continue to advocate for more in-person offerings and creative ways to provide accountability for online modalities.

Goal 5: Engage in more training on effective teaching practices for distance education modalities.

Faculty across the SS department have completed the GOTT programs to enhance our online courses.

Goal 6: Organize and Secure funding for a Reading Apprenticeship Cohort

Faculty across the SS department supported the efforts to form a Reading Apprenticeship cohort. We received word at the end of the fall 2025 semester that there is now funding to do this activity. Although several faculty who were initially interested have now retired from the district, we will work to recruit faculty to participate.

Goal 7: Increase enrollment and success rates in the department.

The Anthropology program has seen a 20% increase in enrollment and a 7% decline in success rates during the past 4 years.

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

The Anthropology program has developed two new courses within the past two years—Linguistic Anthropology and Global Perspectives of Food and Culture.

IV - 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 past three years, the anthropology program's success rate has ranged from 59% to 68%, compared to the college average of 72-73%. The program was below the college average in 2022-23 at 68%, then experienced a sharp decline to 59% in 2023-24 before partially recovering to 65% in 2024-25. The current gap of 8 percentage points with the college warrants our attention.

While our enrollment did grow substantially (37% over three years), the drop in success rates was disproportionately large, especially in 2023-24. Equally concerning is that our withdrawal rate has climbed from 11% in 2022-23 to 17% in 2024-25, which is above the college's 11%. This means the gap is being driven by two factors: students not passing and students leaving courses before completion.

The partial recovery to 65% in 2024-25 is encouraging but still leaves us below the college average. The data suggests a need to investigate into what is driving the high

non-success and withdrawal rates. This could potentially involve course design, modality mix, faculty support, or student preparation.

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.

Persistence is a clear strength for the anthropology program. Our fall-to-spring persistence rates have consistently exceeded the college average by 14 to 20 percentage points over the past three years. In 2024-25, 76% of our students persisted compared to the college's 62%, and the number of persisting students grew from 164 to 249 over this period.

While our rate dipped from a high of 81% in 2022-23 to 76% in subsequent years, this coincided with significant enrollment growth. This suggests students find anthropology coursework engaging and want to continue from fall to spring, even during a period when course success rates declined.

This creates an important tension in the data: we are retaining students at rates far above the college average, yet our course success rate of 65% falls below. This means we have a large and growing population of engaged, persisting students who are not succeeding at the rates we would expect. Addressing this gap between persistence and success should be a central priority for the program over the next three years.

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 persistence data was not surprising. Anthropology is a subject that resonates with students on a personal and cultural level. Topics such as human origins, cultural diversity, and social organization naturally engage students and encourage continued enrollment. The strong persistence rates align with what we would expect given the relevance of the subject matter and the excellent team of faculty we have in place.

What is surprising is the size of the gap in course success rates compared to the college average. An 8-percentage-point gap in 2024-25 is substantial, and the 59% low in 2023-24 was alarming. Unlike programs where the success gap is driven primarily by non-success, anthropology is experiencing pressure from both non-success and withdrawal rates.

The most striking finding is the disconnect between retention and success. Students are clearly interested in anthropology; they persist at rates 14 points above the college. Yet they are not completing courses successfully at comparable rates.

The trends suggest that:

The program has stabilized somewhat after the 2023-24 low, but 65% remains below the college average of 73%

Withdrawal is an escalating issue that needs targeted intervention, as it has more than doubled from 8% in 2021-22 to 17% in 2024-25. We will discuss this among anthropology faculty to diagnose the issue.

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)?

Our goal is to meet or exceed the college-wide course success rate of 73%. At 65% in 2024-25, our program falls 8 percentage points short of that benchmark.

To close this gap, we plan to pursue several strategies. First, we need to address our withdrawal rate, which at 17% is well above the college's 11% and represents a major contributor to our success gap. Strengthening early alert interventions and faculty-student communication in the first weeks of the semester could help retain students through course completion. Second, we plan to examine success and withdrawal rates at the individual course and modality level to identify whether specific courses or delivery methods are driving the gap. Third, we will explore embedded tutoring in high-enrollment sections to provide real-time academic support.

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?

In 2024-25, the anthropology program served 531 unduplicated students across 37 sections, generating 674 total enrollments.

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

The anthropology program has supported student access and retention by expanding course offerings across the two campuses and maintaining a variety of scheduling options and modalities to accommodate diverse student needs. Our fall-to-spring persistence rates of 76-81% consistently exceed the college average of 61-62% by a wide margin, and the number of persisting students grew 52% over three years from 164 to 249, demonstrating strong student engagement with anthropology coursework.

We have also grown to meet rising student demand, increasing sections from 26 to 37 and enrollment from 491 to 674 over three years.

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 central trend in our program is a growing disconnect between strong retention and relatively low course success rates. While enrollment has grown 37% and persistence remains well above the college average, our success rate of 65% falls 8 points below the college's 73%, and our withdrawal rate has climbed from 11% to 17% over three years. Students are choosing anthropology and staying enrolled term to term, but too many are not completing courses successfully.

To address this, we recommend several initiatives: conducting a course-level and modality-level analysis of success and withdrawal rates to identify where the problems are most concentrated; and implementing embedded tutoring in high-enrollment sections; strengthening early alert usage to intervene before students withdraw. We also plan to examine whether the sharp increase in withdrawal rates points to specific structural barriers such as scheduling conflicts, course pacing, or unclear expectations that could be addressed through intentional course design changes.

V - 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)?

Our equity data reveals that success gaps in anthropology are broad. Nearly every ethnic group in our program performs below its college-wide counterpart. This suggests that while equity gaps exist, the challenges in our program are not exclusive to one demographic group but rather reflect program-wide issues affecting all students. That said, Latinx students — who represent 64% of our enrollment and constitute our largest actionable population at 443 enrollments — succeed at just 62%, below both our program average of 65% and the college-wide Latinx rate of 70%. This gap has persisted across three years, with Latinx success ranging from 58-66%. White students (68%) also fall notably below their college-wide counterpart (78%). Black, Asian, and Filipinx student populations are too small (20, 24, and 22 enrollments respectively) for reliable trend analysis.

Efforts to date, which include multi-campus offerings and expanded scheduling, have supported access but have not meaningfully closed equity gaps. To address this, we plan to explore embedded tutoring in high-enrollment sections, strengthen early alert usage, and examine whether our rising withdrawal rate of 17% is disproportionately affecting specific student groups.

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)?

Our modality data reveals significant disparities in course success rates. Face-to-face sections have been the strongest but inconsistent, ranging from 58-73%. Online sections have shown a steady decline from 68% in Fall 2022 to 53% in Fall 2025. Most alarming are our hybrid sections. While the sample sizes are small (42 attempts in Fall 2024, 27 in Fall 2025), success rates of 36% and 26% respectively are far below typical levels.

All three modalities currently fall below the college average of 73%. The hybrid results warrant our attention. Even accounting for small sample sizes, these outcomes call into question our current approach, or whether students and faculty are being sufficiently supported.

For online sections, the steady decline from 68% to 53% is also concerning and may reflect challenges related to course design and academic integrity. We plan to explore embedded student support in online sections. Face-to-face instruction remains our strongest modality overall, and the data supports increasing our proportion of in-person offerings while we address distance education outcomes.

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 anthropology program is uniquely positioned to support the district's EEO goals, as topics of diversity, identity, culture, and social justice are embedded within our curriculum. Courses directly address cultural perspectives on implicit bias, systemic inequality, and the experiences of marginalized communities. This gives every student who passes through our program direct exposure to these critical topics as part of their coursework.

In terms of concrete efforts, our program has taken several steps. We have prioritized culturally responsive pedagogy, ensuring that course materials, case studies, and examples reflect the diverse backgrounds of our student population. We have worked to diversify our reading lists and course content to include scholars and perspectives from underrepresented groups, moving beyond the historically Eurocentric focus of the discipline.

We have partnered with student support services including counseling and EOPS to connect students with resources, and we offer courses across Gilroy and Hollister campuses to reduce geographic barriers for our largely rural, working-class student population.

A barrier we have identified is the reliance on part-time faculty (67% of our load), which limits our ability to ensure consistent integration of equity-focused practices across all sections. Hiring additional full-time faculty who reflect the diversity of our student body would strengthen both instructional quality and representation in the classroom.

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?

We intend to strengthen partnerships with EOPS, Puente, and counseling services to create clearer support pathways for first-generation and low-income students, who make up a significant portion of our enrollment. We will also explore supplemental instruction models that have shown success in similar programs at other community colleges.

Regarding employee equity, our program will actively support EEO goals in future hiring processes. In all searches for faculty (part-time and full-time), we will prioritize advertising the position widely so to build a diverse candidate pool and ensure hiring committees receive implicit bias training.

VI - 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? NO
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? YES
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?
Anthropology faculty will go into CurriQunet and map these.

VII - 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?
Based on the assessments and success rates examined thus far, the curriculum appears to be sound. We do not have plans to modify any further at this time. Individual instructors continue to assess their individual assignments for usefulness and make corrections as needed.
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.
Our students are encouraged to think critically, communicate effectively, practice social responsibly, and cultivate well-being. The ILOs are supported by the curriculum in psychology courses as well as the assignments and assessments that we utilize.
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?
We are working to get back on the proper assessment cycle. Of the SLOs that have been assessed for Introduction to Physical Anthropology thus far, it appears the majority of the students are meeting the SLOs.

VIII - 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).

We are focusing on increasing enrollment in the courses that we currently offer before focusing on developing new courses, especially given that we recently introduced two new courses.

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

None.

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).

Yes, we are effectively covering all of these bases and will continue to do so. We recognize how critical it is to optimize course scheduling.

IX - 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.

We have 1 full time faculty member and 3 part time faculty in this program.

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)

N/A

3. Additional Comments: N/A

X - 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.**

This does not apply to the anthropology program.

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)

Our program budget has supported faculty members' ability to teach by making it possible to acquire necessary teaching material.

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)

Our costs are in alignment with our budget.

XI - 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)

Our program actively partners with several institutional initiatives to improve student success. We participate in Gavilan's Guided Pathways efforts with a fully mapped anthropology pathway, which we will be updating to ensure it reflects current course sequences and transfer requirements. This work helps students navigate a clear path from entry through completion and transfer.

We maintain a current ADT in Anthropology, ensuring our program remains aligned with CSU transfer requirements and that students can transition seamlessly to four-year institutions in one of the most popular transfer majors in the state.

XII - 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)

The anthropology program faces a mix of opportunities and threats over the next three years. The most significant opportunity is growing public interest in topics central to anthropology such as cultural diversity, human origins, indigenous rights, and cross-cultural understanding. As our community becomes increasingly diverse, anthropology's focus on cultural perspectives positions it well to resonate with students seeking to understand both their own backgrounds and the broader human experience. Our 31% headcount growth over three years reflects this demand. However, two key threats require attention. First, reduced GE requirements for social science courses could directly impact enrollment, as many students take

anthropology to fulfill GE requirements rather than as a declared pathway. This makes it critical that we strengthen the program's identity and appeal beyond its GE function by emphasizing its relevance to transfer, careers in fields such as public health, education, and social services, and its value as a lens for understanding an increasingly interconnected world.

Second, generative AI poses a serious threat to academic integrity, particularly in our online sections where success rates have already declined to 53%. Without robust integrity measures, AI misuse could further erode the value of course outcomes. We plan to develop clear AI policies, implement AI-resistant assessments, and invest in faculty training to address this challenge across all modalities.

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)**

Online courses are here to stay. We all know that. The pandemic demonstrated that online instruction can expand access for students who face geographic, scheduling, or transportation barriers, which is particularly relevant for our service area.

What we want to maintain is the access and flexibility that online courses provide. For our student population, online options are not a convenience but a necessity. Removing them would create barriers for the very students we are trying to serve. However, the landscape has changed significantly since the pandemic. Generative AI technologies were not widely available during that period, and they now pose a serious challenge to academic integrity, particularly in online settings where assessment is harder to monitor. We want to preserve the equity gaps that the online modality can close, but we also need to establish and protect the integrity of a college course within that modality.

To achieve both goals, we plan to invest in faculty development around AI-resistant assessment design, implement clearer academic integrity policies specific to online sections, and explore tools that help authenticate student work. The goal is to evolve online instruction to ensure that the access gains of the past several years are matched by rigor and authenticity in student outcomes.

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

The reduced GE requirements for social science courses could cause a decrease in enrollment unless we position ourselves strategically, and the misuse of AI can completely undermine the value of a college degree.

XIII - 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). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):** Revise Program Maps
- Alignment to Strategic Goal Choose an item.
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
- Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
- Responsible Party (One Sentence limit): **Click or tap here to enter text.**
- Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
- **Goal:** Increase success rates to meet or exceed the college average, particularly in hybrid courses.
- **Goal:** Close equity gaps.
- **Goal:** Ensure the SLOs are assessed and reported properly
- **Goal:** Increase the percentage of in-person course offerings within the context of all of our anthropology course offerings.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): **Click or tap here to enter text.**
2. Request amount: **Click or tap here to enter text.**
3. Type of Request: Choose an item.
4. Alignment to Goal(s) in section XIII (*enter goal from above*) **Click or tap here to enter text.**

5. Is this a one-time or ongoing expense? Choose an item.
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *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?

Choose an item.

8. 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)

Click or tap here to enter text.

XV - 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? **Our program and department participate in the mentoring program.** Our faculty have served as official and unofficial mentors to new faculty. We continue to participate in professional learning activities.
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. **Click or tap here to enter text.**
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 key is to advertise the position widely so that the candidate pool is diverse. From there, it's a matter of hiring the best person for the job. But ensuring that we advertise positions widely is the most important means to this end.
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
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. **Click or tap here to enter text.**

XVI - EXECUTIVE SUMMARY

The anthropology program at Gavilan College is at a critical inflection point. Over the past three years, the program has experienced strong growth. Headcount increased 31% from 406 to 531 students, enrollment grew 37%, and sections expanded from 26 to 37 across the Gilroy and Hollister campuses. Fall-to-spring persistence rates of 76-81% consistently exceed the college average of 61-62% by a wide margin, demonstrating strong student engagement with anthropology coursework. The program has also expanded its curriculum, introducing Linguistic Anthropology and Global Perspectives of Food and Culture.

However, course success rates present a significant challenge. At 65%, the program falls 8 percentage points below the college average of 73%, a gap driven by both elevated non-success rates (19% vs. the college's 16%) and a withdrawal rate that has climbed from 11% to 17% over three years. The disconnect between strong retention and weak success is the

program's central challenge: students are choosing anthropology and persisting at high rates, but too many are not completing courses successfully.

Modality data underscores this concern. Online success rates have declined steadily from 68% to 53%, and hybrid sections show success rates of just 26-36% (though with small sample sizes). Face-to-face remains our strongest modality but has been inconsistent. Equity gaps are broad, with nearly every ethnic group performing below its college-wide counterpart. Latinx students, who comprise 64% of enrollment, succeed at 62% compared to the college-wide Latinx rate of 70%. Over the next three years, our priorities are to close the success rate gap with the college through course-level and modality-level analysis, increase our proportion of face-to-face offerings, address equity gaps through embedded tutoring and early alert interventions, revise our program maps, and develop robust academic integrity measures to address the threat of generative AI, particularly in online sections. External threats from reduced GE requirements for social science courses also demand that we strengthen the program's identity and appeal beyond its GE function. The foundation of student interest is strong; our task now is to build the instructional infrastructure to match it.

XVII - ATTACH FILES

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