

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Nick Fortino

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Social Sciences: Psychology

II - CO-CONTRIBUTORS

- 1) Psychology Faculty
- 2) Click or tap here to enter text.
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- 4) Click or tap here to enter text.

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Social Science department, and the psychology discipline in particular, promotes transformative education through personal, academic, and civic engagement. The department takes a holistic approach, offering courses and experiences to enhance personal development, and preparing students to be agents of positive change. Social science students ask critical questions, develop research skills, and communicate effectively. The department promotes clarity of thought, global citizenship, interdisciplinary thinking, and ethical humanity. Social science faculty model civic and community engagement and lifelong learning through their personal practices, community activities, and academic research. The Social Science department uses a variety of innovative practices that foster student engagement. The curricula of our courses are highly applicable to the lives of our students and enriches their academic experience. Furthermore, many of our courses take a social justice-oriented approach, which operates to empower our students and prepare them to accomplish their future academic and career goals and for their lives outside the academy.

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)
In previous years, the psychology program plan was included as a department wide program review. For this reason, the report will only speak to goals that apply to the

psychology program specifically.

Goal 1: Engage in Dialogue Days

Psychology faculty participated in department meetings, dialogue days, and other professional development activities on campus and abroad.

Goal 2: Advocate for a Sustainable Civic and Community Engagement Program at Gavilan

Psychology courses continue to incorporate real-world application of psychological principles, including topics related to social justice, community well-being, mental health awareness, and civic responsibility.

Faculty have promoted classroom practices that encourage students to connect course content to community issues and lived experience. Additionally, faculty have supported campus conversations related to student well-being, equity, and community responsiveness. While a formalized, fully institutionalized civic engagement program continues to be an aspirational long-term goal, the psychology program has contributed to sustaining a culture of civic awareness through curriculum and co-curricular engagement.

Additionally, Nick Fortino has represented the psychology discipline's involvement in California's Rising Scholars program. For the past 10 years straight, Dr. Fortino has taught courses in the San Benito County Jail and the Elmwood Correctional Facility. For the first 6 years, the courses were run by the Continuing Education department, and for the 4 years since then, these have been 3-unit Introduction to Psychology courses.

Goal 3: Build More Campus and Department Community

The psychology discipline has made measurable progress in strengthening both intra-department and cross-department collaboration. Full-time faculty member Nick Fortino has made collaboration a core focus of the psychology department and has initiated the building of inter- and intradepartmental relationships through ongoing collaboration with faculty across disciplines and divisions. There are meaningful ongoing collaborations with Kinesiology, Biology, History, and Computer Science.

In addition, the psychology program hosted two career panel events, providing students with direct exposure to career pathways, transfer opportunities, and professional experiences related to psychology and social science fields. These events supported student engagement, strengthened community connections, and increased visibility of

the psychology program across campus.

Faculty collaboration has also increased through shared pedagogical discussions, coordinated course planning, and alignment of student support strategies. These efforts have contributed to stronger departmental cohesion and improved student-facing consistency across course sections.

Goal 4: Engage in reflective dialogue about what it means to create a balance between in-person and distance education offerings.

The psychology program has actively engaged in ongoing dialogue regarding modality balance, particularly in response to post-pandemic enrollment shifts and student access needs. This dialogue has primarily taken place during department meetings, along with numerous spontaneous conversations among faculty about what modalities are most appropriate for learning psychology. Faculty have reviewed enrollment trends, success data, and student engagement patterns to guide scheduling decisions.

The program has worked to maintain flexible access through distance education offerings while preserving in-person course opportunities for students who benefit from face-to-face engagement. Discussions have focused on maintaining academic rigor in the wake of rapidly advancing AI technology, student connection, and equitable access across modalities.

The program continues to monitor modality performance data and student demand trends to inform future scheduling decisions and maintain an appropriate balance between access and engagement. Overall, we are working toward increasing our in-person offerings because of how important this is for the study of psychology.

Goal 5: Engage in more training on effective teaching practices for distance education modalities.

Psychology faculty have been encouraged to participate in Gavilan's various online trainings. All psychology faculty have at least completed GOTT 1, which was not true at the time of the previous program review.

Additionally, faculty have shared effective online teaching strategies within the department and applied evidence-based instructional design principles to improve student success and retention in distance education courses.

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

The psychology faculty supported the efforts to form a Reading Apprenticeship cohort. We received word at the end of the fall 2025 semester that there is now funding to do this activity. Although several faculty who were initially interested have now retired from the district, we will work to recruit faculty to participate.

Goal 7: Increase enrollment and success rates in the department.

The psychology program has made strong progress toward this goal. Over the past four years, the program has experienced significant enrollment and FTES growth, with enrollment increasing by approximately 40% and FTES increasing by approximately 43%.

During this period of growth, course success rates have remained relatively stable, averaging approximately 68–72% across academic years. Maintaining stable success rates during rapid enrollment expansion reflects strong instructional continuity and effective student support practices.

Fall-to-spring persistence rates have also remained stable, averaging approximately 72–77%, indicating sustained student engagement across academic terms. The program continues to focus on maintaining student success outcomes while supporting continued enrollment demand and access expansion.

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).
We have gotten Abnormal Psychology and Social Psychology approved and have been offering these for the past three years.

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?

Over the past three years, the psychology program's success rate has ranged from 68% to 72%, compared to the college average of 72-73%. We were on par with the college in 2022-23, but experienced a dip to 68% in 2023-24 that coincided with a significant enrollment surge of roughly 26%. While our success rate recovered partially to 70% in 2024-25, a gap of about 3 percentage points with the college persists. Notably, our withdrawal rates mirror the college average, suggesting the gap is driven by students who remain enrolled but don't succeed. This warrants further investigation into whether the rapid growth has stretched instructional or support resources, and whether targeted interventions such as embedded tutoring or early alert systems could help close the gap.

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.

Our program's persistence rates have been quite strong, consistently outpacing the college average by 10 to 16 percentage points. In 2024-25, 73% of our students persisted compared to the college's 62%. While our rate dipped slightly from a high of 77% in 2022-23, this coincided with substantial enrollment growth as the number of persisting students grew from 389 to 590 over this period. The fact that students are staying with the program at such high rates, even during a year when course success dipped, suggests strong student interest and engagement with psychology coursework. This high persistence also underscores the importance of strengthening success rates, since we are retaining a large and growing population of students who would benefit from additional academic support.

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.

The persistence data was not surprising because psychology is a high-interest subject that attracts students across a wide range of majors and goals, so the strong retention rates align with what we would expect. Students tend to find the material personally relevant and engaging, which likely contributes to their decision to continue from fall to spring.

What was more surprising was the gap in course success rates compared to the college average, particularly the dip to 68% in 2023-24. We would have expected our program to perform at or near the college average, as it did in 2022-23. The fact that this dip coincided with a 26% enrollment surge suggests that rapid growth may have strained our capacity to support students effectively. Notably, the gap is not driven by withdrawals. Our withdrawal rates are consistent with the college. Rather, the gap is driven by a higher non-success rate, meaning students are staying in our courses but not passing at the same rate as the college overall.

The most striking finding is the tension between these two metrics: we retain students at rates far above the college average, yet our course success lags slightly behind. This combination suggests we have a highly engaged student population that would benefit from stronger academic interventions. The students are showing up. The opportunity now is to ensure more of them succeed.

The trends suggest that:

- Enrollment growth is likely to continue, given the upward trajectory from 829 to 1,165 headcount over three years
- The program has begun to stabilize after the 2023-24 dip, with success rates recovering partially to 70%
- There is a clear need to investigate what specific supports, such as supplemental instruction, embedded tutoring, or redesigned assessments, could help close the 3-point gap with the college average, especially given that we are retaining a large pool of students who are persisting but not succeeding

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)?
- Our goal is to meet or exceed the college-wide course success rate, which currently stands at 73%. At 70% in 2024-25, our program falls 3 percentage points short of that benchmark. While this represents a recovery from the 68% low in 2023-24, we have not yet reached our target.

To close this gap, we plan to pursue several strategies. First, we intend to explore embedded tutoring options within high-enrollment sections, giving students real-time academic support within the classroom. Second, we plan to strengthen our use of early alert systems to identify and reach struggling students before they fall too far behind. Third, as our enrollment has grown significantly, we will consider advocating for additional full-time faculty to ensure instructional quality and consistency across sections. Increasing the full-time presence could improve mentorship, curriculum coordination, and student outcomes. Finally, we plan to examine success rates at the individual course level and modality level to determine whether specific courses or modalities are driving the gap, which will enable us to target interventions more precisely.

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? Not applicable.
- In 2024-25, the psychology program served 1,165 students.

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

Our program continues to provide students with an option to meet their social science requirements for degree transfer. It also builds skills useful for a variety of jobs and academic pathways. Additionally, we support retention by scheduling psychology courses strategically so that students can move smoothly through their academic pathway.

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

The dominant trend is rapid enrollment growth (44% over four years) outpacing our growth in sections and staffing. Student demand and retention are strong, but course success has lagged the college average, suggesting our instructional capacity may be stretched. We will consider implementing embedded tutoring in high-enrollment sections, expanding early alert usage, and conducting course-level success analysis to target interventions where they will have the greatest impact.

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)?

Our equity data reveals that Latinx students, who represent 72% of our enrollment, succeed at 68%, below both our program average of 70% and the college-wide rate for Latinx students of 70%. This is our most actionable equity gap given the size of this population (1,016 enrollments). Over three years, Latinx success in our program has ranged from 66-70%, showing modest improvement but remaining consistently below other groups.

Black students (66%) and Filipinx students (74%) also show lower success rates compared to the college averages for those groups. However, with only 41 and 38 enrollments respectively, these sample sizes are too small for reliable trend analysis, as are those for Asian, Native American, and Pacific Islander students.

Efforts so far have included offering courses across multiple campuses and modalities to improve access, particularly for our predominantly Latinx service area. The hiring of

a full-time faculty member in 2022-23 also brought greater instructional consistency. However, these efforts have not yet closed the equity gap meaningfully. To address this, we plan to implement culturally responsive pedagogy training for all instructors, explore embedded tutoring targeted at high-enrollment sections where Latinx students are concentrated, and strengthen early alert interventions to reach struggling students sooner.

We will work to close equity gaps by ensuring that we are offering courses in a variety of modalities, and at a variety of times so that the various student groups have options. Additionally, we are committed to partnering with campus resources to ensure that students are connected to all of the equitable measures Gavilan has to offer.

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)?

Our modality data reveals notable differences in course success rates. Face-to-face sections have generally performed strongest, reaching 77% in Fall 2025. Online sections have shown steady improvement, rising from 62% in Fall 2021 to 73% in Fall 2025, narrowing the gap with face-to-face courses considerably.

The most concerning trend is in hybrid sections, where success rates have declined from 62% to 50% over the period, with a relatively small but growing enrollment (107 attempts in Fall 2025). This consistent downward trend warrants investigation into course design, scheduling, and whether students understand the expectations of the hybrid format.

To address these disparities, we plan to focus on several strategies: reviewing hybrid course design with faculty to ensure the balance of online and in-person components is supporting student learning rather than creating confusion; sharing best practices from our improving online sections, where intentional course design appears to be yielding results; and exploring whether students self-selecting into hybrid sections differ demographically from other modalities, which could point to additional support needs. We will also consider whether embedded tutoring or supplemental instruction could be offered in hybrid and online modalities to mirror supports available in face-to-face settings.

This data also supports our initiative to increase our face-to-face course offerings.

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 psychology program is uniquely positioned to support the district's EEO goals, as topics of diversity, identity, culture, and social justice are embedded within our curriculum. Courses such as Introduction to Psychology, Social Psychology, and Abnormal Psychology directly address cultural perspectives on mental health, implicit bias, systemic inequality, and the experiences of marginalized communities. This gives every student who passes through our program direct exposure to these critical topics as part of their coursework.

In terms of concrete efforts, our program has taken several steps. We have prioritized culturally responsive pedagogy, ensuring that course materials, case studies, and examples reflect the diverse backgrounds of our student population. We have worked to diversify our reading lists and course content to include scholars and perspectives from underrepresented groups, moving beyond the historically Eurocentric focus of the discipline. One concrete example of this is the consistent inclusion of Black Liberation Psychology into curricula, which is a crucial branch of psychology often excluded from psychology textbooks.

Our faculty also incorporate discussions of equity in mental health access, culturally informed approaches to treatment, and the psychological impact of discrimination, topics that resonate directly with our students' lived experiences.

We have partnered with student support services including counseling and EOPS to connect students with resources, and we offer courses across Gilroy and Hollister campuses to reduce geographic barriers for our largely rural, working-class student population.

A barrier we have identified is the reliance on part-time faculty (58% of our load), which limits our ability to ensure consistent integration of equity-focused practices across all sections. Hiring additional full-time faculty who reflect the diversity of our student body would strengthen both instructional quality and representation in the classroom.

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?

To address student equity, our primary focus is closing the success gap for Latinx students, who comprise 72% of our enrollment but succeed at 68%—below both our program average and the college rate. Our plan includes implementing embedded tutoring in high-enrollment sections where the majority of Latinx students are concentrated, expanding early alert interventions to identify struggling students within the first few weeks, and intentionally engaging in dialogue around culturally responsive pedagogy. We also plan to examine our hybrid course offerings, where success rates have declined to 50%, to determine whether modality-specific barriers are disproportionately affecting underserved students.

Additionally, we intend to strengthen partnerships with EOPS, Puente, and counseling services to create clearer support pathways for first-generation and low-income students, who make up a significant portion of our enrollment. We will also explore supplemental instruction models that have shown success in similar programs at other community colleges.

Regarding employee equity, our program will actively support EEO goals in future hiring processes. In all searches for faculty (part-time and full-time), we will prioritize advertising the position widely so to build a diverse candidate pool and ensure hiring committees receive implicit bias training.

VI - LEARNING AND AREA OUTCOME

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

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? NO
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? YES
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?
Psychology faculty will go into CurriQunet and map these.

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?

Based on the assessments and success rates examined thus far, the curriculum appears to be sound. We do not have plans to modify any further at this time. Individual instructors continue to assess their individual assignments for usefulness and make corrections as needed.

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.
Our students are encouraged to think critically, communicate effectively, practice social responsibly, and cultivate well-being. The ILOs are supported by the curriculum in psychology courses as well as the assignments and assessments that we utilize.
3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?
We are working to get back on the proper assessment cycle. Of the SLOs that have been assessed for Introduction to Psychology thus far, it appears the majority of the students are meeting the SLOs.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).
We are focusing on increasing enrollment in the courses that we currently offer before focusing on developing new courses. We will likely collaborate with other departments to build a certificate that can be offered to incarcerated students.
2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

We plan to decouple Psychology courses from Child Development courses.

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 are effectively covering all of these bases and will continue to do so. We recognize how critical it is to optimize course scheduling.

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.

According to the guidance of Dr. Moaty Fayek, I am listing the Full Time Equivalent Faculty (FTEF) for the past three years for this question.

22/23: 6.0, 23/24: 7.2, 24/25: 7.6

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)

N/A

3. Additional Comments: N/A

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.**

This does not apply to the psychology program.

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)

Our program budget has supported faculty members' ability to teach by making it possible to acquire necessary teaching material. Additionally, the discipline budget has supported psychology faculty to host events, such as the psychology career panel.

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)

Our costs are in alignment with our budget.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years?

(200 words or less)

Our program actively partners with several institutional initiatives to improve student success. We participate in Gavilan's Guided Pathways efforts with a fully mapped psychology pathway, which we will be updating to ensure it reflects current course sequences and transfer requirements. This work helps students navigate a clear path from entry through completion and transfer.

We maintain a current ADT in Psychology, with modifications as recent as 2025, ensuring our program remains aligned with CSU transfer requirements and that students can transition seamlessly to four-year institutions in one of the most popular transfer majors in the state.

We also partner with local high schools through the High Step program, offering psychology courses at Anzar, Sobrato, Gilroy, Christopher, Hollister, and Mount Madonna. This dual enrollment initiative creates early entry points into the psychology pathway, builds college readiness, and helps students accumulate transferable units before they arrive at Gavilan, directly supporting both access and completion goals.

Over the next three years, we plan to continue strengthening these partnerships while promoting a culture of collaboration across departments and student support services. Our focus will be on updating our Guided Pathways map, maintaining ADT currency, expanding High Step offerings where demand exists, and working with institutional partners to ensure our growing student population has clear, supported pathways to success.

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)**

Our program faces both significant opportunities and emerging threats. The most notable opportunity is the growing demand for mental health awareness in our community. As conversations around mental health become increasingly mainstream, particularly among young people, psychology courses are well

positioned to meet student interest while providing foundational knowledge that supports both transfer goals and personal development. This is reflected in our 44% enrollment growth over four years, demonstrating strong and sustained student demand.

However, two key threats require attention. First, recent reductions in general education requirements for social science courses pose a direct risk to our enrollment pipeline. Psychology has historically benefited from its role as a GE option that attracts students from across the college. If fewer students are required to take social science courses, we may see a decline in the broad-based enrollment that has fueled our growth. This makes it essential that we strengthen our program's visibility, relevance, and appeal beyond GE requirements. We can position psychology as a pathway to transfer and careers, not simply a requirement to fulfill.

Second, the irresponsible use of generative AI poses a serious threat to academic integrity, particularly in our online sections. With 73% of our online enrollments now succeeding, we want to ensure those outcomes reflect genuine learning. Without robust academic integrity measures, AI misuse could inflate success rates while undermining actual student competency. We plan to address this by developing clear AI use policies across all sections, incorporating assessment methods that are more resistant to AI misuse such as proctored exams and oral presentations. We also intend to support the development of faculty training on detecting and responding to AI-generated work.

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)

Online courses are here to stay. We all know that. The pandemic demonstrated that online instruction can expand access for students who face geographic, scheduling, or transportation barriers, which is particularly relevant for our service area. Our online success rates have improved steadily, rising from 62% in Fall 2021 to 73% in Fall 2025, suggesting that both faculty and students have become more effective in the online environment over time.

What we want to maintain is the access and flexibility that online courses provide. For our student population, online options are not a convenience but a necessity. Removing them would create barriers for the very students we are trying to serve. However, the landscape has changed significantly since the pandemic. Generative AI technologies were not widely available during that period, and they now pose a serious challenge to academic integrity, particularly in online settings where assessment is harder to monitor. We want to preserve the equity gaps that the online modality can close, but we also need to establish and protect the integrity of a college course within that modality.

To achieve both goals, we plan to invest in faculty development around AI-resistant assessment design, implement clearer academic integrity policies specific to online

sections, and explore tools that help authenticate student work. The goal is to evolve online instruction to ensure that the access gains of the past several years are matched by rigor and authenticity in student outcomes.

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

The reduced GE requirements for social science courses could cause a decrease in enrollment unless we position ourselves strategically, and the misuse of AI can completely undermine the value of a college degree.

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

- Goal:** Revise courses to comply with CCN standards.
- **Goal:** Decouple psychology courses from the cross listed child development courses, and deactivate those associated psychology courses.
- **Goal:** Increase success rates to meet or exceed the college average, particularly in hybrid courses.
- **Goal:** Close equity gaps, particularly in the Latinx population.
- **Goal:** Ensure the SLOs are assessed and reported properly
- **Goal:** Increase the percentage of in-person course offerings within the context of all of our psychology course offerings.

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? **Our program and department participate in the mentoring program.** Our faculty have served as official and unofficial mentors to new faculty. We continue to participate in professional learning activities.
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? The key is to advertise the position widely so that the candidate pool is diverse. From there, it's a matter of hiring the best person for the job. But ensuring that we advertise positions widely is the most important means to this end.
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 psychology program at Gavilan College is experiencing a period of significant growth and opportunity. Over the past four years, unduplicated headcount has increased 44% from 807 to 1,165 students, outpacing the college's overall growth rate of 29%. We serve students across the Gilroy and Hollister campuses, and through High Step partnerships at the local high schools. Our ADT remains current with modifications as recent as 2025, and our Guided Pathways map is slated for revision to reflect updated course sequences and transfer requirements.

Our persistence rates of 72-77% consistently exceed the college average of 61-62% by a wide margin, reflecting strong student engagement with psychology coursework. However, our course success rate of 70% trails the college average of 73%, a gap that emerged during a period of rapid enrollment expansion. Notably, this gap is driven by non-success rather than withdrawal, meaning students are staying but not passing at the same rate, which underscores both the challenge and the opportunity before us.

Our equity data identifies Latinx students as the primary population requiring targeted support, with a success rate of 68%. Modality analysis reveals strong improvement in online sections (62% to 73% over four years) but a concerning decline in hybrid sections to 50%. There is strong rationale for increasing our face-to-face course offerings. Threats from reduced GE social science requirements and generative AI misuse require strategic attention.

Over the next three years, our goals include revising program maps and complying with CCN standards, decoupling psychology courses from child development cross-listings, closing equity gaps through embedded tutoring and culturally responsive pedagogy, increasing face-to-face offerings, strengthening academic integrity measures, and ensuring proper SLO assessment. The program's foundation is strong. We have growing enrollment, exceptional retention, dedicated faculty, and meaningful community partnerships including Dr. Fortino's decade-long commitment to the Rising Scholars program. Our focus now is ensuring that academic outcomes match the momentum our program has built.

XVII - ATTACH FILES

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