

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Jacqueline Gamboa

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Ethnic Studies

II - CO-CONTRIBUTORS

- 1) Jacqueline Gamboa
- 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 Ethnic Studies program supports the Gavilan College mission by strengthening student relationships, building community partnerships and providing culturally relevant pedagogy that fosters diversity, equity and inclusion. Students learn about the diverse contributions of Chicanas/os, African Americans, Asian Americans, and Native Americans in the United States. In addition, students learn important academic and life skills that support their higher education and career goals, such as research, reading and writing skills, building community relationships, critical thinking skills, and cultural competency. Ethnic Studies program hosts workshops and guest speaker series with local organizations and community leaders to share their experiences and knowledge around resources, career opportunities and social justice topics. Through campus partnerships with the Dream Resource Center, Higher Aspirations, counseling, student services, Peer Mentoring, and mental health services, students are also provided with academic and personal resources to support their personal needs and career goals. Studies on Ethnic Studies have shown to increase student attendance, retention and graduation rates. The Ethnic Studies department hired the first full-time Ethnic Studies

faculty, which will help with continuity, scheduling, growth, and development of program and degree pathways for students.

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)

The program review was previously part of the Social Science department wide program review. The goals and comments are listed:

Goal 1: Engage in Dialogue Days

Social Science faculty 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

Social Science faculty supported the findings of Dr Debbie Klein's sabbatical research 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 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 have completed the GOTT programs to enhance our online courses and attended campus-wide workshops.

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

Social Science faculty 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 goal was met in some areas while other departments had decrease success rates. We will continue to have department meetings to generate ideas and strategize for improvements across our departments.

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

The Ethnic Studies program has changed in past three years with the Area F: Ethnic Studies requirement, the Cal-GETC requirement, the Associate Degree for Transfer (ADT), and the hiring of the first full-time faculty in Ethnic Studies. The Ethnic Studies program has grown significantly in the past three years because students are required to take 3 units of Ethnic Studies as part of their graduation and Cal-GETC transfer process. Therefore, the need for more Area F courses has been a challenge as it takes time to develop and gain approval from the state. We currently have three courses, which two are cross listed in history and sociology. However, we have new courses that are currently waiting for approval. In addition, the guidelines for the Associate Degree for Transfer (ADT) have been approved in Chicana/o and Latina/o Studies, African American Studies, Asian American Studies, and American Indian Studies. The Transfer Model Curriculum for comparative Ethnic Studies has not been approved, but that would be another possible ADT for future students. These transfer degree pathways will provide students with opportunities to pursue a bachelor's degree. The new full-time Ethnic Studies faculty is developing new courses to fulfill the ADT for Chicana/o Studies. However, there is a need to hire additional faculty experts in Asian American Studies, African American Studies and Native American Studies to develop courses.

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?

Ethnic Studies course success is higher than the campus success rates. In the last three years the trends vary between 4 – 7% above the campus success rates. The student headcount has doubled, and the trend continues to be above the campus success rates. The data is not surprising as studies on Ethnic Studies show that the courses increase student retention, attendance, and persistence.

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.

Currently the persistence rates for Ethnic Studies are 10% above the college

persistence. However, the department had higher persistence last year and it decreased slightly. The trend may be explained with the fact that our headcount doubled, so there are more students taking the class which lowers the persistence. Nonetheless, Ethnic Studies has high persistence in comparison to the campus retention and persistence rates.

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.

Ethnic Studies focuses on culturally relevant and humanizing pedagogies that creates a sense of belonging and culturally competency among students. In addition, the courses develop students' academic and life skills, so they are better prepared for the world. The data suggests that these courses support students' academic performance and persistence in college.

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)?

The Ethnic Studies discipline is new, so there hasn't been a set course success rate. However, we strive to reach the college's success rates at a minimum. We have achieved the goal by being above the success rates. We plan to achieve these goals by creating more in-person and hybrid options where students are part of the campus and they can access support services.

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)

In the last three years we increased from 173 students (2022-2023) 385 students (2023-2024) and 794 students (2024-2025). We have had an increased number of students who are now taking the courses as a result of the required 3 units in Ethnic Studies.

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

We have done a good job of supporting student success and retention in the past three years even though we didn't have a full-time faculty at the time. Overall, the student success and retention rates have been above the campus rates, so we will continue to set goals to increase our success and retention rates through scheduling strategies and partnering with campus services and programs.

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 trends have been positive and the need for more campus visibility and partnerships is vital for the success and retention of students. As a new department, it is important to develop future partnerships across student support services so students are connected to

vital programs that will support with basic needs, student engagement, mental health services, and counseling.

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)?
In examining that data around Black, Latinx and Filipinx students, the data shows that they have consistently been above the campus success rates by 5-9% in the last three years. However, when analyzing the data closer, Black and Filipinx students' success rates are lower than the campus rates. The headcount for Black students is low, and as a discipline it would be important to consider having in-person courses in African American Studies and developing Umojo program for student retention. The data for Asian, Native American, Pacific Islander, and White, students are also above the campus success rate by 4% in the past three years. The male success is 1-2% above the campus wide success in the past three years. It would be vital to work with important established programs on campus, such as Higher Aspirations, EOPS, the Dreamers Resource Center, Puente, and Accessible Education Center to provide students with important resources and support systems.
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)?
In the past three years there has been more online than in-person courses. We also encourage faculty to take courses to improve their online teaching practices, especially around Artificial Intelligence, student engagement, universal design for learning, and assessments. We are working in having more in-person and hybrid options for students as it directly connects students to a campus community and services.
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.)*

As a new discipline on campus, we have partnered with the Dreamers Resource Center to support guest speakers and film screenings. In addition, we worked with the counseling and student liaison to bring guest speakers and organize a first-generation event for students. In addition, we have provided professional development workshops on Ethnic Studies, anti-racism, equity, and inclusion. We have also partnered with local community organizations to host workshops and presentations on cultural presentations for the campus. We are also developing more courses and future degree pathways in Chicana/o Studies, African American Studies, Asian American Studies, and Native American studies. We have also supported professional development opportunities for conferences, such as Colegas and National Conference on Race and Ethnicity. We hope to continue to work with Higher Aspirations and the CAP Peer Mentors to organize cultural events and field trips.

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 will continue to partner with campus programs to support students' academic and personal needs. We will also work with local organizations, so students are connected with community events, programs, and resources. We will encourage faculty to attend professional development workshops and conferences, especially with an increase funding for faculty. We will also hire faculty who are collaborative and have a student equity focus.

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? NO
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?

We plan to encourage part-time faculty to submit SLO assessments at the end of the semester. We will create a SLO form that they submit to the discipline lead and the full-time faculty will update on CurriQunet. The Full-time faculty will receive training and will update the SLO's from when they started their contract.

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?
We currently don't have data, but we will work with faculty in the future to collaborate on curriculum and assessments.
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.
We have not measured this data as a discipline since the program reviews were completed within the Social Science department. Our discipline will develop PLO's and ensure that they align with the ILO.
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 have not measured the SLO success outcomes as discipline, but we will have SLO assessment for fall 2025. We don't have SLO data, but based on our student success rates, we have met the success rates of the college.

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 currently have courses that are being approved by the state which includes Introduction to Asian American Studies, and Introduction to Ethnic Studies. In addition, we are submitting for the following new courses: Chicana Feminism, Chicana/o History I, Chicana/o History II, Chicana/o Culture, Filipinx Experience, and Chicana/o Health. We will also submit for the ADT in Chicana/o Studies.
2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
There are no current plans to inactivate classes.
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).

We only have three courses in our discipline, but we are writing and creating more courses. We are working on providing a balanced modality in in-person, hybrid and asynchronous classes. We have had more online offerings, but we are moving towards offering more in-person classes with offerings throughout the day and at the Hollister and Gilroy location. In the future, we will have conversations around the degree offerings and class rotations. Due to faculty shortage, we have been unable to offer courses in dual enrollment or prison, but we are hoping to recruit faculty to teach more courses in various locations and modalities.

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: 1

Number of Part Time Faculty: 3

Number of Full Time Classified Professional: **Click or tap here to enter text.**

Number of Part Time Classified Professional or Student Worker: **Click or tap here to enter text.**

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Select Year 2: 2024-2025

Number of Full Time Faculty: 1

Number of Part Time Faculty: 3

Number of Full Time Classified Professional: **Click or tap here to enter text.**

Number of Part Time Classified Professional or Student Worker: **Click or tap here to enter text.**

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Select Year 3: 2023-2024

Number of Full Time Faculty: 0

Number of Part Time Faculty: 2

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: **Click or tap here to enter text.**

Number of Full Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to**

enter text.

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)
We have one full-time faculty, so most of the load falls into part-time faculty. We will need to hire faculty in Ethnic Studies as we currently have cross-listed courses with classes being taught by History and Sociology faculty. As we develop more Ethnic Studies courses, we expect to have a higher demand for Ethnic Studies faculty and faculty who can teach in-person and hybrid.
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)?* 1000

Total Allocation (Irrespective of Funding Source): 21,000

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): The funding needed to be spent by the end of 2025. The funding was spent on guest speakers, conference funding, and developing an Ethnic Studies logo. We will no longer have this Ethnic Studies grant as the money is not renewable.

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)?* 800

Total Allocation (Irrespective of Funding Source): 25,000

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): The funding was part of the Ethnic Studies grant given to the state. The funding was used to pay for guest speakers, professional development and conference funding. The money was not renewable.

Select Year 3: 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)?* 300

Total Allocation (Irrespective of Funding Source): 0

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): N/A.

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

The resources centered on the support of Ethnic Studies and the implementation of the new Area F: Ethnic Studies courses. The resources were used in establishing the discipline and providing professional development training for the campus regarding the new graduation requirements. In addition, the grant funds were used for cultural events that centered the arts, and local community. Therefore, the grant supported completion rates for students and their success in graduating and transferring.

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 were given a one-time grant, so we are hoping that we will also have funding for future events. Currently, our discipline does not have an annual budget, but we are hoping that the division will provide an equivalent amount to other disciplines in our area. The budget is limited, so we are planning to create a student club and partnering with other programs and initiatives on campus.

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 will partner with Student Equity Committee, Dreamers Resource Center, CAP Peer Mentoring, Higher Aspirations, and Puente program to continue to improve student success. The partnership has focused on student centered and cultural events on topics currently affecting community and helping students graduate and transfer. In the next three years, we would like to focus on creating career panels, field trips to local universities, professional development workshops, implementing peer mentors in the classroom, and cultural events.

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 program has more opportunities at the moment as there has been investment from the state in Ethnic Studies. The largest opportunity is that there are guidelines for the Associate Degree for Transfer (ADT) have been approved in Chicana/o and Latina/o Studies, African American Studies, Asian American Studies, and American Indian Studies. The only threat would be the current political climate, but the department of Ethnic Studies has been resilient since the 1960's even in times of economic challenges. There is campus-wide support for Ethnic Studies, so there are currently more opportunities for students to transfer and have career opportunities when they graduate.

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)**
Remote instruction has opened the door for students who are academically prepared for college and who may have challenges attending in-person classes. Remote learning has positive outcomes for students who need the courses for graduation, work full-time, and/or have smaller children. We need to offer online courses and encourage faculty to attend professional development courses in effective online teaching practices, especially with the rise in Artificial Intelligence and class integrity issues.

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

The economical and political climate has been affecting the campus enrollment, which has an impact on our classes. There have been low-enrolled classes throughout the campus, including some of our in-person classes. We need to be more flexible and strategize with our class offerings and the course selections. We are also limited with in-person courses as there are only a few classrooms available. We have to work across various disciplines to ensure variability and collaboration with room assignments, which challenges our department from having prime time classes. The other challenge is finding faculty to teach in-person because the campus is further from larger cities. We are working with the Dean to have an open cycle for adjuncts to apply, while also working with local universities for recent graduates in master and doctoral programs.

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*):** Create 4 new courses in Ethnic Studies.
- 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*): **Click or tap here to enter text.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Students will be able to have more course options and offerings with new courses being developed in Ethnic Studies, which provides academic and career pathways for students to graduate and transfer.
- Proposed Activity to Achieve Goal: Create courses that align with the ADT in Chicana/o Studies and collaborate with the Ethnic Studies Council to develop new courses in Ethnic Studies.
- Responsible Party (*One Sentence limit*): Full-time faculty in Ethnic Studies.
- Timeline to Completion: Semester/Year: Spring/2028
- How Will You Evaluate Whether You Achieved Your Goal (*Two sentence Limit*): When the courses are approved by the campus and state.

- **Goal (*One Sentence Limit*):** Create the Associate Degree of Transfer in Chicana/o Studies.
- 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*): **Click or tap here to enter text.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: The ADT certificate will provide students the opportunities to obtain a degree and reach their academic goals.
- Proposed Activity to Achieve Goal: Create new courses and once approved, submit for the ADT certificate.

- Responsible Party (One Sentence limit): Full-time faculty in Ethnic Studies.
- Timeline to Completion: Semester/Year: Spring/2029
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
When the degree is approved by the state.

- **Goal (One Sentence Limit):** Collaborate with campus partnerships to organize cultural events, and professional development opportunities.
- Alignment to Strategic Goal **Goal 4: Community Engagement and Partnerships - To increase community engagement and enrollment through strategic outreach, effective marketing campaigns, and collaborative partnerships.**
- 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: Partnership with campus programs, such as Student Equity, CAP Peer Mentors, Higher Aspirations, and professional development committee.
- Responsible Party (One Sentence limit): Full-time Ethnic Studies Faculty and part-time faculty.
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
List the number of events, and professional development workshops that were offered.

- **Goal (One Sentence Limit):** Increase marketing of courses and career opportunities of Ethnic Studies program through website and outreach material.
- 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*):
Click or tap here to enter text.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Students should be aware of how a degree in Ethnic Studies will provide them with career opportunities in the future.
- Proposed Activity to Achieve Goal: Create a pamphlet with Ethnic Studies courses, degrees, and career opportunities. Then, revise the website for students to access the information about Ethnic Studies courses, degrees, and career opportunities. Market the Ethnic Studies program at campus events and local community events.
- Responsible Party (One Sentence limit): Full-time Faculty in Ethnic Studies.
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
Through the creation of a pamphlet, updating the website, and promoting program at events.

- **Goal (*One Sentence Limit*):** Create an SLO form for part-time faculty and updating the SLO's on CurriQunet.
- 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*): **Click or tap here to enter text.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: SLO's are important to assessing students and our learning outcomes as well as for accreditation.
- Proposed Activity to Achieve Goal: Attend workshop on CurriQunet, create SLO form for part-time faculty and update information on CurriQunet.
- Responsible Party (One Sentence limit): Full-time Ethnic Studies faculty and part-time faculty.
- Timeline to Completion: Semester/Year: Fall 2026
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): We will have all the updates on CurriQunet by Fall 2026.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): Jacqueline Gamboa
2. Request amount: \$100,000 Full-Time Faculty
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*). *The request aligns with the goal of creating new courses and the goal of developing an ADT in Chicana/o Studies.*
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)

Ethnic Studies is a growing and demanding field that has now established a statewide Ethnic Studies Council to support with the development and implementation of the Area F requirement, compliance with the graduation and transfer requirements, and the development of the Associate Degree of Transfer for Chicana/o and Latina/o Studies, African American Studies, American Indian Studies, and Asian American Studies. We will need a full-time faculty to support in the creation of new courses in Area F, and the development of an ADT in Chicana/o Studies. We currently have five part-time faculty who are teaching courses in Ethnic Studies, which is not sustainable as part-time faculty are limited in availability and commitment in designing a program and degree pathways. A full-time faculty will help to build the degree pathways in Ethnic Studies, develop campus and community partnerships, and contribute to an equity focused climate on campus. Community colleges throughout the state have hired additional full-time Ethnic Studies positions due to the demand for Area F: Ethnic Studies courses. Currently, we have 3 courses, 13 sections, and awaiting approval of 2 courses at the end of Spring 2026. In addition, we are submitting new courses by the end of the Spring 2026, so the

number of course offerings are increasing, while resources are limited with one full-time faculty. In considering for another full-time Ethnic Studies position, we hope that this will help us to expand at the Hollister location, and open dual enrollment courses.

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? Ethnic Studies faculty have provided professional development workshops to the campus around anti-racism, immigration, and Ethnic Studies.
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. An additional full-time faculty will help us in supporting the academic and career opportunities for students. Students will have more course offerings and a degree pathway, which will support student success and transfer degrees. In addition, having additional faculty will contribute to the overall campus environment by building partnerships with campus programs and coordinating cultural events on campus.
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 are building partnerships with the local universities, such as San Jose State University and UC Santa Cruz to recruit faculty in graduate programs. We also work with the Ethnic Studies Council that is a statewide group to connect and network with Ethnic Studies faculty seeking employment opportunities. Finally, we attend professional learning opportunities and conferences to connect with faculty that are seeking employment opportunities.
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? N/A.
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. N/A.

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 Ethnic Studies discipline has experienced significant growth with the new Area F: Ethnic Studies Requirement and the development of the Associate Degree of Transfer (ADT) in Chicana/Latina Studies, African American Studies, Asian American Studies and American Indian Studies. The goals of the Ethnic Studies discipline are to create new Area F courses and develop an ADT in Chicana/o Studies (future will consist of fulfilling the ADT in the other Ethnic Studies areas). These courses and degrees will be vital to supporting students' success in graduation and transfer.

As a new developing program at Gavilan College, we have also set the goal of increasing our visibility to students and faculty. Students need to learn about our courses, degrees and career opportunities by creating marketing material, updating website, and outreaching at campus events.

Another important goal is building campus partnerships and relations with the local community. We are working with various campus organizations to host guest speakers and workshops, such as the student equity committee, Higher Aspirations, CAP Peer Mentors and Dreamers Resource Center. In addition, we connect students to services, such as the mental health counselors, academic counseling, accessible education center, El Centro, and associate government. We will also partner with Ethnic Studies programs at San Jose State University, UC Berkeley, and UC Santa Cruz, where we can create a pipeline for students to transfer to four-year universities. These relationships and partnerships are important for student success, retention, persistence, graduation, and transfer.

Finally, the Ethnic Studies discipline will need additional full-time position in the next three years as the program grows and develops a degree pathway for students. This is vital to the sustainability of the program, implementation of the Area F requirement, and creation of the ADT degree pathway.

XVII - ATTACH FILES

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