

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Math faculty

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

Department: Natural Sciences

II - CO-CONTRIBUTORS

- 1) Elena Dachkova
- 2) Sejal Dharia
- 3) Marla Dresch
- 4) Erik Medina
- 5) Jennifer Nari
- 6) Raylene Potter

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 Mathematics program is one of the five-degree programs in the Natural Sciences Department. The program offers A.A. and A.S. - T degrees in Mathematics. The program offers transfer level courses for STEM and non-STEM majors.

- Any Gavilan student with the goal of degree or transfer must complete math
- Support classes for STEM, B-STEM, and non-STEM courses
- Academic support for math – Math Lab, STEM Center, Embedded Tutoring
- STEM support – academies, STEM counselors, faculty mentoring
- Student clubs
- Career exploration – internships
- Hollister Learning Resource Center

- Expansion of math offerings on the Hollister campus
 - Implementation of "Pathways to Calculus"
 - Common course numbering: wrote and implemented STAT C1000, streamlining statewide transferability into university system
 - (Pending) Three calculus courses, business calculus, and finite math are close to implementation into common course numbering
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)

a) Increase the number of students completing calculus sequence by 10% using Fall 2019 baseline.

--There is room for improvement. The numbers of successful students in Math 1A transitioned from 99 to 95 to 98 in the past three years. Success percentages have gone down from 74% to 68% to 57%. The downward trend is possibly due to underprepared students from compliance with AB 705/1705.

b) Improve onboarding process around math placement

--We had a calculus and precalculus onboarding/orientation in August 2025 and another one for Math 25 in January 2026. The catalogue shows more detailed information about bootcamps. Messages and flyers have been sent to classes through instructors and the STEM Center about these bootcamps. There has been improved counseling regarding placement, with two designated STEM counselors.

c) Explore different modalities for STEM and SLAM math courses (e.g. flipped classrooms, hyflex, asynchronous offerings of Precalculus/Calculus)

--We have explored these and come to the conclusion that asynchronous and online synchronous often don't work effectively for most math courses at Gavilan. However, some instructors would like to explore other ideas such as flipped classrooms. Additional paid training is available to instructors. Hybrid stats has worked well for some instructors. We still have asynchronous stats courses, but we need to explore options to mitigate cheating on exams with AI. One possible thought is to require students to take exams in person, therefore converting fully asynchronous to a hybrid format.

d) Investigate open-source textbooks options for possible implementation into our courses

--Several math instructors have used open-educational resources extensively.

Other instructors have interest but need time to develop such course materials. One option is to apply for an OER grant if available and to allow instructors semester release time to make curriculum changes.

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

Yes. We have more support courses and have pathway courses now. We have changed our onboarding process. (See above.)

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?

The math success rates have been fairly constant in our department. They went from 61% to 62% to 63% over the past 3 years 2022-23, 2023-24, and 2024-25. Campuswide, the success rates were 70%, 69%, and 71%. (Note: all of these percentages exclude the data from Coyote Valley.) As a comparison to the past, note that the math success rates in 2019-20 and 2020-21 were 61.8% and 63.1%, versus 70.4% and 70.3% campuswide in those years. Thus, there were no major surprises.

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

The fall-to-spring persistence percentages for math were 82% (2022-23), 81% (2023-24), and 80% (2024-25). The percentages for Gavilan were 61%, 62%, and 62%, respectively.

The percentages for math appeared to be relatively stable and higher than the rates for the school.

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.

We were pleasantly surprised about the high persistence rates for math. We believe they can be attributed to our multi-faceted wrap-around program which includes the STEM Academy, MESA, counseling, Math Lab, STEM Center, and LRC Hollister, as well as the willingness of faculty to meet and mentor students.

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)?

We have seen a small but steady increase over the 3-year cycle and would like to maintain or exceed a 63% success rate. To do so, we will offer bootcamps, support classes, and counseling for more appropriate placement.

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)

2036 in 2022-23, 2353 in 2023-24, 2672 in 2024-25.

Nearly all Gavilan students take at least one math course.

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

STEM Academy, MESA, Math Lab, STEM Center, bootcamps

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).

We've noticed that the success rates for calculus have declined in recent years. We will continue to offer bootcamps, support classes, and counseling/appropriate placement.

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)?

Over the past three years, success rates for these groups in our program have been roughly constant and similar to the success rates for the overall population in our program.

We have student clubs including SHPE (Society of Hispanic Professional Engineers) and SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science) that provide opportunities for growth for some of these groups. Examples include leadership conferences and networking events.

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)?

We examined asynchronous (internet delayed) data. In the past four years, success rates have progressed from 58%, 61%, 68%, to 77%, or a total change of 19%. We believe that some of this increase can be attributed to the increased use of artificial intelligence (AI).

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.)

A colleague within our department advised the Women in STEM Club, which sponsors diverse professional panels in various STEM fields. The MESA program organizes cultural events throughout the year.

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? **Club opportunities (see above) for students. For employee hires, there is an EEO committee on which a couple of our department members serve.**

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

The Mathematics program will bring SLO assessment into compliance by implementing a structured two-year assessment cycle ensuring 100% of active course SLOs are assessed, analyzed, and documented within the required timeframe. A designated faculty lead will track completion, facilitate norming discussions, and ensure results are entered into the college's reporting system. For high-enrollment and sequence courses (e.g., Pre-Calculus and Calculus), the department will use common assessment artifacts to support consistent measurement and disaggregated analysis. Closing-the-loop actions will be formally documented and revisited in the subsequent cycle to evaluate impact. SLO review will be embedded into regular department meetings and coordinated with Institutional Effectiveness to ensure alignment with ACCJC and college requirements.

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?
Click or tap here to enter text.
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.
Click or tap here to enter text.
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?
Click or tap here to enter text.

Since the SLO process in Curricunet was developed recently, this is a work in progress for our area.

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, not at this time. Since the implementation of AB 1705, we have implemented courses on college algebra, calculus support, and pathway to calculus.
2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
We will meet as a department to discuss this matter.
3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Yes, classes are offered in the appropriate sequence. They are offered on the main campus as well as in Hollister. We alternate between offering daytime and evening courses for precalculus and calculus. Our only distance-education offering is in statistics because we found that distance-ed did not work for other subjects.

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: **6**

Number of Part Time Faculty: **8**

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: **6**

Number of Part Time Faculty: **8**

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 3: 2025-2026

Number of Full Time Faculty: **5**

Number of Part Time Faculty: **8**

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**

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)

Over the past several years, reassigned time associated with STEM grant implementation reduced available instructional load within the Mathematics program, requiring redistribution of sections and increased reliance on part-time faculty to maintain offerings. With the discontinuation of the STEM grant, one full-time mathematics faculty member has returned to a full instructional load, which will temporarily increase scheduling capacity. However, this gain is offset by projected retirements: three full-time mathematics faculty will retire by the end of Spring 2026. The loss of these positions will significantly reduce full-time load and

increase dependence on adjunct faculty at a time when enrollment, FTES, and productivity have grown substantially. Over the next three years, without timely replacement hires, the department anticipates increased scheduling instability, reduced capacity for curriculum leadership and SLO compliance, limited ability to expand calculus offerings, and potential impacts to persistence and completion in STEM pathways.

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: 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)?* **1550**

Total Allocation (Irrespective of Funding Source): **\$811,081.00**

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **\$1,163,958.21**

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)?* **1793**

Total Allocation (Irrespective of Funding Source): **\$861,656.00**

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **\$1,188,684.79**

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)?* **1753**

Total Allocation (Irrespective of Funding Source): **\$1,240,777.58**

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **\$692,885.46**

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)
Resources are primarily salaries for full-time and part-time faculty.
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)
They do not appear to be in alignment as the program is not allocated a part-time faculty budget, so that account is always overspent.

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)
We had a STEM grant, but it was recently discontinued. We currently have an NSF grant that funds a program called Circle of Champions that helps students connect their social circles with their academic goals.

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)
AB 1705 has posed challenges for our program because our students are less prepared when they enter higher-level courses.
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)
The ability to record lectures under certain circumstances, meet students on Zoom, and hold classes on Zoom if campus is closed due to an emergency.
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)
The use of artificial intelligence on assignments. Ongoing challenges with AB 1705 and student preparation.

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

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.*

- **Goal 1 (One Sentence Limit):** Complete effective trainings to learn how to assess SLOs reliably and validly.
- **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*):
N/A
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **SLO assessment is important not only for assessing student learning but also for assessing the effectiveness of our instruction and curriculum.**
- Proposed Activity to Achieve Goal: **SLO trainings and work meetings**
- Responsible Party (One Sentence limit): **Math faculty**
- Timeline to Completion: Semester/Year: **Spring 2026**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
SLO data entered into Curriqunet for all math courses

- **Goal 2 (*One Sentence Limit*): Increase enrollment in math bootcamp courses and support courses by 10% compared to Fall 2025 baseline.** [Click or tap here to enter text.](#)

- 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*):
N/A
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Equip students with the fundamental skills for success in their upcoming math courses.**
- Proposed Activity to Achieve Goal: **Increased messaging to encourage students to consider enrolling in bootcamps and support courses.**
- Responsible Party (One Sentence limit): **Math faculty**
- Timeline to Completion: Semester/Year: **Fall 2028**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
Compare support course and bootcamp enrollment numbers in 2028 to those in 2025.

- **Goal 3 (*One Sentence Limit*): Develop a pre-semester bootcamp for statistics students.**

- 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*):
N/A
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Help students entering statistics gain prerequisite knowledge (eg., proportional reasoning) to set them up for success in STAT C1000 course.**
- Proposed Activity to Achieve Goal: **Creation of statistics bootcamp curriculum**

- Responsible Party (One Sentence limit): **Math and statistics faculty**
 - Timeline to Completion: Semester/Year: **Fall 2028**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
Offering of stats bootcamp in the next few years[Click or tap here to enter text.](#)
-
- **Goal 4 (One Sentence Limit): Increase the number of students completing calculus sequence by 10% using Fall 2025 baseline**
 - 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*):
N/A
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO
Results: **STEM degrees provide upward mobility for our students, particularly in our geographic area**
 - Proposed Activity to Achieve Goal: **Increased enrollment in Math 201A (calculus support) and Math 25 (pathways to calculus)**
 - Responsible Party (One Sentence limit): **Math faculty**
 - Timeline to Completion: Semester/Year: **Fall 2028**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
Compare calculus completion numbers for 2028 to those of 2025.
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- **Goal 5 (One Sentence Limit): Continue to investigate OER/ZTC textbook options for the math courses and double their usage by instructors teaching math courses.**
 - 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*):
N/A
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO
Results: **Assist students by removing financial barriers to success.**
 - Proposed Activity to Achieve Goal: **Hold informal math gatherings to discuss OER options, develop materials suitable to math courses at Gavilan, and promote their usage in the department.**
 - Responsible Party (One Sentence limit): **Math faculty**
 - Timeline to Completion: Semester/Year: **Fall 2028**

- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
Compare number of OER/ZTC offerings in 2028 to number in 2025.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): **Full-time Math Faculty**
2. Request amount: **\$100,000**
3. Type of Request: **Personnel**
4. Alignment to Goal(s) in section XIII (*enter goal from above*) **Goal 4: Increase the number of students completing calculus sequence by 10% using Fall 2025 baseline** Click or tap here to enter text.
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)

The request for one additional full-time mathematics faculty member is a strategic, goal-driven investment that directly supports Goal 4: increasing calculus sequence completion by 10%. This position addresses instructional capacity constraints, strengthens persistence across a critical multi-course sequence, supports AB 1705 implementation, and ensures mathematics can sustain the growth and momentum of Gavilan's expanding STEM pathways.

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? **Click or tap here to enter text.**
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. **Mathematics enrollment and productivity have increased significantly over the past four years, with unduplicated headcount rising 28.4%, enrollment increasing 22.7%, FTES up 21.5%, and productivity (WSCH/FTEF) increasing 28.4%, while total FTEF grew only 2.4%. During this same period, the percentage of full-time faculty decreased from 56.8% to 51%, and part-time load increased 17%, indicating growing reliance on adjunct staffing to absorb enrollment growth. Course success has improved modestly (61% to 64%), yet equity gaps persist, with Latinx students - who represent 71% of math enrollment - experiencing lower success rates (60%) compared to 72–85% for several other groups. To sustain enrollment growth, improve persistence (currently 80–82%), and close equity gaps, the department requires an additional full-time math faculty member to stabilize the calculus and transfer-level sequence,**

expand coordinated interventions, and lead data-informed instructional improvements. This investment directly supports the college mission by strengthening transfer pathways, increasing completion in high-demand STEM programs, improving equitable student outcomes, and advancing institutional goals for student success and degree attainment.

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? **Click or tap here to enter text.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? In addition to enrollment growth and improved overall course success, the Mathematics Department has achieved several notable accomplishments. Over the past four years, unduplicated headcount increased 28.4%, enrollment grew 22.7%, FTES increased 21.5%, and productivity rose 28.4%, while total FTEF increased only 2.4%, demonstrating the department's efficiency and responsiveness to demand. Course success improved from 61% to 64% overall, with measurable gains among Black, Latinx, and Filipinx students (58% to 61%), reflecting progress toward equitable outcomes. The department has also maintained strong fall-to-spring persistence (80–82%) despite enrollment growth. Additional milestones include expanded collaboration with other STEM programs, strengthened transfer-level access under AB 1705, and continued alignment of scheduling to support structured STEM pathways. These accomplishments position the Math program as a critical driver of student success and transfer in high-demand STEM disciplines.
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. **Click or tap here to enter text.**

XVI - EXECUTIVE SUMMARY

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 past three years our department has seen successes and challenges as we have

rebounded from the COVID-19 pandemic and adapted to the requirements of the AB 705/1705 legislation. Our enrollment numbers have consistently risen since 2022-23, just as has been the case school-wide, and our overall program success rates have been roughly constant, yet the success rates in first-level calculus, a critical transfer-level course for our students, have decreased, in part due to the difficulty of under-preparation of STEM students who are immediately enrolling into this course per compliance with legislation. We have striven to help students find success by launching a calculus support course (Math 201A) and a Pathways to Calculus course (Math 25) and by hosting faculty-led orientation events for students entering calculus and precalculus this past year. We have found that asynchronous and hybrid course offerings have not been ideal for most of our math courses, with the exception of a few, because of the benefits that in-person instruction can provide for individualized learning needs and because of the difficulties that overreliance on AI by students pose in an online learning environment.

As we enter the next three-year period, we have our sights set on improving success rates specifically in calculus; continuing to provide wrap-around support offerings such as bootcamps, support courses, embedded tutoring, and STEM counseling in order to improve student success; equipping ourselves as faculty to document SLO data using the updated CurricUNET technology; and continuing to make our course materials more accessible and affordable by increasing the use of OERs in our classrooms.

XVII - ATTACH FILES

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