

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Marla Dresch and Anthony Mendoza

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

Department: Natural Sciences

II - CO-CONTRIBUTORS

- 1) Anthony Mendoza
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- 4) Click or tap here to enter text.
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III - PROGRAM MISSION AND ACCOMPLISHMENTS

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

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

The STEM Center and Math Lab provide a welcoming, collaborative study environment where students can complete assignments, receive support from STEM faculty and tutors, learn about on- and off-campus STEM opportunities, schedule appointments with STEM counselors, and connect with peers. The Math Lab supports all mathematics students, while the STEM Center primarily serves those enrolled in physics, biology, chemistry, engineering, computer science, and other STEM-based courses. Both centers offer drop-in tutoring, same-day textbook checkout for in-center use, laptops, instructional supplies, free coffee, and occasional snacks. The Math Lab also provides free printing. Designed to promote active learning and collaboration, the spaces feature extensive whiteboard areas, tables with built-in whiteboard surfaces, and desks equipped with electrical outlets for personal devices. In addition to daily academic support, the centers host STEM workshops and serve as meeting spaces for staff and student groups, including interns and MESA. Located in the Math Building in rooms MA 101 and MA 102, near math faculty offices and STEM counselors, the centers serve as a central hub for students pursuing mathematics and STEM disciplines. Hence, the program advances the college mission

by supporting student success in STEM coursework, increasing persistence, course completion, and transfer to four-year institutions. Research shows that students who feel connected to their campus community are more likely to achieve their academic goals. The centers also function as an outreach and information hubs, highlighting internships, STEM Academy membership opportunities, field trips, and STEM-related clubs, fostering both academic success and a strong sense of community.

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)

Goal 1) The STEM Center and Math Lab will provide tutoring, a lending library of books, solutions manuals, laptop computers, and graphing calculators, other academic supplies and support for use in center.

Progress: This goal is being met through consistent delivery of drop-in and embedded tutoring, ongoing availability of loaner laptops and graphing calculators, and maintained access to essential academic supplies. The lending library has been expanded with additional math textbooks to sustain classroom-set quantities for high-demand gateway math courses and is continuously updated as courses adopt new textbooks. Materials are regularly reviewed to align with curriculum changes, reducing financial barriers and ensuring students have the tools needed for success in STEM coursework.

To formally validate and measure this impact, we will establish a student user cohort in GavConnect to track center usage and compare academic outcomes. This initiative will allow us to document the relationship between tutoring participation and course success, providing measurable evidence of the centers' effectiveness in improving student performance.

Goal 2) Develop and implement a well-developed tutor training program for our student tutors and embedded tutors in STEM classes.

All STEM tutors complete a Guidance 28 Tutoring Techniques course prior to or during their first semester and participate in bi-weekly training meetings throughout the semester. We expanded the number of embedded tutors to provide direct academic support within STEM courses. Since 2021, we have implemented an embedded tutoring program in which peer tutors support specific courses by attending select class sessions and offering workshops/study sessions. Embedded tutoring has served Math, Statistics, Chemistry, Physics, and Biology courses, as well as Math Bootcamps (Math 217, 219) and weekend refresher courses (Math 412, 412A). Tutors also assist and support summer and winter bootcamps and math refreshers, providing additional support to students and faculty during those sessions.

Progress: Most notably, from Fall 2024 to Spring 2025, we increased embedded tutoring by five positions and expanded support to additional course sections. This growth allowed more students to receive structured, in-class academic assistance in challenging STEM subjects and strengthened collaboration between faculty and tutors. We also broadened the range of STEM disciplines supported in our centers, increasing coverage across mathematics, engineering, physics, chemistry, biology, computer science, and other STEM-related areas. This expansion

improved access to tutoring and academic resources for a wider population of students.

Goal 3) Develop and host skill-building workshops designed to reduce barriers to success in STEM courses, including sessions on managing math anxiety, effectively using scientific and graphing calculators, navigating course technology (Canvas), and strengthening foundational problem-solving strategies.

Progress: Initial workshop efforts have been offered in connection with MESA and math orientation-related programming, but these have largely been informational and tied to specific events rather than delivered as a consistent, skills-based workshop series across the semester. Moving forward, the goal is to expand into targeted, recurring skill-building sessions that proactively support students early and throughout the term, such as managing math anxiety, using scientific and graphing calculators effectively, navigating Canvas and other course technologies, and strengthening problem-solving habits. With intentional planning and staffing, trained tutors can help facilitate these workshops and reinforce the same skills during drop-in tutoring hours, creating continuity between workshop instruction and daily academic support.

2. 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 STEM Center and Math Lab expanded both services and course support by significantly expanding embedded tutoring and broadened STEM discipline coverage. Increased embedded support corresponds with improved course success rates in supported disciplines, including Chemistry (74% → 78%) and Biological Science (77% → 82%). We also strengthened support for Math Bootcamps and weekend refresher courses. STEM Center and Math Lab Tutors also began more actively assisting with staffing and facilitating outreach, particularly during Welcome Week providing additional academic support to both students and STEM staff.

However, funding for all STEM tutors changed following the defunding of the STEM III Grant late last year. As a result, sustaining prior staffing levels requires careful reallocation of available resources for comprehensive services offered through the STEM Center and Math Lab.

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?

Course success rates in STEM disciplines supported by the STEM Center and Math Lab show steady improvement over the past three years. In Biological Science, overall success increased from 78% in 2022–23 to 80% in 2023–24 and 82% in 2024–25, while withdrawal rates declined from 8% to 6%. Chemistry also demonstrated growth, with success rates rising from 74% in 2021–22 to 78% in 2024–25. Although the overall college average is not included in the provided data, success rates at or near 80% in rigorous, transfer-level STEM courses are strong and align with expectations given expanded tutoring and embedded academic support. Enrollment growth occurred alongside improved performance, as Biological Science headcount increased 18.7% over four years, suggesting that academic support structures may be contributing to sustained and equitable student success.

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.

Fall-to-spring persistence at Gavilan College’s Gilroy Campus increased from 64% in 2021–22 to 70% in 2022–23, then stabilized at 69% in both 2023–24 and 2024–25. The number of persisting students also grew from 4,684 to 6,260 during this period, reflecting enrollment growth alongside steady continuation rates. These campus-wide figures represent the college average benchmark for comparison.

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 rates are consistent with expectations, particularly given improved STEM course success trends in disciplines supported by the STEM Center and Math Lab. Biological Science success increased to 82% and Chemistry to 78% during the same timeframe. There are no significant declines in persistence; rather, the data show recovery from 2021–22 followed by stabilization. A notable trend is that persistence remained steady even as overall enrollment increased significantly. This suggests institutional stabilization and indicates that continued academic support structures, including tutoring and embedded assistance, may be helping sustain retention rates.

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)?
N/A
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?

The STEM Center and Math Lab offer a variety of services that students use daily. Student served data is only available from Spring 2025 onwards due to the previous software utilized becoming unavailable. In Spring of 2025, the centers served 325 students over 3,681 visits totaling 6,531 hours. In Fall of 2025, the centers served 371 students over 4876 visits totaling 7,926 hours.

In the Spring of 2025, students that utilized the Math Lab and STEM Center had a 79% success rate in their STEM classes, compared to 72% for the students that did not utilize the centers.

In the Fall of 2025, students that utilized the Math Lab and STEM Center again had a 79% success rate in their STEM classes, compared to 66% for the students that did not utilize the centers.

Based on 2024-25 discipline enrollments (Mathematics 2,694; Biological Science 1,357; Chemistry 689; Physics 413; Engineering 170), the STEM Center and Math Lab supported and continue to support an estimated 4,500+ annual enrollments across these core STEM areas.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)
Over the past three years, success rates improved in multiple STEM disciplines, including Biological Science (to 82%) and Chemistry (to 78%), while Engineering maintained a strong success rate (75%). Our centers support these outcomes through a combination of drop-in and online tutoring, embedded tutors in key courses, resource lending, and coordination with counseling and faculty support.
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).
STEM enrollment growth across disciplines indicates increasing demand for tutoring and structured academic support. To respond, the Center will focus on three initiatives: increasing the proportion of STEM students who use the Center, expanding consistent workshops tied to gateway courses and predictable points in the term (midterms/finals), and maintaining/adding embedded support in STEM courses.

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)?

STEM enrollment demographics show a high proportion of Latinx students across multiple disciplines (Mathematics 67%, Chemistry 67%, Biological Science 71%, Engineering 67%). The Center's embedded tutoring and expanded discipline coverage support equity by providing accessible academic reinforcement in challenging gateway courses. Workshop expansion will prioritize courses and points in the semester where withdrawals and non-success are most likely, with targeted outreach to identified disproportionately impacted populations.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

N/A

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 STEM Center and Math Lab support district efforts to create an inclusive and equitable college environment by providing welcoming, student-centered spaces where all students can access free tutoring, academic resources, and personalized support. By offering no-cost textbooks for in-center use, calculators, laptops, printing, and study supplies, the centers reduce financial and access barriers that can impact student success in STEM courses. We also collaborate with STEM faculty, full-time and part-time STEM counselors, and programs such as MESA to strengthen academic pathways and increase connection for historically underserved students. Embedded tutoring promotes equity by bringing support directly into STEM classrooms, ensuring that students who may not

seek tutoring independently still receive structured academic assistance.

To address identified barriers such as math anxiety, study skill gaps, and technology navigation challenges, we are developing targeted workshops focused on exam preparation, problem-solving strategies, calculator use, and Canvas navigation. These sessions will be intentionally scheduled and widely promoted to ensure equitable participation.

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 STEM Center and Math Lab plan to expand outreach and workshops to increase participation among historically underserved students while supporting fair and inclusive tutor hiring and training practices. To better serve our student population, we plan to promote bilingual pay differentials as an incentive to recruit and retain more bilingual STEM tutors. This can help enhance language access and culturally responsive support for students. Tutor training will continue to include strategies for culturally responsive and equity-minded practices. In addition, these centers will maintain online tutoring options to support students who are unable to be physically present on campus due to work, family, transportation, or other barriers. Workshops will be scheduled and promoted in ways that increase access and flexibility to ensure broader participation and equitable student success.

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

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?

N/A

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.

N/A

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?

N/A

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). While already offered, we plan to promote the Peer Tutoring Certificate more among STEM peer tutors. If the course is offered during summer or intersession terms, tutors (including recent graduates or transfer students) will have the opportunity to complete the course and earn their tutoring certificate prior to departure.
2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

N/A

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

N/A

IX - PROGRAM AND RESOURCE ANALYSIS

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

Click Add Item to enter information for each year

Select Year 1: 2023-2024

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: 2; The number of

STEM tutors varies by semester but typically ranges between 20 and 25 student workers.

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: 2; The number of STEM tutors varies by semester but typically ranges between 20 and 25 student workers.

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2025-2026

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: : 2; The number of STEM tutors varies by semester but typically ranges between 20 and 25 student workers.

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

Staffing for the STEM Center and Math Lab has remained relatively stable; however, reassigned time, grant commitments, and shared space responsibilities have affected personnel load. The defunding of the STEM III Grant significantly impacted funding for embedded tutors, requiring reallocation of existing resources to maintain tutoring coverage.

Because the centers share space with STEM counselors and MESA staff, coverage depends on multiple programs operating within the same area. When staff are out due to reassigned duties, grant activity, sabbaticals, or other leave, remaining personnel must adjust to ensure supervision and student support.

Over the next three years, potential retirements, sabbaticals, or additional funding shifts could increase workload and reduce flexibility in scheduling tutoring and workshops.

Without sustained funding, maintaining current levels of embedded tutoring and service hours may be challenging. Future planning will require careful prioritization and exploration of alternative funding sources to preserve comprehensive STEM student support.

3. Additional Comments: **Click or tap here to enter text.**

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. List the resource allocations from all sources (e.g., annual college budget request

appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

Select Year 1: 2023-2024

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 430 Students

Total Allocation (Irrespective of Funding Source): \$103,137.60

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$103,358.26

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)?* 430 Students

Total Allocation (Irrespective of Funding Source): \$143,580.29

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$ 272,364.73

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)?* 430 Students

Total Allocation (Irrespective of Funding Source): \$312,490.36

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$82,947.28

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)

The resources utilized have been highly effective in driving student success, as evidenced by the significant performance gap between center users and non-users. In Fall 2025, students utilizing the Math Lab and STEM Center achieved a 79% success rate in their courses, compared to only 66% for those who did not.

Allocated funds supported a robust embedded tutoring program, which placed peer mentors directly into challenging gateway courses like Chemistry and Biology. This proactive intervention contributed to success rate increases in Biological Science from 78% to 82% over three years. Additionally, the lending library and access to technology

(laptops and calculators) removed critical financial barriers, ensuring that a student's ability to study was not limited by their personal resources. These resources collectively fostered a collaborative environment that increased student persistence and reinforced the academic scaffolding necessary for STEM completion.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

Program costs have historically aligned with available funding; however, the recent defunding of the STEM III Grant has created a significant budgetary challenge. Spending trends show a sharp increase in total expenditures reflecting the peak expansion of embedded tutoring services. 2025-26 data shows a high allocation but a lower Total Spent likely due to the reporting period being mid-cycle or the immediate impact of grant expiration.

To improve alignment moving forward, the program must transition from a reliance on temporary grants to a stable, unrestricted general fund model to maintain current staffing levels of 20–25 student workers. Without this reallocation, we risk a decrease in support hours, which could negatively impact student "buy-in" and success rates. Future improvements include streamlining tutor training through the Peer Tutoring Certificate to maximize the efficiency of every payroll hour.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? (200 words or less)

The Math Lab and STEM Center partner with a few different programs on campus. We partner with the Writing Center to help facilitate and maintain student worker training and standards. Additionally, we also partner with them to facilitate online, appointment-based tutoring via WOnline. This collaboration helps maintain standards and creates an additional resource available to students.

We also partner with MESA in many different capacities. We partner to run community events, educational focused events such as study jams, provide talks for MESA events, and other things.

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)**

Changes in budget and funding have greatly impacted the operations of the Math Lab and STEM Center. In the past, we had multiple tutors on the clock at a time to enable multiple tutoring sessions happening at once, in addition to building community. These funding cuts have greatly impacted these services.

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)**
In the pandemic, we moved to online tutoring by partnering with the Wiriting Center Learning Commons (WC Online) and also providing tutors with drawing tablets. This enabled us to partially continue services through the pandemic. We continue to offer online appointment-based tutoring support through WC Online.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**
Utilization of the center may decrease if students begin to feel as though they are not being supported. More funds to enable events and payroll will help build student and student worker buy-in and confidence.

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

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): Tutoring Budget Request
2. Request amount: \$60,000
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) *Instructional Program Goal & Student Services Goal*
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request Resource allocation to enable running of the centers

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

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

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

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐

- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

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

Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

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

Rationale: This request directly addresses the Instructional Program Goal of closing the 5% equity gap in gateway Math and English courses. Peer tutoring is a high-impact practice that provides culturally responsive, one-on-one academic intervention. For students in historically underserved subgroups, the "hidden curriculum" of transfer-level courses can be a barrier; tutors act as bridge-builders who demystify complex concepts.

Alignment: By increasing tutoring hours, we provide the specific scaffolding necessary to move students from a "D/F" range to a "C or better." This funding is the primary engine for reaching our Spring 2027 success targets, ensuring that support is available during peak study hours when students need it most.

1. Request Name (short title): Textbook Budget
2. Request amount: \$1000/year
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) *Instructional Program Goals & Student Services Goals*
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)
- Rationale: This budget aligns with both the Instructional and Student Services Goals by removing the immediate financial barrier to course materials. The cost of textbooks is a documented deterrent to course completion for underserved populations. By providing "on-demand" access within our centers, we ensure that a student's ability to study for a gateway Math or English exam is not dictated by their bank account balance.

Alignment: This supports the 80% completion goal for SEPs and Financial Aid by creating a "one-stop shop" environment. When students visit the center for free textbooks, staff can verify their SEP status and financial aid progress. It transforms the center into a resource hub that stabilizes the student's academic and financial

journey simultaneously.

1. Request Name (short title): Merchandise Budget
2. Request amount: \$500
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) *Instructional Program Goals & Student Services Goals*
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?

N/A

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)

Rationale: While seemingly aesthetic, "belonging" is a critical metric for retention. This budget supports the Student Services Goal by incentivizing the completion of SEPs and financial aid applications. We will use branded items (tote bags, tech accessories, apparel) as milestones for students who hit the "Full-Time/Full-Plan" status by the Fall 2026 Census Date.

Alignment: Research shows that students who feel a sense of institutional identity are more likely to persist. By providing merchandise that promotes inclusion, we signal that underserved students are a core part of the campus fabric. This "nudge" strategy directly drives the behavior needed to increase our SEP/Financial Aid completion rate from 68% to 80%.

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? Not much training for staff/faculty, but we host bi-weekly training meetings for our student workers.
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? **Click or tap here to enter text.**
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 STEM Center and Math Lab serve as a vital academic hub at Gavilan College, providing a collaborative environment that directly advances the college's mission of equitable access. Data from 2025 demonstrates a clear correlation between center utilization and improved academic outcomes: students using the centers achieved a 79% success rate in STEM courses, significantly outperforming non-users who saw success rates of 66% in the fall and 72% in the spring. Furthermore, expanded tutoring has contributed to rising success rates in rigorous disciplines, with Biological Science increasing from 78% to 82% and Chemistry rising from 74% to 78%. By offering no-cost textbooks, laptops, and calculators, the centers have systematically reduced financial barriers for a student population that is approximately 67% to 71% Latinx across core STEM fields.

Despite these successes, the program faces a critical challenge following the defunding of the STEM Grant. To maintain current service levels and the 20 to 25 student worker positions required to support over 4,500 annual enrollments, the program must transition toward a stable funding model. Goals for the next three years include reducing the 5% equity gap in gateway course completion and increasing the percentage of students completing educational plans and financial aid applications from 68% to 80%. The program remains committed to fostering a sense of belonging and providing the academic scaffolding necessary for student persistence and transfer success.

XVII - ATTACH FILES

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