

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator: Patrick Yuh

Division: Division 20 - Science, Technology, Engineering, and Math

Department: Natural Sciences (Biology)

II - CO-CONTRIBUTORS

- 1) Click or tap here to enter text.
- 2) Click or tap here to enter text.
- 3) Click or tap here to enter text.

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).

A basic understanding of life is essential. The Biology program offers courses in understanding how living things work. This understanding informs many personal decisions related to one's health, career, and family (career advancement, meaningful community participation). Inherent in this learning is becoming familiar with the scientific process and logical thinking (lifelong learning, transfer success).

The Biology program provides students with opportunities to build on all these areas. We offer courses for non-majors who need the GE, majors who may want to transfer to a 4-year campus, and health science students who seek a career in the nursing/allied health fields (academic achievement).

Some of our courses have Service Learning components, which help students learn through meaningful civic engagement (lifelong learning, meaningful

community participation).

Additionally, the STEM III and STEM IV grants supported our efforts in several ways:

- tutoring for many biology courses
- faculty mentors who meet with students throughout the semester to advise them on academic and career matters
- a STEM Center to serve as a space for learning and collaboration among students and faculty

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)

1. *Increase one-year persistence rates by 3%*

Data on persistence rates have not been consistently available for previous PIPR reports. Per Precision Report, year to year persistence rates for the last several years are as follows:

Year to Year Persistence Rates	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Overall**	50%	52%	46%	61%	53%	50%

***all program data shown in this PIPR include Biology, Ecology, and Environmental Science*

As noted in our 2025 Annual Update, we support students in many ways to increase persistence rates with funding from our STEM grant (which was abruptly terminated in Sep 2025) and Circle of Champions grant:

- **STEM Academy:** students in the STEM Academy receive a stipend in exchange for spending at least 3 hours/week in the STEM Center, meeting with their STEM Counselor and Faculty Mentor several times each semester, and attending other check-in meetings
- **STEM Center:** we have staff to run the STEM Center and student tutors who work with students in their STEM coursework
- **GavConnect:** this semester we integrated the student login/logout process at the STEM Center with GavConnect. This will facilitate our wraparound services and make it easier for faculty and staff to see how much time a student is spending at the STEM Center.
- **STEM CAP Specialist:** STEM IV supports a full-time CAP Specialist who

can devote their time to planning, coordinating, and advertising events for our students (e.g. tours of nearby colleges and universities, conferences, workshops, etc.)

- **Circle of Champions:** this grant is aimed at identifying a specialized support network for a student – a small group of people invested in the student's success

2. *Map Biology course SLOs to PLOs and ILOs*

This goal has not yet been achieved. Time is the main limiting factor. Perhaps this can be done in a future Division meeting, or an activity for which faculty can be compensated.

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

There have been no significant changes in what our program provides. We continue to gradually expand the number of course sections based on student demand.

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?

AY: program vs. college**

2024-25: 82% vs. 73% (program success rate is 9% higher)

2023-24: 80% vs. 72% (8% higher)

2022-23: 78% vs. 72% (6% higher)

Overall, these success rates are not surprising. In the last PIPR (2022-23), program success rates were listed as 10-12% higher than the college average.

Here, they are 6-9% higher. Given the higher success rate despite the supposed increased rigor of STEM programs, we speculate that this continued trend is due to the extensive student support services we offer (STEM Academy, STEM Center, MESA, Math Lab, internships, etc.) and the work of our faculty and staff.

*****all program data shown in this PIPR include Biology, Ecology, and Environmental Science***

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.

Fall to Fall

2024-25: 50% vs. 43% (program persistence rate is 7% higher)

2023-24: 53% vs. 44% (9% higher)

2022-23: 61% vs. 46% (15% higher)

Fall to Spring

2024-25: 69% vs. 50% (program persistence rate is 9% higher)

2023-24: 69% vs. 45% (14% higher)

2022-23: 68% vs. 51% (17% higher)

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.

Overall, the persistence rates are in line with expectations. The level of student support (including STEM internships) and perception of concrete career pathways for Biology/STEM graduates are likely contributing factors to increased persistence rates among Biology students compared to the college average.

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)?

According to the 2022-23 PIPR, our goal for course success has been 85%. As

mentioned in IV-1, it has gradually climbed from 78% to 82% in the last three academic years. This is the overall program success rate; we are unable to find individual course success rates on Precision Campus.

We are close to achieving our program success rate goal. Some ways in which we can improve success rates:

- more effective use of online resources (LMS, textbook ancillaries, videos)
 - standardize expectations among all faculty teaching a given course
 - more professional learning focused on best practices in online and in-person teaching
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)

This question still appears to be meant for Student Services PIPRs.

Nonetheless, our unduplicated headcount for the past three years:

- 2024-25: 1161
 - 2023-24: 1126
 - 2022-23: 1050
6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Please see responses to IV-1 and IV-3.

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).

True student success means students can meet the SLOs and PLOs without the use of AI. More professional learning and campus policies regarding the use of AI in teaching and learning are clearly needed to navigate this thorny issue.

Our current array of student support services (student tutors, a STEM Center, summer internships, annual STEM Academy cohorts, a dedicated CAP Specialist, etc.) has been very effective at keeping student retention, persistence, success, and completion rates higher than the college average. They deserve continued and ongoing support, despite recent lapses in grant funding.

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)?

Course success for various groups:

Group	2022-23	2023-24	2024-25
Overall	78%	80%	82%
Black, Latinx, and Filipinx Students	77%	78%	81%
Asian, Native American, Pacific Islander, White, and Decline to State Students	81%	87%	84%
Female	79%	80%	82%
Male	76%	79%	80%

At this level of granularity, there do not appear to be significant equity gaps in course success.

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)?

Course success based on modality:

Modality	2022-23	2023-24	2024-25
Overall	78%	80%	82%
F2F	71%	60%	80%
Hybrid	82%	84%	83%
Online	74%	71%	78%

Hybrid courses have the highest success rates, while F2F and online courses have slightly lower success rates. This suggests that hybrid courses offer the best of both worlds – time spent with students in person, as well as flexibility to complete other coursework as schedules allow.

The F2F success rate in AY23-24 (**highlighted**) is unusually low. Upon speculation, this may be due to the challenge of shifting back to F2F courses after a mostly online modality during the height of the Covid pandemic. This transition continues to be challenging as students are assessed in a classroom without access to other resources.

Building and delivering an effective online course is a different challenge from building and delivering an effective F2F course. Online faculty need to be familiar with best practices, both in general and discipline-specific, to pull off a good online course. What's needed is more professional development, more effective ways of measuring the quality of online instruction, and more formalized structures and processes at the institution level for compensating and supporting online faculty in doing all of this.

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.)*

Student clubs: there are several clubs that help promote an inclusive college environment. They include Women in STEM (Wis), Society of Hispanic Professional Engineers (SHPE), Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS), and Global Climate (GC). Club advisors are all STEM faculty.

Student events: many of these student clubs plan campus events. For example, there is a Women in STEM panel taking place in March 2026 with women guest speakers from academia and industry. The annual SACNAS conference gives students the opportunity to learn about ongoing STEM research at universities across the world, and meet professors, researchers, graduate students, and others in their chosen STEM field.

MESA (Mathematics, Engineering, Science, Achievement): this state-funded program specifically supports first-generation and/or underrepresented students pursuing a STEM major.

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?

With all hires in the program and department, we look for people who understand our student population and their needs.

For achieving success of minoritized student groups, the extensive support services already discussed are offered with them in mind. Many of them are designed specifically to meet the needs of these students.

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? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? NO
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Work with our dean to set up a timeline for addressing these issues within the next two semesters.

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?

There are no SLO assessment data currently available on Curriqunet.

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.

Most of our program's courses support the first ILO (Develop and apply critical and creative thinking skills). A few also support the second ILO (Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication).

A thorough understanding of biology requires critical thinking skills, and the ability to express oneself in various ways.

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?

As there are no SLO assessment data currently available on Curriqunet, I cannot answer this question.

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).

No.

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

BIOT 103 (Biotech Lab Skills): no plans to teach this course; will likely inactivate

BOT 104 (Biotech Seminar): no plans to teach this course; will likely inactivate

BIO 21 (Field Ecology): no plans to teach this course; it was updated in Spring 2023

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).

- **Currently, the majority of Biology courses are offered in a hybrid format, with lectures online asynchronously and labs on campus**
- **Some hybrid sections (Bio 9, 10, 15, Ecol 1, ENVS 1) now have their labs at the new Hollister building**
- **Courses with several sections (Bio 9, 10) usually have at least one section offered mostly or completely F2F**
- **Bio 10 is offered at many times of day and night and in different modalities to accommodate student demand**
- **Majors courses are offered every semester**
- **Biology must coordinate *very carefully* with Math, Chemistry, and Physics to ensure students can earn their degree in two years**
- **That said, it is highly unlikely that students begin at a level of Math, Chemistry, and Biology to feasibly earn their degree in two years**

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.

Click Add Item to enter information for each year

Select Year 1: 2025-2026

Number of Full Time Faculty: 3

Number of Part Time Faculty: 10

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 4

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 3

Number of Part Time Faculty: 10

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 4

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2023-2024

Number of Full Time Faculty: 3

Number of Part Time Faculty: 10

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 4

Number of Full Time Manager, Confidential or Administrator: 1

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)

- **1 of 3 FT Biology faculty have 20% resassign time**
- **3 of 3 FT Biology faculty have had overloads in the past three years**
- **1 FT Biology faculty is Department Chair – this faculty is also planning to be on sabbatical in Spring 2027**
- **taken together, this means more PT faculty are needed to teach courses**
- **at times, FT faculty teach overloads due to lack of qualified PT faculty**
- **the Biology program typically needs more PT faculty than our available PT pool**
- **this trend is unlikely to change in the next three years**

3. Additional Comments: **Click or tap here to enter text.**

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.**

Select Year 1: 2025-2026

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)?* **1223**

Total Allocation (Irrespective of Funding Source): **\$1,202,783.44**

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **\$721,482.39**

Select Year 2: 2024-2025

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)?* **1161**

Total Allocation (Irrespective of Funding Source): **\$578,887.00**

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **\$1,178,078.70**

Select Year 3: 2023-2024

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)?* **1126**

Total Allocation (Irrespective of Funding Source): **\$689,585.00**

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **\$1,093,205.17**

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)

Presumably, the vast majority of funding goes towards paying faculty and staff, and lab equipment and supplies. I would hope these are non-negotiable and essential to student success and completion.

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)

The actual amount spent in AY24-25 was much lower than the two previous years. This is true for all programs in the department. I am unsure why this is. Overall, we were allocated more funding when we spent more than what was allocated in AY23-24 and 24-25. Overall I think costs are aligned with the 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)

- **Biology has always worked closely with the other programs in the department to develop a Gavilan STEM cohort**
- **Biology has an AS-T degree, and 2-year and 3-year program maps for Guided Pathways**
- **STEM III and IV grants funded many initiatives aimed at improving student success:**
 - **faculty mentors for students in the STEM Academy**
 - **student internships at SJSU, UCSC, CSUMB, and other campuses**
 - **tutoring services in the STEM Center**
 - **laptop, iPad, portable WiFi hotspot, and textbook loan programs**
 - **etc.**
- **with the sudden termination of STEM IV, new funding sources are needed to continue the robust student support services we have been providing for our students**

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)

With the forthcoming FT Biology faculty hire to begin in Fall 2026, the program may be adequately staffed to meet current student needs.

From the Educational Master Plan, p. 16 #3:

“The distinctive mix of advanced manufacturing, information and communications technologies, and research and development businesses places a premium on Science, Technology, Engineering, Mathematics, and Medicine (STEMM) fields of study. The College has well-established programs of study in these disciplines but will be called upon to increase the numbers of graduates.”

If we are asked to grow and expand the program, we need the same three things we have always needed to do so: 1) facilities, 2) lab tech support, and 3) sufficient full-time faculty bandwidth.

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)
 - A sizeable portion of our students and faculty prefer the flexibility of having part of their courses delivered online, either synchronously or asynchronously
 - For faculty who wish to remain teaching online, more professional learning in honing their online teaching skills would be highly recommended and valued
 - There has been a decline in the number of PT faculty applicants who are local and able to teach in person
 - Overall, labs are still better to have on campus, so a hybrid modality may work best for many of our courses
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)
 - Digital divide issues remain. They appear to have been ameliorated, but eliminating them altogether is very challenging
 - There should be on-campus course options for students who do not thrive in an online environment, and our program has several in-person sections to give students more options to enroll in courses that best fit their needs
 - The rampant use of AI is an emerging and persistent issue which must be addressed for faculty to measure authentic student learning accurately

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*): Develop standardized student AI use policy by end of Spring 2027 to be implemented starting AY 2027-28.**
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **SAO #3: Identify and provide programming and resources to support STEM students' professional growth.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Academic achievement requires authentic student learning.**
- Proposed Activity to Achieve Goal: **Work within the department to design AI use policy. Perhaps form a department workgroup. Connect with AI workgroup on campus.**
- Responsible Party (One Sentence limit): **Area Dean and/or Dept Chair**
- Timeline to Completion: Semester/Year: **Spring 2027**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Written policy distributed to faculty. Information sessions or other training for faculty on how to implement policy.**

- **Goal (*One Sentence Limit*): Map Biology course SLOs to PLOs and ILOs by end of Fall 2026**
- Alignment to Strategic Goal **Goal 5: Institutional Effectiveness - To systematically leverage technology across all campuses to continuously improve processes, enhance data-analysis capability, and facilitate data-informed decision-making, leading to increased operational efficiency.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **SAO #2: Increase STEM students' retention, persistence, graduation, and transfer rates.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Mapping Biology course SLOs to PLOs and ILOs will improve quality of SLO and PLO data.**
- Proposed Activity to Achieve Goal: **Work within the program to do the mapping.**
- Responsible Party (One Sentence limit): **Area Dean and/or Dept Chair**
- Timeline to Completion: Semester/Year: **Fall 2026**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **SLOs will be mapped to PLOs and ILOs.**

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): **Funds AI use policy & mapping**
2. Request amount: **5000**
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) **Develop standardized student AI use policy by end of Spring 2027 to be implemented starting AY 2027-28; Map Biology course SLOs to PLOs and ILOs by end of Fall 2026**
5. Is this a one-time or ongoing expense? One-Time
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)

The amount listed is a rough estimate based on the number of hours needed to complete the work described in each goal, paid at the meeting rate.

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? **Some PD for STEM, little to no discipline-specific PD. Division meetings once a semester; STEM grants have funded some PD opportunities.**
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. **We are hiring a 4th FT Biology faculty this semester, in part to meet the needs at our new Hollister building. If we are to expand the program further, we will need more lab tech support to prepare for the additional lab sections.**
3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **We participate in hiring committees for classified and faculty positions in our program. Everyone in the Biology program values having staff who understand the nature of our student population and can work to nurture their growth and development.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Biology is one of the more popular degree programs in STEM and the campus overall. We have a high number of completers each year.**
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. **Having spent many hours completing three Comprehensive Program Reviews, it is still very difficult to connect this report to concrete decisions made regarding the budget/resource allocation process. The opacity of this process is rather discouraging and bewildering.**

XVI - 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).

In the last three academic years, the Biology program had higher success rates and year-to-year persistence rates than the College overall (6-9% higher and 7-15% higher, respectively).

The main trend appears to be continued demand for Biology courses. Successful lab science programs have three absolute requirements to serve students successfully:

- 1. facilities, i.e. wet lab classrooms**
- 2. lab tech support, i.e. staff to set up and prepare lab reagents, equipment, etc.**
- 3. full-time faculty to anchor the program and provide administrative and institutional support**

We have set forth these program goals:

- 1. Develop standardized student AI use policy**
- 2. Map Biology course SLOs to PLOs and ILOs**

Goal 1 will improve authentic student learning and achievement to prepare them for transfer or a career path. Goal 2 will help ensure students enroll in quality courses.

Program goals rely heavily on accurate institutional data. It is our sincere hope that the College continues to improve the quality and reliability of data regarding the student metrics requested in this report. Doing so will help the Biology program meet their stated goals, benefit all areas of the College, and enable us to serve students well in their education.

XVII - ATTACH FILES

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