

# COMPREHENSIVE PROGRAM REVIEW TEMPLATE

## I - MAIN

### Overview

Academic Year: 2025-2026

Originator: Michelle Jones

Division: Office of The President

Department: Office of the President

## II - CO-CONTRIBUTORS

- 1) Pedro Avila
- 2) Jennifer Dinis
- 3) Click or tap here to enter text.

## III - PROGRAM MISSION AND ACCOMPLISHMENTS

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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 Office of the President advances Gavilan College's mission by providing executive leadership that ensures equitable access, comprehensive institutional support, and a welcoming, inclusive environment that promotes student success and community engagement. The President's Office operationalizes the College mission through direct alignment with the College's Strategic Plan and Goals, accreditation standards, and continuous improvement processes.
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)  
**None listed**
3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).  
**NA**

## IV - STUDENT AND PROGRAM OUTCOMES

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### 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?

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

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.

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

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.

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

### 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)?

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

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)

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

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

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

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).

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

## V - EQUITY

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**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, the college has been focused on addressing disproportionate outcomes through institution-wide leadership, policy alignment, and resource prioritization. The office has strengthened equity-focused planning by establishing a more robust Office of Research and Planning, student success data into Board reporting cycles and strategic planning discussions, and a focus on student basic needs. The implementation of an Equity Framework and regular review of equity indicators has increased accountability and informed budget development, staffing priorities, and program expansion aimed at closing achievement gaps.

What has worked well is the development of the college's new Equity Framework that provides guidance for governance, policy, and college processes. This has elevated equity from an initiative to an institutional expectation. Increased collaboration between instructional and student services leadership has also improved coordination of targeted interventions and support services.

Areas that require continued attention include ensuring consistent implementation across divisions and improving real-time data accessibility for proactive intervention. Persistent gaps may be connected to structural barriers, resource limitations, and the need for culturally responsive engagement strategies. Additionally, increased training on cultural competence, anti-racism, and microaggressions.

Moving forward, the President's Office will continue to align resource allocation, policy development, and Board priorities with measurable equity outcomes, support innovation in instruction and student support services, and strengthen community partnerships to increase access, persistence, and completion for disproportionately impacted student populations.

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)?  
**Click or tap here to enter text.**
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 Office of the President plays a central leadership role in advancing the District's 2023 Equal Employment Opportunity (EEO) Plan by embedding diversity, equity, inclusion, and belonging into institutional culture, policy, and practice. The office models and reinforces the District's Principles of Community through transparent governance, inclusive decision-making, and consistent messaging that affirms the worth and dignity of every employee and student.

The President's Office partners closely with Human Resources, instructional leadership, and employee groups to strengthen equitable hiring practices, diversify applicant pools, and promote inclusive recruitment strategies. Leadership ensures that EEO principles are reflected in executive searches, screening committee training, and professional development opportunities focused on bias awareness, cultural humility, and equitable evaluation processes.

The office also supports campus-wide initiatives that cultivate belonging, including sponsorship and visible participation in cultural heritage events, diversity-focused forums, and community engagement activities. By elevating these efforts through Board communication and public advocacy, the President's Office reinforces institutional commitment at the highest level.

To increase diversity and inclusion, through the College Council Committee, guidelines were developed to help establish affinity groups that are officially recognized and supported by the college.

In reviewing institutional processes, the President's Office has identified barriers related to recruitment pipelines, advancement opportunities, and consistency in inclusive practices across divisions. In response, leadership has supported policy review cycles, strengthened participatory governance structures, and prioritized professional development aligned with inclusive excellence.

The President's Office ensures diversity within its own operations by fostering inclusive leadership practices, equitable workload distribution, and opportunities for

employee voice. Through strategic planning, accreditation alignment, and accountability measures, the office sustains a culture of civility, professionalism, and shared responsibility—advancing the district’s aspiration to be diverse, purposeful, inclusive, and equitable. Ample opportunities are provided to all constituency groups to provide feedback on college initiatives.

In 2025, the college hired a consultant from the RP Group to conduct a climate study. The Employee Campus Climate Survey focused on three main constructs: Empowerment and Agency; Diversity, Equity, Inclusion, and Accessibility; Safety and Security; and Trust and Confidence. Survey results were shared widely with all employees at the spring 2026 convocation. Areas for improvement are being addressed in 2026.

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? Consistent with ACCJC Standard I, the Office of the President will ensure that equity for historically underserved students remains central to the College mission, institutional planning, and continuous improvement processes. The President’s Office will strengthen the use of disaggregated student achievement and success data to inform strategic planning, program review, and resource allocation decisions. Will continue to be embedded in Board reporting cycles and annual evaluation of institutional effectiveness. These actions ensure that closing equity gaps is measurable, regularly assessed, and aligned with mission fulfillment. In alignment with ACCJC Standard IV, the President’s Office will provide ethical and effective leadership that supports equitable outcomes through policy development, shared governance, and Board oversight. The office will collaborate with Human Resources to improve Equal Employment Opportunity outcomes by strengthening diverse recruitment pipelines, ensuring bias-awareness training for screening committees, reviewing hiring and advancement data, and regularly evaluating the effectiveness of inclusive hiring practices. The President’s Office will also ensure that equity considerations are integrated into budget development, facilities planning, and institutional priorities. Through transparent communication, participatory governance, and ongoing evaluation of policies and practices, the office will sustain a culture of accountability and continuous improvement. By embedding equity into leadership, governance, and institutional effectiveness systems, the President’s Office advances both student success and workforce diversity in alignment with ACCJC Standards I and IV. A new Student Success and Equity Committee is being established in 2026. This committee will serve as a recommending governance committee with representation from all constituency groups.

## **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? Choose an item.
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? Choose an item.
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? Choose an item.
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? Choose an item.
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?  
**Click or tap here to enter text.**

## **VII - OUTCOME ASSESSMENTS**

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**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?

#### **Service Area Outcomes (SAO) Review and Improvement Plan**

Review of Service Area Outcomes data in CurriQunet indicates that while the President's Office is meeting expectations related to governance support, communication, and leadership responsiveness, there are opportunities to strengthen clarity of institutional communication and consistency in participatory governance processes. Based on assessment findings, the President's Office will implement the following improvements:

1. Enhance Communication Transparency (Implementation: 2025–2026 Academic Year)  
Develop a structured communication framework that includes regular campus updates aligned to Board actions, strategic priorities, and accreditation milestones. Success will be measured through annual employee survey results, governance feedback, and improved satisfaction ratings related to communication effectiveness.
2. Strengthen Governance Process Documentation (Implementation: Fall 2025)  
Standardize timelines and documentation for Board policy review cycles and shared governance consultation processes. Success will be measured by improved process clarity, reduced policy cycle delays, and positive feedback from participatory governance groups.
3. Improve Equity Accountability Integration (Implementation: 2025–2027 Planning Cycle)

Integrate equity metrics more explicitly into annual institutional effectiveness reporting presented to the Board. Success will be determined by documented use of disaggregated data in Board discussions and alignment of resource decisions with equity goals.

Through ongoing SAO assessment, annual review cycles, and documented continuous improvement actions, the President's Office will evaluate progress and adjust strategies as needed to ensure alignment with institutional effectiveness and ACCJC Standards I.B and IV.

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.

The Service Area Outcomes (SAOs) of the Office of the President support Gavilan College's Institutional Learning Outcomes (ILOs) by strengthening the institutional structures, leadership practices, and governance processes that enable student learning and development.

SAOs related to effective governance, policy oversight, and institutional planning directly support ILO A: Think Critically & Creatively. By modeling data-informed decision-making, requiring evidence in Board discussions, and embedding institutional effectiveness practices into planning and accreditation cycles, the President's Office reinforces a culture of inquiry, analysis, and informed problem-solving that undergirds student learning.

SAOs focused on transparent communication and participatory governance support ILO B: Communicate Effectively. Through regular campus communications, inclusive dialogue with stakeholders, and clear articulation of institutional priorities, the office promotes ethical, respectful, and context-responsive communication practices that are mirrored across the institution.

SAOs addressing equity leadership, community partnerships, and adherence to the Principles of Community align with ILO C: Practice Social Responsibility. The President's Office ensures that policies, resource allocation, and strategic initiatives advance ethical standards, civic engagement, and respect for diverse populations, reinforcing institutional commitment to social responsibility.

Finally, SAOs related to strategic direction, resource stewardship, campus safety, and workforce partnerships support ILO D: Cultivate Well-Being. By prioritizing student success, fiscal sustainability, and safe learning environments, the President's Office contributes to conditions that allow students to develop personal, educational, and career goals.

Through leadership, governance, and accountability systems, the Office of the President ensures institutional alignment between its SAOs and the College's ILO framework.

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?

Based on recent Service Area Outcomes (SAO) assessment data, the Office of the President is meeting its identified success outcomes related to governance support, policy coordination, and institutional leadership. Assessment results indicate strong performance in areas of Board support, accreditation alignment, and timely completion of institutional planning processes.

A consistent pattern in the results shows that processes directly managed within the office—such as Board agenda preparation, policy review coordination, and executive communication—meet or exceed expected benchmarks. However, assessment feedback suggests opportunities to improve campus-wide perception of communication clarity and consistency in participatory governance timelines.

These findings highlight that while structural processes are functioning effectively, stakeholder experience and transparency can be further strengthened.

Where outcomes fall slightly below expectations, improvement efforts will focus on enhancing communication systems, standardizing documentation practices, and increasing proactive engagement with campus constituencies. Planned actions include implementing a structured communication calendar aligned with Board actions and strategic priorities, clarifying governance process timelines, and incorporating regular feedback mechanisms from governance groups and employee surveys.

Success of these improvements will be measured through follow-up SAO assessment cycles, documented reductions in process delays, improved satisfaction survey indicators, and evidence of clearer alignment between institutional decisions and communicated priorities.

Through ongoing assessment, documentation, and responsive action, the Office of the President remains committed to continuous quality improvement consistent with ACCJC Standards I.B (Institutional Effectiveness) and IV (Leadership and Governance).

## **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).

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

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

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

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).

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

## **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:** Choose an item.

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

Number of Part Time Faculty: **Click or tap here to enter text.**

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: **Click or tap here to enter text.**

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

**Select Year 2:** Choose an item.

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

Number of Part Time Faculty: **Click or tap here to enter text.**

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: **Click or tap here to enter text.**

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

**Select Year 3:** Choose an item.

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

Number of Part Time Faculty: **Click or tap here to enter text.**

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 Administrator, 1.5 Confidential**

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)

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

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)?*

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

**Select Year 2:** Choose an item.

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)?*

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

**Select Year 3:** Choose an item.

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)?*

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

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)  
**Click or tap here to enter text.**
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)  
**Click or tap here to enter text.**

## **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)**

### Partnerships and New Ventures to Improve Student Success

The Office of the President partners closely with Guided Pathways, Integrated Planning, Instruction, Student Services, Institutional Research, Human Resources, and grant-funded initiatives to advance student success at Gavilan College. These collaborations focus on strengthening structured academic pathways, improving equity outcomes, and aligning institutional resources with measurable student achievement goals.

In partnership with the Guided Pathways framework, the President's Office supports alignment between the College Strategic Plan, equity goals, and pathway redesign efforts. This includes ensuring that Board priorities, budget development, and staffing decisions support clear program maps, proactive advising structures, and improved onboarding experiences for disproportionately impacted students.

Through Integrated Planning, the President's Office works to ensure that program review, institutional effectiveness data, and accreditation processes inform resource allocation decisions. This collaboration emphasizes the use of disaggregated student success data to guide investments in high-impact practices and targeted student support services.

The office also partners on grant development and external funding initiatives that expand innovative instructional models, workforce training programs, and student

support services. These efforts enhance transfer pathways, career readiness, and community partnerships.

Over the next three years, the President's Office will continue to prioritize equity-centered planning, technology enhancements that improve student access and engagement, workforce and university partnerships that strengthen transfer and career outcomes, and evaluation systems that measure the effectiveness of student success initiatives.

By aligning governance, strategic planning, and cross-divisional collaboration, the President's Office ensures that institutional efforts remain coordinated, data-informed, and focused on improving student success across the college.

## **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)**

Environmental scanning through the College Strategic Plan, enrollment trends, and regional labor market data highlights both opportunities and challenges for the Office of the President over the next three years. Declining community college enrollment statewide and shifting student demographics—particularly increases in first-generation, working adult, and disproportionately impacted student populations—require continued focus on equity-centered resource allocation and flexible instructional delivery models.

Opportunities include expanding dual enrollment partnerships, strengthening transfer pipelines with regional universities, and leveraging workforce development initiatives aligned with evolving labor market demands. Implementation of Measure X and facilities modernization also provide opportunities to enhance learning environments and community engagement.

Threats include fiscal uncertainty driven by enrollment volatility, rising operational costs, and increasing regulatory and accreditation expectations. Workforce recruitment and retention challenges, particularly in high-demand disciplines, may also impact institutional capacity.

Over the next three years, the President's Office will prioritize fiscal sustainability, equity-driven planning, and strengthened community partnerships. Continued alignment of strategic planning, Board goals, accreditation standards, and integrated planning processes will ensure institutional resilience and responsiveness. By proactively addressing enrollment trends, workforce needs, and

resource stewardship, the President's Office will position Gavilan College to sustain student success and community impact in a dynamic higher education environment.

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 transition to remote operations during the pandemic revealed practices that continue to support both Board Goal 1: Equitable Student Success and Board Goal 3: Stewardship of Human, Physical, and Fiscal Resources.

From an equity perspective, expanded virtual access to Board meetings, governance committees, campus forums, and student engagement activities reduced participation barriers for working students, caregivers, and individuals with transportation or mobility challenges. Maintaining hybrid participation options advances equitable access and inclusive decision-making by broadening stakeholder engagement and ensuring diverse voices are represented in institutional processes.

Remote operations also strengthened digital communication systems. Regular virtual town halls, campus-wide updates, and recorded Board meetings improved transparency and responsiveness, reinforcing accountability in support of student success initiatives. These communication strategies will remain central to promoting clarity around equity goals, institutional priorities, and resource decisions.

In alignment with Board Goal 3, the pandemic accelerated improvements in operational efficiency and fiscal stewardship. Electronic workflows, virtual approvals, and cloud-based collaboration tools streamlined processes, reduced delays, and minimized paper and facility-related costs. Hybrid administrative models, when implemented with accountability measures, support employee productivity, recruitment, and retention while optimizing use of physical space and resources.

Moving forward, the President's Office will continue to sustain hybrid governance participation, technology-enhanced communication systems, and efficient digital processes. These practices not only promote equity and inclusion but also ensure responsible stewardship of district resources while strengthening institutional resilience and long-term sustainability.

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

Several issues that intensified during and after the pandemic are likely to persist unless proactively addressed.

First, equity gaps in student access, persistence, and completion remain a significant concern. Disproportionate outcomes among historically underserved student populations may widen without sustained investment in targeted supports, culturally

responsive practices, and data-informed resource allocation. Addressing these gaps requires continued alignment of strategic planning, budgeting, and Board oversight with measurable equity outcomes.

Second, enrollment volatility and fiscal uncertainty pose ongoing risks. Shifts in student demographics, competition from online providers, and economic fluctuations impact revenue stability and long-term planning. Without deliberate enrollment management strategies and diversified funding efforts, fiscal pressures could constrain institutional capacity.

Third, workforce recruitment, retention, and morale challenges continue to affect higher education broadly. Competition for qualified faculty and staff, workload pressures, and evolving expectations around flexible work environments require intentional leadership, inclusive workplace practices, and professional development investments.

Finally, technology equity and digital infrastructure demands remain critical. While digital transformation improved efficiency, disparities in digital access and skills persist for both students and employees.

The President's Office will address these issues through integrated planning, equity-centered policy development, fiscal stewardship, and strengthened governance processes to ensure institutional resilience, stability, and mission fulfillment.

### **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**

The President's Office has established the following goals for 2025-2026. These goals were derived from the outcomes, SWOT, SOAR analyses, and identified aspirations and results from the management team retreat, aiming to leverage strengths, address weaknesses, capitalize on opportunities, and mitigate threats. On July 31, 2025, the Executive Cabinet refined them for implementation.

**Goal I Strengthening Internal Operations and Efficiencies:** Improve the effectiveness of college and planning, organization, and operations. Processes need updating, and many operations need to be streamlined. A culture of continuous improvement.

**Goal II Invest in Infrastructure and Technology:** Address facilities and infrastructure issues and deficiencies that improve the learning and work environment.

**Goal III Enhance Employee Growth and Retention:** Conduct activities that will increase employee job satisfaction and productivity.

**Goal IV Professional Development:** Cultivate a culture of collaboration and professional development.

**Goal V: Workforce Development and Partnerships:** Expand Career Education and Foster Community Engagement and Strategic Partnerships.

**Goal VI: Student Success:** Optimize Student Success through Data-Driven Decisions.

**Goal VII: Planning:** Adapt to evolving landscapes.

#### **XIV - RESOURCE REQUESTS**

*Copy and paste to add more than 1 requests*

1. Request Name (short title): **Click or tap here to enter text.**
2. Request amount: **Click or tap here to enter text.**
3. Type of Request: Choose an item.
4. Alignment to Goal(s) in section XIII (*enter goal from above*)**Click or tap here to enter text.**
5. Is this a one-time or ongoing expense? Choose an item.
6. Category of Request

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

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐

- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☒
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

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

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

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

**Which of the following best describes your requests?**

**Choose an item.**

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

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

## **XV - ADDITIONAL QUESTIONS**

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? [The Office of the President provides training to Managers and Confidential employees.](#)
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college

mission and college goals for success and completion. **Click or tap here to enter text.**

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? [Work closely with the Office of Human Resources to Ensure recruitments are broad to develop diverse pools. Additionally, the Employee Scholars Program was established in 2025 to help develop and retain employees.](#)
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. **Click or tap here to enter text.**

## **XVI - EXECUTIVE SUMMARY**

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 Gavilan College Executive Team's 2025-2026 goals focus on modernizing internal operations and infrastructure to create a more efficient, data-driven institution. The college aims to overhaul outdated administrative processes, such as those governing contracts and personnel actions, while integrating diversity, equity, and inclusion principles across all facets of campus policy. This operational shift is paired with a significant investment in physical and digital assets, including the development of a multi-year technology plan, a total website redesign, and the pursuit of a new facilities bond to address long-standing infrastructure deficiencies. Simultaneously, the college is prioritizing the growth and retention of its workforce through several new human resources initiatives. By completing a comprehensive salary compensation study and launching structured onboarding and wellness programs, the executive team hopes to foster a more supportive and competitive work environment. Professional development is also a major pillar of this plan, with new initiatives like the Employee Scholars Program and strategies to address the educational challenges posed by artificial intelligence, all designed to increase staff skill sets and adaptability in a changing academic landscape.

To ensure long-term sustainability and student success, the college is expanding its reach through strategic partnerships and academic innovation. This includes broadening career education, increasing dual enrollment opportunities, and establishing a Student Success Committee that uses data to drive decisions regarding marketing and support services. Finally, the college is focused on its external identity and physical footprint by launching a branding initiative to improve public perception, identifying signature programs to gain a competitive edge, and developing the Hollister and Coyote Center locations into full-service campus entities.

#### **XVII - ATTACH FILES**

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