

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Tanaya Stumpf

Division: Office of The President

Department: Public Information Office

II - CO-CONTRIBUTORS

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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 Public Information Office (PIO), housed within the Office of the President, advances Gavilan College's mission by ensuring equitable access to information, fostering institutional trust, and supporting student success through clear, inclusive, and accurate communication. While the PIO does not deliver direct instruction or student services, its work underpins the college's ability to guide students of diverse backgrounds toward academic achievement, lifelong learning, and meaningful community participation.

The PIO is responsible for collegewide marketing, public relations, media relations, brand stewardship, crisis and compliance communications, and strategic messaging in support of enrollment, retention, and community engagement. Through these functions, the office ensures that students, employees, and the public can access timely, accurate, and understandable information about academic programs, support services, transfer pathways, career opportunities, and institutional priorities.

Equitable access is embedded in the PIO's work through intentional attention to language access, accessibility standards, and inclusive representation across digital, print, and media platforms. The office supports comprehensive student support by

elevating awareness of Basic Needs services, counseling resources, financial aid, and student success initiatives, helping reduce informational barriers that disproportionately impact historically underserved populations.

The PIO aligns messaging with institutional goals and strategic initiatives, helping students navigate their educational pathways and understand opportunities for transfer and career advancement. The office also plays a critical role in strengthening community relationships and reinforcing Gavilan College's role as a trusted public institution committed to transparency, accountability, and civic engagement.

Through strategic communications, the PIO amplifies the college's mission, supports informed decision making, and creates the conditions for student persistence, completion, and lifelong learning.

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 review of the PIPR website and available program review records did not identify a previously archived program plan or annual updates specific to the Public Information Office. As an administrative unit housed within the Office of the President, the PIO's work has historically been embedded within broader institutional planning and executive initiatives instead of being documented through a standalone program review cycle.

In the absence of a formal prior program plan, and specifically since the transition to current leadership in May 2025, the office has focused on maintaining continuity of essential communications functions, strengthening brand standards, and supporting institutional priorities as directed by executive leadership. Accomplishments during this transition period include centralizing oversight of collegewide messaging, improving the consistency and accuracy of public information, and increasing alignment between marketing efforts and institutional goals.

Moving forward, this review establishes a baseline for documenting program goals, progress, and outcomes for the Public Information Office. This document serves as the first formal baseline record of PIO operations, goals, and capacity metrics for future comparative analysis. This ensures greater continuity, transparency, and accountability in future PIPR cycles.

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

While the Public Information Office has historically functioned as an embedded support unit with limited standalone documentation, the most notable change during this review cycle is the formalization of the department's strategic framework.

Since the transition to current leadership in May 2025, the office has moved toward a more centralized and strategic communications model. This shift is characterized by the establishment of this baseline program review, the centralization of brand standards,

and a focus on mission-critical messaging. While historical changes prior to 2025 are less documented, the current period represents a shift from a transactional support role to a proactive institutional partner. This transition allows the PIO to better coordinate with campus departments and ensures that the college voice is consistent, professional, and aligned with strategic priorities.

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?

[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)

As an administrative unit, the Public Information Office serves the entire campus community—approximately 11,000 students—and the broader District public. While the PIO does not track individual student grades, we manage the institutional "voice" that

reaches thousands of stakeholders through media relations, social platforms, and collegewide announcements.

Since assuming leadership, the focus has been on maintaining institutional reliability and transparency. By ensuring that crisis communications, campus updates, and brand messaging are consistent and accurate, we provide the foundational "information layer" that all students rely on to feel safe and informed. This service acts as a baseline for the student experience, ensuring that external and internal messaging is aligned with the college's mission.

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

Over the past three years, the Public Information Office has supported student success by acting as the primary bridge between college resources and the students who need them. By elevating the visibility of Basic Needs services, financial aid deadlines, and academic support programs, the office ensures students are aware of the safety nets designed to keep them enrolled. Strategic marketing campaigns have focused not only on recruitment but also on retention by highlighting key milestones such as registration periods and graduation deadlines.

The office also fosters a sense of belonging through inclusive representation in digital and print media. When students see themselves reflected in college stories and imagery, it reinforces their identity as members of the academic community. By simplifying complex institutional information and reducing jargon, the PIO lowers the barriers to entry and persistence. This clarity helps students navigate educational pathways more effectively, reducing the likelihood of withdrawal due to administrative confusion. Through these efforts, the PIO creates an environment where information is a tool for empowerment rather than a barrier to achievement.

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 see a trend toward 'on-demand' information. Students expect mobile-friendly, instant answers. The initiative needed is a Lifecycle Communications Framework that automates and streamlines messaging so students never miss a deadline due to a lack of information.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

The Public Information Office addresses equity by focusing on access to information, representation, and transparency. Over the past three years, the office has prioritized

inclusive language, accessible design, and compliance with ADA standards across digital and print communications. These efforts reduce informational barriers that disproportionately affect students from historically underserved populations, including students with disabilities, foster youth, and students from marginalized racial and ethnic groups.

The PIO has also worked to ensure that institutional imagery and storytelling reflect the diversity of Gavilan College's student body and communities, reinforcing a sense of belonging and visibility. Elevating awareness of Basic Needs services, undocumented student support, and other equity focused initiatives has been a key area of impact.

What has worked well is the integration of equity considerations into standard communication practices rather than treating equity as a separate initiative. Ongoing challenges include limited capacity to expand multilingual communications and conduct targeted outreach at scale. Addressing these gaps will require additional resources and continued collaboration with campus partners.

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 Public Information Office supports the District's commitment to a welcoming and inclusive environment by shaping how Gavilan College presents itself to students, employees, and the broader community. Through strategic messaging, visual representation, and language choices, the PIO reinforces the District's Principles of Community and commitment to dignity, equity, and democratic engagement.

The office collaborates closely with Student Services, Basic Needs, Guided Pathways, and campus leadership to ensure that communications elevate diverse voices, reflect lived student experiences, and promote awareness of culturally responsive programs and services. This includes highlighting student success stories, community

partnerships, and events that celebrate diversity and civic engagement.

The PIO also plays a role in identifying barriers within institutional communications, such as inaccessible language, inconsistent messaging, or unclear processes, and works to address these through improved standards and review practices. By embedding accessibility and inclusion into communication workflows, the office helps ensure that equity is not an afterthought but a core operational value.

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?
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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?

As an administrative unit housed within the Office of the President, the Public Information Office has not historically maintained formal Service Area Outcomes documented in CurriQunet. During the next review cycle, the office will collaborate with institutional planning and assessment leads to identify appropriate, meaningful Service Area Outcomes that align with its strategic communications role. Once identified, SAOs will be documented, assessed, and incorporated into the college's established assessment processes.

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?

The Public Information Office does not currently have formal SLOs or SAOs assessed within CurriQunet. As a result, there is no outcomes data to review for this cycle.

Future assessment efforts will focus on developing appropriate Service Area Outcomes aligned with institutional communication, access to information, and

strategic messaging, with assessment methods identified once outcomes are established.

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.

Although the Public Information Office does not assess student learning outcomes directly, its work supports the college's Institutional Learning Outcomes by promoting access to information, civic engagement, and institutional transparency. Through clear, inclusive, and accurate communication, the PIO supports students' ability to navigate educational pathways, engage with college resources, and participate meaningfully in the campus and broader community.

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?

Not Applicable. The Public Information Office does not currently assess formal SLO or SAO success outcomes. Development and assessment of appropriate Service Area Outcomes will be addressed in a future review cycle.

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).

Not Applicable. The Public Information Office does not offer instructional courses or educational awards.

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

N/A

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

N/A

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

Select Year 1: 2023-2024

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0
 Number of Full Time Classified Professional: 1
 Number of Part Time Classified Professional or Student Worker: 0
 Number of Full Time Manager, Confidential or Administrator: 1
 Number of Part Time Manager, Confidential or Administrator: 0
 Select Year 2: 2024-2025
 Number of Full Time Faculty: 0
 Number of Part Time Faculty: 0
 Number of Full Time Classified Professional: 1
 Number of Part Time Classified Professional or Student Worker: 1
 Number of Full Time Manager, Confidential or Administrator: 1
 Number of Part Time Manager, Confidential or Administrator: 0
 Select Year 3: 2025-2026
 Number of Full Time Faculty: 0
 Number of Part Time Faculty: 0
 Number of Full Time Classified Professional: 1
 Number of Part Time Classified Professional or Student Worker: 0
 Number of Full Time Manager, Confidential or Administrator: 1
 Number of Part Time Manager, Confidential or Administrator: 0

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)
 The Public Information Office does not utilize reassigned faculty time, sabbaticals, or grant funded staffing. There are no known projected retirements within the program. As a result, personnel capacity has remained limited and stable over the past three years.

Because staffing levels are lean, changes in institutional priorities, compliance requirements, or communication demands directly affect workload and require ongoing prioritization of mission critical functions. Over the next three years, the absence of additional staffing or reassigned time may continue to constrain the office's ability to expand proactive outreach, strategic initiatives, and targeted communications in support of enrollment and equity goals. Future impacts may include increased reliance on prioritization and phased implementation of initiatives unless additional resources are allocated.

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)?* Institution-wide; not tracked at individual student level
 Total Allocation (Irrespective of Funding Source): See Budget

Funding Source (select all that apply)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): The current Public Information Office leadership assumed the role after the start of this review cycle. As a result, some historical program documentation and program-level tracking information were not available for this review. This submission reflects the best available institutional information and establishes a baseline for future program reviews.

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)?* Institution-wide; services are not delivered or tracked at the individual student level.

Total Allocation (Irrespective of Funding Source): See budget

Funding Source (select all that apply)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): The current Public Information Office leadership assumed the role after the start of this review cycle. As a result, some historical program documentation and program-level tracking information were not available for this review. This submission reflects the best available institutional information and establishes a baseline for future program reviews.

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)?*

Total Allocation (Irrespective of Funding Source): See Budget

Funding Source (select all that apply)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): year in progress.

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 allocated to the Public Information Office have been used effectively to support essential institutional communications, compliance requirements, and executive-level messaging. In addition to personnel resources, program funds support advertising, outreach, and promotional materials used for enrollment marketing, community engagement, and student-facing initiatives. These resources contribute to student success and completion indirectly by increasing awareness of academic programs, enrollment opportunities, and student support services, particularly among prospective and continuing students.
Current resources are prioritized to maintain continuity, visibility, and institutional

reliability. Advertising and promotional efforts support recruitment and engagement goals, while limited staffing capacity requires careful prioritization of campaigns and outreach activities. While these resources have enabled stable operations, expanded impact will depend on increased capacity to plan, coordinate, and evaluate communications more strategically.

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)

Program costs are aligned with the available budget and funded through the Unrestricted General Fund within the Office of the President. Expenditures are primarily personnel-based, with additional costs associated with advertising, outreach, and promotional materials such as event-related items and recruitment materials for prospective students. Spending patterns have remained stable, with no significant inconsistencies or unexpected results.

As the scope of the Public Information Office has expanded to include strategic communications, media relations, and broader institutional coordination, future improvements in efficiency and effectiveness will depend on aligning resources with this expanded role. While current spending is managed carefully, additional capacity would allow for more proactive planning, targeted outreach, and evaluation of communication efforts.

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)

The Public Information Office collaborates with a wide range of campus departments to support institutional priorities and student success through coordinated communication and outreach. Key partnerships include Student Services, Outreach, Community and Continuing Education, the Foundation, and instructional areas such as the Art Department. Through these collaborations, the PIO supports enrollment initiatives, student engagement, community visibility, and alignment of messaging across the college.

Work with Student Services and Outreach focuses on ensuring clear, accessible communication about enrollment processes, registration timelines, support services, and student success initiatives. Collaboration with Community and Continuing Education supports program visibility and community engagement, while partnership with the Foundation strengthens storytelling and communications related to

philanthropy and institutional advancement. Coordination with the Art Department supports visual communication, creative development, and alignment with academic programs.

Over the next three years, the focus of these partnerships will be on strengthening integrated planning, improving coordination of student-facing communications, and supporting strategic initiatives related to enrollment, equity, and community engagement. The Public Information Office will continue to serve as a central coordinating partner, helping ensure that messaging is timely, consistent, and aligned with institutional 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)

Key opportunities for the Public Information Office include strengthening strategic communications to support enrollment, student persistence, and community engagement as Gavilan College continues to serve a diverse and evolving student population. Increased reliance on digital communication, changing student expectations around timely and accessible information, and the college's emphasis on equity and access create opportunities for more coordinated, lifecycle-based communication strategies.

At the same time, the program faces challenges related to capacity and the growing scope of institutional communication needs. Expanding responsibilities for executive communications, compliance, media relations, and enrollment support increase demand on limited staffing and resources. Without additional capacity, the office must continue to prioritize essential functions over proactive initiatives.

Over the next three years, the Public Information Office plans to focus on formalizing its role as a strategic communications partner, strengthening coordination with campus departments, and improving the consistency and timing of student-facing messaging. Continued alignment with institutional planning efforts will be critical to ensuring that communication strategies effectively support student success and community trust.

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 hybrid and remote environments underscored the necessity of "digital-first" accessibility. I have observed that virtual communication tools, such as livestreamed events and digital enrollment guides, provide essential access for students who face transportation or childcare barriers. We intend to maintain and

expand these digital standards to ensure that institutional information is available to students 24/7, regardless of their physical location. This approach supports the college's equity goals by meeting students where they are.

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

The "acceleration of information" is a significant emerging challenge. In a digital-first environment, stakeholders expect real-time responses and constant updates, which has outpaced the current staffing capacity of the PIO. This creates an "information lag" that can lead to student frustration or missed opportunities. Without the additional staffing outlined in this review, the department will remain in a reactive posture, which limits our ability to proactively manage enrollment messaging and institutional reputation.

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.

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- Goal (*One Sentence Limit*): Develop and implement a coordinated, lifecycle based student communications framework that ensures timely, consistent messaging aligned with enrollment, registration, and student support milestones by the end of Spring 2027.
- 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*):
Service Area Outcome: Students receive timely, accurate, and accessible institutional

- communications that support navigation of enrollment, registration, and support services.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal supports student success by reducing the administrative friction that leads to drop off. By ensuring students receive coordinated prompts via text or email at critical moments, such as registration windows and financial aid deadlines, we increase the likelihood of persistence. This proactive approach ensures that information acts as a support system rather than a barrier to completion.
 - Proposed Activity to Achieve Goal: Develop a centralized annual communications calendar aligned with enrollment and registration timelines; standardize workflows; coordinate cross-departmental student-facing campaigns including registration reminders and enrollment outreach.
 - Responsible Party (One Sentence limit): Director of Marketing and Communications in coordination with Student and Outreach.
 - Timeline to Completion: Semester/Year: Spring 2027
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Success will be measured by the formal implementation of the communications framework and documented adherence to the coordinated calendar. Feedback from campus partners and improved execution consistency will indicate success. Implementation of at least three coordinated milestone-based student campaigns per academic year (e.g., registration, financial aid, graduation) will serve as an operational benchmark.
-
- Goal (*One Sentence Limit*): Develop, adopt, and implement a comprehensive Brand and Communications Standards Guide incorporating Section 508 accessibility and inclusive communication requirements by Fall 2027.
 - 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*): Service Area Outcome: Institutional communications are consistent, accessible, and aligned with brand and equity standards.
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This initiative moves beyond visual aesthetics to ensure Gavilan College meets essential legal accessibility standards. By formalizing Section 508 compliance across all digital and print communications, the office protects the institution from compliance risk while ensuring equitable access to information for students of diverse backgrounds. Consistent branding reinforces institutional trust and ensures a professional, reliable presence for all community stakeholders.
 - Proposed Activity to Achieve Goal: Develop and publish a centralized Brand and Communications Standards Guide that includes visual identity standards, messaging guidelines, and Section 508 compliance requirements: implement review processes and provide campus guidance for adoption.
 - Responsible Party (One Sentence limit): Director of Marketing and Communications in coordination with the Office of the President.
 - Timeline to Completion: Semester/Year: Fall 2027
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Evaluation will include the formal publication of the Brand and Communications

Standards Guide and the implementation of standardized review practices. Increased consistency and documented adherence to accessibility standards will indicate success.

- Goal (*One Sentence Limit*): Secure and onboard one Part-Time (0.5 FTE) Digital Communications Specialist to expand digital engagement, enrollment messaging, and social media coordination capacity by Spring 2027.
- 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*): Institutional communications are timely, coordinated, accessible, and aligned with strategic priorities.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Clear and coordinated institutional communication is essential as Gavilan College advances its mission of equitable access. Since assuming leadership in May 2025, the Director has identified that the scope of departmental responsibilities has expanded significantly while staffing levels have remained static. Aligning capacity with institutional expectations strengthens effectiveness, improves consistency, and supports enrollment stability. This goal ensures the PIO has the human capital required to execute the proactive student outreach and legal compliance tasks outlined in this program review.
- Proposed Activity to Achieve Goal: Conduct a workload and capacity assessment to define priority service levels: secure and implement staffing alignment to support lifecycle based student communications, advertising oversight, strategic institutional messaging, including social media and digital campaign execution.
- Responsible Party (One Sentence limit): Director of Marketing and Communication.
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Success will be evaluated through documented staffing alignment and improved execution timelines for enrollment campaigns. Increased proactive planning capacity and a measurable reduction in reactive production bottlenecks will indicate that the goal has been achieved.

XIV - RESOURCE REQUESTS

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1. Request Name (short title): Part-time (0.5 FTE) Digital Communications Specialist
2. Request amount: Estimated \$45,000–\$55,000 annually (salary and benefits), based on FY 2025–2026 Classified Salary Schedule Track 14 at 0.5 FTE plus statutory benefits.
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)Secure and onboard one Part-Time (0.5 FTE) Digital Communications Specialist to expand digital engagement, enrollment messaging, and social media coordination capacity by Spring 2027.
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 Public Information Office currently operates with limited staffing while supporting collegewide communications, executive-level messaging, media relations, advertising coordination, enrollment campaigns, and cross-departmental communications planning. As institutional communication demands have increased—particularly in digital engagement, social media management, and coordinated student-facing campaigns—existing personnel resources have been prioritized toward essential and compliance-driven functions.

This request aligns with Goal 3 and supports institutional effectiveness, enrollment stability, and equitable access to information. A Part-Time (0.5 FTE) Digital Communications Specialist would provide focused capacity for social media management, digital content development, campaign scheduling, and support of milestone-based student communications such as registration reminders and enrollment outreach. This position would strengthen the consistency and timeliness of digital engagement while allowing the Director to maintain executive communications oversight, media relations responsibilities, and strategic planning functions.

The requested amount is based on the FY 2025–2026 Classified Salary Schedule Track 14 at 0.5 FTE plus statutory benefits. This level of support represents a measured and fiscally responsible approach to expanding communications capacity while aligning resources with the growing digital communication needs of the institution.

Without additional support dedicated to digital engagement and coordinated messaging, the office will continue to operate primarily in a reactive posture, limiting its ability to proactively support enrollment-sensitive communications and equity-focused outreach initiatives.

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 Public Information Office provides informal guidance and consultation to faculty and classified professionals on topics related to brand standards, effective communication practices, accessibility considerations, and public-facing messaging. This includes support for inclusive language, ADA-compliant materials, and alignment with institutional messaging. While the office does not deliver formal training programs, it contributes to professional development through ongoing collaboration and consultation across departments.
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. The Public Information Office currently operates with limited staffing while supporting collegewide communications, advertising, promotional outreach, executive-level messaging, and cross-departmental coordination. Over time, the scope of responsibilities has expanded to include strategic enrollment communications, media relations, and institutional coordination without a

corresponding increase in personnel. As communication demands increase, the office must prioritize essential and compliance-driven work, limiting the ability to implement proactive, lifecycle-based student communications. Additional classified professional support would enhance capacity for coordinated enrollment campaigns, registration reminders, and student-facing messaging, directly supporting the college mission by improving equitable access to information and reducing informational barriers that impact student persistence and completion.

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? The Public Information Office supports recruitment and retention efforts by ensuring that institutional messaging, job postings, and public communications reflect the District's commitment to equity, inclusion, and community engagement. Through inclusive language, representative imagery, and clear communication of institutional values, the office reinforces a welcoming environment for prospective employees. The PIO also collaborates with Human Resources and leadership to ensure that public-facing materials align with the District's Principles of Community and reflect the diversity of the student population served.
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? Over the past three years, the Public Information Office has strengthened brand consistency, centralized oversight of collegewide messaging, and supported increased coordination across departments. The office has maintained continuity of communications during periods of organizational transition while expanding its role in strategic and executive-level communications. These efforts have reinforced institutional transparency, reliability, and alignment with strategic priorities.
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. For administrative units such as the Public Information Office, greater differentiation between instructional assessment questions and operational or institutional effectiveness measures would improve clarity and relevance. Providing tailored prompts for administrative and executive-level units may enhance the usefulness of the review process and ensure alignment with the distinct functions of non-instructional programs.

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).

Over the past three years, the Public Information Office has evolved from a primarily transactional marketing function to a strategic institutional communications unit within the Office of the President. While staffing levels have remained limited, the scope of responsibilities has expanded to include executive-level messaging, media relations, enrollment communications, advertising oversight, brand governance, and cross-departmental coordination. This shift reflects the growing importance of timely, accurate, and accessible communication in supporting student success, enrollment stability, and institutional transparency. Clear and coordinated communications also serve as a risk mitigation function, reducing compliance exposure and protecting institutional reputation.

A key trend identified in this review is the increasing reliance on coordinated, lifecycle-based communication to support student navigation of enrollment, registration, and support services. As Gavilan College continues to serve a diverse and digitally engaged student population, the need for clear, consistent, and equitable access to information has become central to institutional effectiveness.

The program's goals for the next three years focus on formalizing a coordinated student communications framework and aligning staffing capacity with the expanded strategic role of the Public Information Office. These goals are designed to strengthen institutional alignment, improve execution consistency, and support enrollment and retention efforts through proactive, milestone-based messaging.

Maintaining continuity while expanding strategic capacity will be essential to sustaining the college's mission of equitable access and comprehensive support. Continued investment in communication infrastructure and staffing alignment will position the Public Information Office to more effectively support student success, community engagement, and institutional trust in the years ahead.

XVII - ATTACH FILES

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