

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : George Mendoza

Division: Division 50 - Career Technical Education

Department: Construction Management

II - CO-CONTRIBUTORS

- 1) Vins Chacko
- 2) Click or tap here to enter text.
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- 5) 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).
The 15-unit Construction Management series offers a focused curriculum to build skills relevant for employment in the modern construction industry. Comprehensive support in a welcoming inclusive environment is all but guaranteed with in-class, hyflex and asynchronous formats allowing for maximum flexibility to the entire spectrum of students. Courses offered satisfy non-majors seeking GE credits as well as those looking to transfer to 4-year institutions, and especially those pursuing a new career or advancement in the construction industry equipped with the *Certificate of Achievement*. On day 1 of instruction students are informed they are entering an industry forecasted to approach 2.24 trillion U.S. dollars by 2027 in the United States alone – opportunities to find meaningful contributions to society are essentially limitless.
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)
Only one annual update was located (2024 to 2025). A part-time instructor was hired for the Fall 2025 semester and successfully completed CMGT 101 and 102 courses

- (complementing CMGT 103 facilitated by another part-time instructor).
3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).
During the 2022-23 timeframe, only 4 courses were offered. That increased to 8 courses during the 2024-25 timeframe, a 100% increase that aided the logical sequence of classes needed to achieve the Certificate of Achievement (though has not entirely corrected this problem).

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?
2024-25: 71% vs 73% (2% lower)
2023-24: 65% vs 72% (8% lower)
2022-23: 55% vs 72% (17% lower)

The trend over 3 years suggests the CM program has been aggressively progressing to not just catch-up with the college average (just 2% lower in 2024-25) but overtake it by a healthy margin by 2025-26. The CM "*Course Success - %*" is increasing at a faster rate year-over-year when compared to the college average over the same 3 years.

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.
2024-25: 81% vs 62% (19% *HIGHER*)
2023-24: 79% vs 62% (17% *HIGHER*)
2022-23: 53% vs 61% (8% lower)
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 CM program overtook Gavilan's average in 2023-24 and maintained a consistent lead in 2024-25 with a modest 2% increase. This implies outreach efforts and transfer pathway establishments (created by the Career Education and Workforce Development Division) began to pay off by the end of 2022-23 and maintained gains moving forward.

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)?
Using the data as a guide we can deduce that for every 10 students added we can expect an improvement of just over 1%. If the department continues to add a minimum of 50 students year-over-year (as has been the trend), we can reasonably expect to see a success rate of 78% for 2025-26, and potentially over 80% for 2026-27. All the while maintaining a healthy lead over the college which was achieved in 2024-25. Our strategy of offering courses in multiple formats as well as faculty representative of the modern industry will facilitate this steady progressive improvement.
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)
2022-23 – 56
2023-24 – 123
2024-25 – 182 (3-yr increase of 22.5% vs Gavilan's 27.8%)

Students in the CM program continue to outpace overall enrollment of the campus. This increasing success rate will not just catch-up with the college average (just 2% lower in 2024-25) but is trending to overtake it by a healthy margin by 2025-26.

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 addition of a part-time faculty member as well as regular participation in Job Fair/Community Professional Development events continues to drive the positive results reflected in the data.
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 addition of a full-time faculty member as well as continued outreach efforts supported by the "Skilled Trades and Industry Success Team" will help push this effort in the direction currently trending. In response to the predicted shortage of "skilled craft professionals" (per the U.S. Department of Labor) the CM department is exploring the creation of an NCCER certification program - a training and credentialing program designed to provide rigorous and relevant construction education that provides career opportunities (and/or advancement) to a diverse student cohort.

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)?

The data implies a dramatic increase of students across all races/ethnicities (Black, Latinx, Filipinx, Asian, Native American, Pacific Islander & White) in the 2023-24 and 2024-25 time frames. In 2024-25 all groups were within 4% points of each other with Black, Latinx, Filipinx leading. The continued efforts from faculty to engage students from all backgrounds and the support from the *Skilled Trades and Industry Success Team* will continue to pay dividends in rising success rates.

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)?

2022-23 – 38% Success for Online/Hybrid only (1 section) VS

2022-23 – 55% Success for all sections (x4 including Online/Hybrid)

2023-24 – 93% Success for Online/Hybrid only (2 section) VS

2023-24 – 65% Success for all sections (x5 including Online/Hybrid)

2024-25 – 90% Success for Online/Hybrid only (3 section) VS

2024-25 – 71% Success for all sections (x8 including Online/Hybrid)

With the increase in sections offered for Distance Education for 2023-24 and 2024-25 the success rate has remained at or above the 90% success range (helping to push up the success rates for the other formats offered). Increasing the Online/Hybrid modality broadens the availability of CM courses to students allowing for greater flexibility and opportunity for success. The Construction Management student target population is typically employed full time. Offering content in multiple modalities ensures equity to the typical CM student. The department continues to explore face-to-face opportunities that we can provide to high school graduates pursuing the transfer pathway.

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 hiring of a Latino part-time faculty and having that individual participate in multiple professional development events and job fairs (representing Gavilan's CMGT program) will attract interest from a diverse pool of prospective students.

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? Continued participation in professional development events and job fairs in addition to offering asynchronous/hybrid sections and the implementation of an NCCER standardized construction training and credentialing program.

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? YES
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?

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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?

NA per PIPR co-chair

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.

Gavilan's ILOs represent a commitment that every Gavilan graduate will have the opportunity to gain knowledge, skills, and personal capabilities throughout their studies and experiences. The CMGT class SLO's hit the mark for several ILOs as follows:

- ILO A (Employ quantitative reasoning to solve problems)
 - CMGT 102 SLO 1) Recognize the application of virtual construction and modeling in the design and construction industry.
 - CMGT 102 SLO 2) Analyze construction documents for planning and management of construction processes.
 - ILO B (Read, write, speak and listen analytically)
 - CMGT 101 SLO 2) Prepare an overview of the essential elements associated with the construction profession.
 - CMGT 104 SLO 1) Summarize the overall organization, specific purposes, and information provided in standard construction specifications.
 - ILO D (develop job readiness and pursue career goals).
 - CMGT 102 SLO 2) Analyze construction documents for planning and management of construction processes.
 - CMGT 102 SLO 3) Apply the principles and concepts of 2D construction graphics and 3D modeling.
 - CMGT 104 SLO 2) Apply the ability to read 2D building plans and project specifications.
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?

NA per PIPR co-chair

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).

The CM department is in early development planning of a training and credentialing program designed to provide rigorous and relevant construction education that provides career opportunities (and/or advancement) to a diverse student cohort. Specific certifications being considered include OSHA 10 and 30hr, competent person (Fall protection, Trenching/Excavation), ACI and ICC certifications.

2. Provide your plans to either inactivate or teach each course not taught in the last

three years (200 words or less).

N/A

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).

2022-23 – 38% Success for Online/Hybrid only (1 section) VS

2022-23 – 55% Success for all sections (x4 including Online/Hybrid)

2023-24 – 93% Success for Online/Hybrid only (2 section) VS

2023-24 – 65% Success for all sections (x5 including Online/Hybrid)

2024-25 – 90% Success for Online/Hybrid only (3 section) VS

2024-25 – 71% Success for all sections (x8 including Online/Hybrid)

The data indicates that increasing access to the CMGT content via asynchronous and Hybrid modalities has a positive effect on success rates. Success rates has remained at or above the 90% from 2023-24 to 2024-25, for Online/Hybrid offerings. An increase in Online/Hybrid modalities will not only make CMGT courses more accessible to students at large but reinforce increasing success rates currently trending.

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: 2023-2024

Number of Full Time Faculty: **0**

Number of Part Time Faculty: **3**

Number of Full Time Classified Professional: **0**

Number of Part Time Classified Professional or Student Worker: **0**

Number of Full Time Manager, Confidential or Administrator: **0**

Number of Part Time Manager, Confidential or Administrator: **0**

Select Year 2: 2024-2025

Number of Full Time Faculty: **0**

Number of Part Time Faculty: **3**

Number of Full Time Classified Professional: **0**

Number of Part Time Classified Professional or Student Worker: **0**

Number of Full Time Manager, Confidential or Administrator: **1**

Number of Part Time Manager, Confidential or Administrator: **0**

Select Year 3: 2025-2026

Number of Full Time Faculty: **0**

Number of Part Time Faculty: **2**

Number of Full Time Classified Professional: **0**

Number of Part Time Classified Professional or Student Worker: **0**

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)
None
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.**

Select Year 1 :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)?*56

Total Allocation (Irrespective of Funding Source): \$12,454

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$12,454

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)?*123

Total Allocation (Irrespective of Funding Source): \$43,002

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$43,002

Select Year 3: 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)?*182

Total Allocation (Irrespective of Funding Source): 38,355

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

Unrestricted General Fund: ☒
Grants & Categorical Programs: ☒
Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$23,328

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)
Marketing, classroom instruction and equipment purchases for an instructor
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)
We will need to invest in a classroom with all construction software and drawing tables.

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)**
Gavilan college is partnered with the guided pathway team and the strong workforce grant to implement program expansions.

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)**
NCCR plans and additional certifications, logically sequenced classes allowing for the completion of CMGT series and award of *Certificate of Achievement*
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)**
Increased access and flexibility to students who must maintain jobs or care for family.
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**
It should be noted that there was no record of Gavilan awarding the CMGT *Certificate of Achievement* in the time frame captured by this review. Without the addition of a full-time faculty member, the risk of not being able to offer CM courses logically sequenced will continue to hinder students' ability to attain the *Certificate of*

Achievement (the chief reason this certificate has not been recently awarded/earned).

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):** Add one Full-Time faculty member
- Alignment to Strategic Goal **Goal 2: Equity, Access, and Inclusion - With equity at the forefront, build inclusive spaces and curriculum that honor, support, and respect diverse student populations.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
No direct connection
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Mission statement, “...*equitable access and comprehensive support in a welcoming inclusive environment...*”
- Proposed Activity to Achieve Goal: Hire Full-Time faculty
- Responsible Party (One Sentence limit): Dean
- Timeline to Completion: Semester/Year: Fall 2026
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Reporting additional staffing capabilities in 2026-27 Annual Program Review.
- **Goal (One Sentence Limit):** Maintain persistence rates above 80%.
- 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*):
No direct connection
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Mission statement, "...*Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning...*"
- Proposed Activity to Achieve Goal: In addition to hiring a Full-Time faculty member, survey students and ensure they are regularly connecting with the *Skilled Trades & Industry Success Team*.
- Responsible Party (One Sentence limit): Dean and faculty
- Timeline to Completion: Semester/Year: Fall 2026
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Compare the persistence rates in 2025-26 to 2026-27.
- **Goal (*One Sentence Limit*):** Implementation of an NCCER certification program
- Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development - To prepare students with the skills and knowledge needed to thrive in the evolving job market.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
No direct connection
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Mission statement, "...*We prepare students for transfer success, career advancement, and meaningful community participation.*"
- Proposed Activity to Achieve Goal: In addition to hiring a Full-Time faculty member, partner with institutions such as NCCER to create and implement the program.
- Responsible Party (One Sentence limit): Dean and faculty
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Reporting engagement and partnering with NCCER in 2026-27 Annual Program Review.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): Full Time Faculty Member
2. Request amount: **\$120,000**
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)1.
5. Is this a one-time or ongoing expense? Ongoing
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?

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

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)

Faculty will assist with transfer agreements, internship and job development for the Construction Management program. The addition of 1 full-time faculty member will help with ownership of the program and avoid losing part-time faculty to their full-time jobs and special assignments. A full-time faculty member can be dedicated to day-time class offerings and dual enrollment expansion with neighboring school districts.

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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? The dean and CTE counselor provide guidance. Having a full-time faculty for the division will help with this and employer engagement.
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. The increasing difficulty of providing classes in a logical sequence with only part-time faculty will only stifle the upward success & persistence trends illustrated in sections III (1, 3), IV (1, 2, 3, 4, 5, 6, 7), V (1, 2), VIII (1, 3), XII (1, 2, 3) above.
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? Part-time faculty currently engaged in the construction industry (current full-time job) or special assignments are challenged to provide a full-college experience students are entitled to. The department is also on the verge of high turnover and strained in sustaining the CM program with part-time faculty. The addition of a full-time faculty member would help to alleviate these challenges.
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? There are at least 5 students that intend to earn the CM Certificate of Achievement in May 2026 and several more that would be eligible by years end. One student (Erelín Muñoz) was accepted to Chico State and will start in 2026 (attachment). Another student (Caden Filice) recently started with the IBEW apprenticeship program in February 2026 (attachment).
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. I had a great deal of support from Hazel De Ausen and Veronica Andrade (it would have been IMPOSSIBLE for me to have completed this review without their help). I absolutely commend them for their patience in walking me through the statistical data!

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).

The Construction Management (CM) program has enjoyed higher jumps in success rates over the period of interest for this review (6% from 2023-24 to 2024-25 VS Gavilan's 1%). The CM persistence rate is higher (81% vs 62% in 2024-25) than the college average. Even more dramatic is the WSCH 3-yr% of 230% for the CM department vs 13% for the college. The CM's productivity rate is only 65% over this same period with only a WSCH to FTEF ratio of 341 in 2024-25 - far lower than the desired 500 to 590 productivity rate (Gavilan was well above at 782 in 2024-25). This data exemplifies the desperate need for the addition of a full-time faculty member.

The data clearly demonstrates an explosion of interest for CM courses over the period analyzed for this review.

Division 50 has set forth the following program goals:

1. Add one additional faculty member (improving the productivity rate as WSCH continues to increase by at least 50% year over year over the last 3 years).
2. Maintain persistence rates above 80%
3. Implementation of an NCCER certification program (training and credentialing program to provide career opportunities to Gavilan students).

Goal 1 and 2 will keep up with the upward trends seen across the board in the CM department and maintain high quality content for students. Goal 3 is highly representative of Gavilan's ILO D – developing job readiness and pursuit of career goals

The Construction Management Department is ready to move forward with the above goals to continue providing relevant construction education to Gavilan students.

XVII - ATTACH FILES

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