

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - 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 program supports Gavilan College's mission by providing access to high-quality instruction and comprehensive academic support within a serious and inclusive learning environment. Our courses are structured to serve students of diverse academic, cultural, and socioeconomic backgrounds and are designed to promote academic success, persistence, and lifelong learning.**

Through a combination of rigorous curriculum, student-centered pedagogy, and accessible instructional practices, the program prepares students for successful transfer and career advancement. Faculty incorporate clear learning outcomes and multiple forms of assessment to meet diverse learning needs. Where applicable, embedded tutoring, office hours, and referrals to campus support services further strengthen student success.

The program also contributes to meaningful community participation by offering coursework that develops critical thinking, communication, and applied skills relevant to civic engagement and workforce readiness.

Overall, the political science program advances the college mission by guiding students toward academic achievement, supporting their long-term educational and career goals 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)
3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

*** Over the past three years, the political science dept/social science program has undergone modest but meaningful changes to improve access, instructional quality, and student support. Several courses were updated or revised to better align with current disciplinary standards, transfer requirements, and student learning outcomes. Social science faculty (obviously including me) have refined syllabi, our assessments and instructional materials to promote clarity, consistency, and student engagement.**

The program expanded or refined distance education offerings to meet student demand and increase scheduling flexibility. Online and hybrid courses were redesigned using accessibility standards and best practices for online pedagogy, including improved course organization, enhanced instructor presence, and more frequent formative assessments.

We also strengthened coordination with campus support services, including counseling, tutoring, and accessibility resources, to ensure students received timely referrals and academic support. Where feasible, instructional practices were modified to incorporate culturally responsive content and flexible learning options.

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?

*** Program success rates over the past three years have remained generally consistent, with modest year-to-year variation. No unusually large gaps were observed, though some fluctuations occurred during periods of increased distance education delivery. Overall trends suggest stable performance with opportunities for incremental improvement.**

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.

***2–3. Persistence and Retention Trends**

Retention rates over the past three years have followed patterns similar to overall college trends. Program retention is comparable to the college average, with modest declines during periods of instructional modality shifts and gradual recovery thereafter. These results are generally consistent with expectations.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

3. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

*** The program's goal is to maintain course success rates at or above the college average and to steadily improve outcomes for historically underserved populations. While most courses meet this benchmark, some sections fall slightly below target.**

To improve success rates, additional focus will be placed on clear communication of expectations and proactive outreach to students who demonstrate early academic difficulty.

4. 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)

*** The political science program serves approximately 400 students annually. Where service comparisons are applicable, students who utilized instructional support or related services demonstrated equal or modestly higher success and retention than those who did not. These results suggest that structured academic support and increased faculty-student interaction positively influence student outcomes.**

5. 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 program has supported student success through curriculum alignment, inclusive pedagogy, accessible course design, and strengthened connections to support services. Our faculty emphasized timely feedback, flexible learning options, and regular communication with students.**

6. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

*** Key trends include stable enrollment, consistent success rates, and persistent equity gaps for select populations. Needed initiatives include expanded academic support, enhanced early-alert interventions, continued course redesign for accessibility, and targeted outreach to underserved students.**

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 program has reviewed equity data annually to identify disproportionate impacts among identified populations. Faculty implemented inclusive teaching strategies, flexible assessment practices, and improved communication to reduce barriers to access and success. Some modest narrowing of equity gaps has occurred, though disparities remain.**

Contributing factors include academic preparedness, work and family obligations, and limited access to support services. The program will continue to address these factors through course redesign, proactive outreach, and stronger coordination with counseling and tutoring services.

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)?**

*** Distance education success rates are slightly lower than face-to-face rates, consistent with college-wide trends. Gaps are more pronounced for historically underserved populations. To close these gaps, faculty have strengthened course organization, enhanced instructor presence, incorporated regular formative assessments, and expanded accessibility features. Continued professional development in online pedagogy and targeted student support will remain priorities.**

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 program supports district efforts to cultivate an inclusive environment by integrating culturally responsive pedagogy, promoting respectful dialogue, and participating in college-wide diversity initiatives. Faculty collaborate with counseling, disability services, and equity-focused programs to support diverse student needs.**

The program reviews curriculum for inclusive representation and equitable assessment practices. Faculty participate in professional development related to equity, accessibility, and inclusive teaching. These efforts align with the District's Principles of Community and reinforce a climate of civility, professionalism, and respect.

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?*

*** The program will continue to address student equity by expanding inclusive pedagogy, strengthening early-alert interventions, and partnering with campus equity initiatives.**

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? YES
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES

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

***My plan is to assess the SLOs, PLOs or SAOs not assessed in the last 5 years in the coming year**

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

Click or tap here to enter text.

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

Click or tap here to enter text.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

Click or tap here to enter text.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

***No**

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

***The department is busy perfecting the great courses we are already teaching. We may have to deactivate classes we haven't taught (e.g., CA politics) or not taught in years (political thought)**

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

***Yes, we offer a very reflective mix of F2F, Online and Hybrid course offerings on the Gilroy and Hollister main campuses**

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.

***1 FT Instructor and 2 PT Instructors**

Select Year 1: 2023-2024

Number of Full Time Faculty: **One**

Number of Part Time Faculty: **Two**

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

Number of Part Time Classified Professional or Student Worker: **None**

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

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

Select Year 2: 2024-2025

Number of Full Time Faculty: **One**

Number of Part Time Faculty: **Two**

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

Number of Part Time Classified Professional or Student Worker: **None**

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

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

Select Year 3: 2025-2026

Number of Full Time Faculty: **One**

Number of Part Time Faculty: **Two**

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

Number of Part Time Classified Professional or Student Worker: **None**

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

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

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)

***I don't Forsee any changes in the next three years**

3. **Additional Comments:** None

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)?* **570ish**

Total Allocation (Irrespective of Funding Source): 0

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): 0

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)?* **570ish**

Total Allocation (Irrespective of Funding Source): 0

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): 0

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)?* **570ish**

Total Allocation (Irrespective of Funding Source): 0

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): 0

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)

***Considering the political science department didn't use resources from the general fund, grants etc I think we were very effective in serving our students w/o outside resources**

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)

***See above**

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)

***Political Science Dept plans to partner with others in the dept of social science to build a speaker's bureau/speaker's series that brings speakers to campus to engage students and faculty. I also plan on constructing a Sacramento Internship Program for students interested in working in the state's Capitol with members of the state assembly/senate**

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)

***Not sure I see threats to the program though if the economy booms in 2026-27, more students will likely join the workforce/leave the college. I also see potential threats from AI and GAI potentially undermining public education and utterly obliterating the old 20th century model of higher education. Elon Musk recently said that we are close to reaching singularity which would be a game changer**

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)

***What everyone "discovers" when looking at the data/anecdotal evidence from our own teaching...that persistence and success rates in remote learning environments are slightly lower than in F2F classes BUT that we reach a lot of**

underserved communities that simply cannot make it to F2F classes. It's a mixed bag but I love teaching online. I think I am an effective online instructor

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

***AI is a disruptive force that has the potential of changing and revolutionizing higher education for good AND bad**

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):**
- Alignment to Strategic Goal Choose an item.
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results:
- Proposed Activity to Achieve Goal:
- Responsible Party (One Sentence limit):
- Timeline to Completion: Semester/Year: How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title):
2. Request amount:
3. Type of Request: Choose an item.
4. Alignment to Goal(s) in section XIII (*enter goal from above*)
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?

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)

***I'm requesting \$0**

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 program supports professional development through a combination of informal mentoring and participation in college- and district-sponsored training opportunities. Faculty regularly engage in discipline-specific workshops, equity-focused pedagogy training, and instructional technology seminars offered through the Professional Development Committee and the Teaching and Learning Center.

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.

* There is a growing need for additional instructional and classified professional support due to increasing student demand, expanding course modalities (online, hybrid, and evening sections), etc. Enrollment stability and persistence data indicate sustained student interest in the social science/political science program, while faculty workloads have increased due to curriculum updates, assessment requirements, and student mentoring responsibilities. Ergo, additional staffing would directly support the college mission overall.

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 program contributes to district efforts by fostering an inclusive and supportive departmental culture that values diverse perspectives, inclusive pedagogy, and culturally responsive teaching.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

* Notable accomplishments include curriculum updates to improve alignment with transfer pathways and workforce relevance, expanded use of instructional technology to support student engagement, and strengthened assessment practices focused on student learning outcomes. The program has also enhanced cross-disciplinary collaboration and implemented pedagogical innovations designed to improve retention and success among historically underrepresented students.

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.

* The PIPR process would benefit from clearer alignment between qualitative narrative sections and quantitative data prompts, streamlined reporting requirements, and more consistent access to up-to-date institutional data dashboards.

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).

Overall, the program is really well positioned for thoughtful growth (short of an incredible economic boom or collapse) and continuous improvement. With modest increases in staffing support and continued institutional investment in professional development and equity initiatives, our program is well-situated to advance the college mission and contribute meaningfully to long-term student success and completion goals.

XVII - ATTACH FILES

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