

ANNUAL UPDATE QUESTIONS

I - MAIN

Overview

Academic Year: **2025-2026**

Originator : Jennifer Nari

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

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

II - CO-CONTRIBUTORS

- 1) Click or tap here to enter text.
- 2) Click or tap here to enter text.
- 3) Click or tap here to enter text.
- 4) Click or tap here to enter text.
- 5) Click or tap here to enter text.

III - ANNUAL UPDATE

On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and provide and update.

Previous Goals:

Goal 1: Enhance Industry Partnerships and Internship Opportunities

- Develop formal agreements with industry partners
- Develop formal agreements with CSUMB
- Collaborate with STEM CAP Specialist
- Integrate research projects into coursework
- Host career panels and networking events with STEM employers.

End of Year Goal Status: In-Progress

Please describe your status (No more than 200 words).

Significant progress has been made toward expanding industry partnerships and increasing student access to internships and applied research experiences. In 2024-2025, the number of work-based learning placements increased to 72 students, exceeding prior participation levels and demonstrating measurable growth in internship capacity. This expansion includes placements with university partners, faculty-led research internships, and newly developed micro-internship models embedded within the academic year.

Close coordination with the STEM Career and Academic Pathways (CAP) Specialist has been instrumental in this growth. The CAP Specialist has led employer outreach, student preparation workshops, internship matching, and follow-up support, ensuring both increased placement numbers and strong student readiness. Career panels and networking events hosted throughout the year have further strengthened employer engagement and expanded partnership pipelines.

Collaboration with CSUMB continues to develop through internship placements, research alignment, and pathway conversations. In addition, the K16 Collaborative partnership has strengthened regional workforce alignment by creating clearer STEM and engineering pathways from high school through transfer, reinforcing long-term internship and industry engagement opportunities.

While formalized agreements with some partners remain in progress, operational partnerships are active and producing tangible outcomes. Overall, internship access, employer engagement, and applied learning integration have grown substantially during this reporting cycle.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?

Yes, the division requested similar resources in the previous year to support paid internships, faculty mentorship stipends, coordination through the STEM CAP Specialist, and operational costs associated with industry partnerships. Those efforts were largely supported through the Title III HSI STEM grant. As a result, the internship program expanded significantly, reaching 72 work-based learning placements in 2024–2025 and exceeding annual participation targets. Since that request, there has been a significant change: the discontinuation of the STEM Title III grant. The grant previously provided primary funding for internships, micro-internships, embedded tutoring, faculty mentorship, and coordination infrastructure. While participation targets were exceeded under grant support, the loss of this funding creates a structural sustainability gap. Given this major change, the division will formally request institutional funds to continue the paid internship program, including student stipends, faculty supervision, and partnership coordination. Without replacement funding, internship access - particularly for low-income and first-generation STEM students - will be significantly reduced. Sustaining this program is essential to maintaining workforce alignment, transfer momentum, and the division's documented gains in student engagement and completion.

Goal 2: Expand STEM Support Programs

- Increase targeted tutoring and mentoring services for underrepresented students in STEM through peer-led and faculty-supported initiatives.
- Develop culturally responsive STEM curriculum that reflects diverse contributions to STEM fields.
- Strengthen outreach and support for first-generation and Latinx students through specialized workshops and community-building events.
- Enhance bilingual support services, including tutoring and counseling, to address language and accessibility barriers.
- Expand STEM bridge programs that help students transition from high school to college-level STEM coursework.

End of Year Goal Status: In-Progress

Please describe your status (No more than 200 words).

Core support structures outlined in this goal are fully operational. STEM Academies, embedded tutoring (20 Learning Assistants across 17 sections), proactive STEM counseling, technology lending, and culturally responsive outreach have been sustained throughout the reporting period. Transfer-level math completion for Hispanic and low-income engineering students reached 70.5%, exceeding the revised 49% target. Term persistence remains stable (72–76%), despite increased rigor under AB 1705. Bridge activities, bilingual outreach, and onboarding efforts (Summer STEM Math Orientation, Welcome Week, Bienvenida) are aligned with the proposed activities in this goal. While persistence in the engineering pathway remains slightly below the long-term target (rolling average 49% vs. 56%), equity gaps are narrowing. The goal is firmly in implementation phase with measurable gains, though continued focus on first-year persistence is needed.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?

Yes, the division requested similar resources in the previous year to sustain STEM academic support services, including embedded tutoring (Learning Assistants), STEM counseling, mentoring, bridge programming, and outreach events such as STEM Welcome Week and onboarding workshops. These supports were largely funded through the Title III HSI STEM grant. As a result, we were able to maintain STEM Academies, embed tutors across high-impact gateway courses, provide proactive STEM counseling, and expand outreach efforts that supported retention and persistence among Latinx, first-generation, and low-income students. There has since been a significant change: the discontinuation of the STEM Title III grant. The loss of this funding represents a major structural shift, as the grant previously underwrote tutoring costs, counseling support, mentorship coordination, and outreach programming. While

these interventions contributed to stable persistence rates and improved transfer-level math completion, they are not fully supported by base general funds. Given this change, the division will request institutional funding to sustain STEM academic support and outreach events. Without replacement resources, reductions in tutoring, mentoring, and early engagement programming could negatively impact retention and equity outcomes in gateway STEM courses. Sustaining these supports is critical to protecting documented gains in student success.

Goal 3: Expand Dual Enrollment Opportunities in STEM

- **Strengthen High School Partnerships:** Work with local high schools to identify demand for STEM dual enrollment courses. Develop articulation agreements ensuring that courses align with high school and college curricula.
- **Expand Dual Enrollment Course Offerings:** Offer college-level math, physics, engineering, and computer science courses at high school campuses. Implement STEM pathway tracks, allowing students to earn STEM certificates or significant college credits before graduation.
- **Increase Student & Family Outreach:** Conduct STEM dual enrollment workshops for students, parents, and high school counselors. Promote internship opportunities for dual enrollment students.
- **Support Dual Enrollment Student Success:** Provide dedicated STEM counselors and mentors for dual enrollment students. Offer academic support services, including tutoring, career guidance, and STEM faculty mentorship.

End of Year Goal Status: In-Progress

Please describe your status (No more than 200 words).

Significant progress has been made toward expanding dual enrollment STEM pathways. ENGR 10 is now articulated and offered year-round, with dual enrollment expansion planned at Hollister High School beginning Spring 2026. Through the K16 Collaborative with Hollister High School and CSUMB, pathway alignment from high school to bachelor's degree in engineering has been strengthened.

Outreach efforts - including Welcome Week, Bienvenida, College Night, classroom visits, and STEM onboarding activities - have increased awareness of STEM pathways among prospective and current high school students. Bilingual engagement strategies and STEM Symposium events have further strengthened family and community visibility.

While expansion of math, physics, and computer science dual enrollment sections is ongoing, implementation is phased to ensure instructional quality and alignment. Overall, this goal is advancing through formalized partnerships, increased course access, and strengthened student support systems, with continued scaling planned through 2026–2027.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?

Yes, the division requested similar support in the previous year to expand dual enrollment STEM offerings, particularly related to staffing capacity and coordination with high school partners. The college was supportive in allowing the division to recruit and hire part-time faculty specifically to teach dual enrollment courses. As a result, we strengthened instructional capacity and positioned ourselves to expand offerings such as ENGR 10 and other transfer-level STEM courses at partner high school campuses.

There has not been a significant negative change since that request. In fact, capacity to expand dual enrollment has improved. The division has access to K16 Collaborative funding to support pathway development, coordination, and partnership work with local high schools and CSU partners. These funds provide structural support for outreach, alignment, and implementation activities tied to STEM dual enrollment expansion.

Because of this dedicated K16 funding stream and institutional support for part-time faculty hiring, we do not need to request additional general funds at this time specifically for dual enrollment expansion. Moving forward, the focus will remain on scaling course offerings strategically, ensuring curricular alignment, and providing adequate academic and counseling support to sustain student success within the dual enrollment STEM pathway.

New Goal (Optional)

- **Goal (One Sentence Limit):** Goal 4: Institutionalize and Sustain High-Impact STEM Student Support and Workforce Initiatives
- 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*):
 - SAO 2: Increase retention, persistence, graduation, and transfer rates.
 - SAO 3: Provide programming and resources to support students' professional growth.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO

Results:

- **Connection to Mission Statement:**
This goal aligns with Gavilan College's mission to engage, empower, and enrich students of all backgrounds by ensuring that proven STEM academic support, mentoring, and workforce initiatives remain accessible and sustainable. Sustaining these supports enables students to build their academic, social, and economic potential.
- **Connection to Strategic Plan:**
Supports institutional priorities related to equity, retention, workforce preparation, Guided Pathways, and long-term fiscal stability. Institutionalizing high-impact practices strengthens FTES generation in gateway STEM courses and protects student momentum toward transfer and completion.
- **Connection to SLO/SAO Results:**
Directly supports:
 - **SAO 2:** Increase retention, persistence, graduation, and transfer rates.
 - **SAO 3:** Provide programming and resources to support students' professional growth.
Sustaining embedded tutoring, STEM counseling, internships, and outreach preserves gains in math throughput, persistence, and workforce alignment.
- **Proposed Activity to Achieve Goal:**
 - Identify institutional funding sources to replace lost Title III STEM grant support.
 - Transition critical positions (e.g., STEM academic support roles, internship coordination infrastructure) to stable funding streams where feasible.
 - Align internship and mentoring programs with SCFF metrics, enrollment growth strategies, and categorical funding opportunities.
 - Develop a sustainability plan outlining phased institutional absorption of tutoring, mentoring, and outreach programming.
 - Strengthen data tracking to demonstrate ROI (persistence, completion, transfer, enrollment growth).

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- **Responsible Party (One Sentence limit):** Dean of STEM; Vice President of Academic Affairs; Vice President of Administrative Services; STEM Activities Director; Institutional Research (RPIE)
- **Timeline to Completion:** Semester/Year: Spring 2027
- **How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):**
Evaluation Metrics: Percentage of previously grant-funded STEM supports transitioned to institutional funding. Maintenance or growth of internship placements and embedded tutoring sections. Stability or improvement in STEM persistence, gateway math success, and transfer-level math completion rates. FTES trends in STEM gateway and engineering courses. Reduction in service disruption following grant sunset.

Additional Comments:

Click or tap here to enter text.

IV - RESOURCE REQUESTS

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1. Request Name (short title): STEM Academic Support, Internship, and Outreach Sustainability Fund
2. Request amount: \$200,000
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) Goal 4: Institutionalize and Sustain High-Impact STEM Student Support and Workforce Initiatives, Goal 1: Enhance Industry Partnerships and Internship Opportunities, Goal 2: Expand STEM Support Programs,
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?

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)

The STEM Division requests \$200,000 annually to sustain high-impact academic support, internship, and outreach initiatives previously supported through the Title III HSI STEM grant. The discontinuation of the grant represents a significant structural funding loss, placing at risk STEM academic support (e.g. embedded tutoring), internship stipends, faculty mentorship support, STEM outreach events, and coordination infrastructure essential to student success and workforce alignment.

Under grant support, the division expanded internships, embedded tutoring across high-impact gateway courses, and scaled culturally responsive outreach and onboarding efforts. These interventions contributed to stable persistence rates, improved transfer-level math completion, increased engagement in engineering pathways, and stronger workforce preparation outcomes. Without replacement funding, reductions in tutoring sections, internship placements, and early outreach programming are likely, directly affecting retention, equity outcomes, and enrollment momentum in STEM gateway courses.

This request aligns directly with:

- Goal 4: Institutionalize and sustain high-impact STEM practices by transitioning critical supports to stable institutional funding.
- Goal 2: Maintain expanded STEM academic support systems that improve persistence and close equity gaps.
- Goal 1: Preserve internship infrastructure and industry engagement capacity essential to workforce pathways.

Funds would support:

- Student internship stipends

- STEM tutors
- Faculty mentorship support for research/micro-internships
- Outreach and pathway events (STEM Welcome Week, workshops, community engagement)
- Coordination support for partnership development

Investing institutional funds protects documented gains in enrollment, retention, and workforce preparation while mitigating service disruption following grant sunset. This request ensures continuity of proven interventions that strengthen both student outcomes and long-term institutional stability in STEM pathways.

V - 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 this year. 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 2024–2025 annual program review reflects a STEM Division that is growing in scale, strengthening its pathways, and navigating a significant funding transition. Enrollment in STEM gateway and engineering courses has increased, internships and work-based learning placements have expanded beyond annual targets, and dual enrollment partnerships are strengthening the high school-to-transfer pipeline. Transfer-level math completion and workforce-aligned experiences demonstrate that structured academic support, proactive counseling, and embedded tutoring are positively impacting student momentum.

At the same time, the division faces two structural challenges: persistent equity gaps in high-impact gateway courses and the discontinuation of the Title III STEM grant that previously funded much of the academic support and internship infrastructure. Sustaining student success gains while maintaining fiscal responsibility is now a central priority.

For 2026–2027, the division's goals are focused and strategic. First, we will continue to enhance industry partnerships and internship opportunities to ensure students gain meaningful, career-connected experiences aligned with regional workforce needs. Second, we will expand and stabilize STEM academic support systems - including embedded tutoring, mentoring, bridge programming, and culturally responsive outreach - to improve persistence and close equity gaps in gateway math and engineering courses. Third, we will scale dual enrollment STEM pathways through K16 partnerships, increasing early access to college-level coursework and

strengthening transfer alignment. Finally, we will prioritize institutionalization of high-impact practices to protect proven student success initiatives following the loss of grant funding.

Collectively, these goals position the STEM Division to sustain enrollment growth, strengthen transfer and workforce outcomes, and align with Gavilan College's mission of engagement, empowerment, and economic mobility.

VI - ATTACH FILES (optional)

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