

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Nicholas Park

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Social Sciences: Social Justice Studies

II - CO-CONTRIBUTORS

- 1) Nicholas Park
- 2) Click or tap here to enter text.
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- 5) 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).

Social Justice Studies 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 Justice Studies program 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 of 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 Social Justice Studies program plan was included in a department wide program review. For this reason, the report will only speak to goals that apply to the SJS program specifically. It is important to note that there are no faculty in our department that are housed in Social Justice Studies. Given it was crafted as an interdisciplinary major, all the courses are taught by faculty in other social science disciplines.

Goal 1: Engage in Dialogue Days

Faculty across the SS department 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

Faculty across the SS department supported the findings of Dr Debbie Klein's sabbatical research on how to establish civic engagement on campus. Unfortunately, without a person in place to coordinate the civic engagement program and reestablish relationships with community organizations, it has not been possible to meet this program goal. Even so, we continue to support and call for this program to be revitalized for the benefit of our students.

Goal 3: Build More Campus and Department Community

Faculty across the SS department participated in campus events, committees, and various community building events at the department level. This included attending discussion sessions, campus wide staff development activities and social events, and department wide social events.

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

We have had numerous department wide discussions about how to build a schedule that better balances the modalities of our courses. We have worked to recruit new faculty who can teach in person, but it has been challenging to retain these faculty. We continue to advocate for more in-person offerings and creative ways to provide accountability for online modalities.

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

Faculty across the SS department have completed the GOTT programs to enhance our online courses.

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

Faculty across the SS department 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 program only has one course designated as Social Justice Studies but it appears that enrollment in the course has increased. Unfortunately, the success rate has declined. We will need to evaluate why this has occurred.

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

Due to difficulty recruiting part-time staff to teach in-person courses, we have been limited in our ability to offer more in-person sections—especially at the Hollister location. We currently have one part-time faculty member who has been teaching the core SJS course.

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

Prior to Covid, we had two faculty who taught the core SJS 5 course. The full time faculty member retired in 2021 and the part-time faculty member has been unable to return to in-person teaching. The remaining course in the program are

comprised of other disciplines that have had mixed ability to add in-person offerings. Recruitment of faculty is the biggest challenge at the moment.

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?

It is difficult to ascertain the success of the program as a whole because there is only one course with an SJS designation (SJS 5). The success rates for SJS 5 have declined slightly since the 21/22 AY where it was 79%. It dropped to 72% in 22/23, 59% in 23/24, and 54% in 24/25. The college average was 73% in 24/25, so this one course is below the college average. We will need to identify reasons for the decline in this specific course.

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.

As there is only one course with SJS designation, the persistence rates are for that course alone. The persistence rate for SJS 5 was 82% in 2022/23, 76% in 2023/24, and 77% in 2024/25. This is well above the college wide persistence rate, which was 62% in 2024/25.

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.

There is a decline in the success rate of SJS 5 compared to college average. As this is only one course, we cannot really ascertain the entirety of the SJS degree because it is primarily interdisciplinary. Students choose a variety of courses, primarily from history and sociology. Examining these programs show that the success rates are in line with the college average or above.

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 have as many students be successful as possible. At minimum, we strive to meet or exceed the college average. Given the college average was 72% in the last academic year, our goal is to increase our success in SJS 5 to meet that level.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

The unduplicated headcount was 52 in 2022/23, 50 in 2023/24, and 54 in 2024/25. Again, this data is for the singular SJS 5 course. The success rates have been reported in questions above. We have no way to ascertain the second part of this question because we are not a service department.

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.

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).

It would be prudent for our department to market our classes and for our division to demonstrate the importance and value of social science skills for the job market. These factors have not, however, impacted retention and success in the social justice studies program.

There appears to be demand for LGBTQ studies, so we would like to add this to our core courses for the ADT.

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)?

Based on the available data, there do not appear to be equity gaps by race. Given this is a single course, the sample sizes for most groups are too small to do any meaningful analysis.

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)?

SJS 5 has only been taught online for the past three years. We have no data to make comparisons by modality.

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.)*

This program does not have assigned faculty. However, since it is an interdisciplinary and department wide program, the initiatives of the Social Science faculty as a whole contribute to these missions.

Faculty in our program strive to include diverse perspectives in our

courses, participate in DEIA initiatives across campus, and continue to seek out trainings to help us meet the goals laid out in the EEO plan. We have also worked to recruit diverse candidates to teach in the program, which is reflected in the updates to the posted job announcements.

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?

We will continue to stay apprised of the college-wide initiatives to improve success and implement those in our classes to the best of our abilities.

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? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

We intend to update our maps and assess our courses so that we are back on the assessment cycle.

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 sociology 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 Sociology thus far, it appears the majority of the students are meeting the SLOs. However, there are a number of students who do not complete the courses nor the work; assessments need to take into account whether or not the work was actually attempted by students in order to have meaningful and useful findings.

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 would like to create a new LGBTQ Studies course to be part of the core SJS offerings.

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

There are no plane to deactivate any courses. There is only one core course with and SJS designation; it is offered regularly.

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).

As of now, we will need to recruit new faculty to teach SJS 5 in other modalities. It is currently offered online, so students are able to enroll despite schedule conflicts. The other discipline courses that meet requirements for the SJS degree are offered in a variety of modalities and times.

IX - PROGRAM AND RESOURCE ANALYSIS

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.

2022/2023 - FTEF = 0.4

2023/2024 - FTEF = 0.4

2024/2025 - FTEF = 0.4

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)

There are no foreseeable issues with personnel in terms of reassignment or sabbaticals.

Additional Comments: We need to recruit more in-person faculty.

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 this 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)

This program does not have a budget.

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)

This does not apply to this program.

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)**

We will continue to work with the CAPS leaders to ensure that our program contributes to the success of our students.

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)**

The greatest threat to our program is the reduction of required social science courses for GE. Our classes have seen declining enrollment, especially for in-person courses over the past semester. It is unclear if this will be part of a larger trend.

We are not sure how this will affect our program, but there have been political attacks on Justice Studies at the federal level. Programs have been reduced, closed, and sanitized in other states.

Another threat is the introduction of generative AI. This has greatly called into question the legitimacy of our online courses. As noted previously, the "success" rates of our online courses has increased compared to our in-person courses, but we question the role that generative AI has played in these differences. Our faculty have noted that there is a high level of cheating in our online courses that needs to be dealt with campus wide. We feel the campus needs to have a testing center and require online students complete assessments in a controlled environment.

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)**

As noted above, online instruction has proved difficult in the current environment. It is near impossible to ensure the legitimacy and authenticity of student work given these technological advancements.

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

There will be more cheating and less authentic work submitted in online and in-person courses. It is not enough for faculty to simply alter their assessments, as even the most seemingly AI proof assignments have proved otherwise.

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):** Update Program map.
- 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.**
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- **Goal (*One Sentence Limit*):** Assess SLOs and ensure the courses are on the proper assessment cycle.
 - 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.**
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- **Goal (*One Sentence Limit*):** Create LGBTQ Studies course and update program plan.
 - 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): **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? **Yes. We offer support as need and refer faculty to various professional development opportunities offered by the college.**
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. N/A
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? **We continue to utilize the recruitment practices adopted by the college to reach these goals.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? No.
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. Some of the questions do not make sense for particular programs or areas.

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 Social Justice Studies (SJS) program continues to provide students with an interdisciplinary plan of study that prepares them for transfer or career goals. Currently, the program only has one course designated as SJS. We would like to create and LGBTQ Studies course as there has been demand and it is a core course in other such SJS programs.

Although it is difficult to ascertain success rates given the interdisciplinary nature of the program, our reviews of sociology, history, and philosophy—core areas of which SJS students complete their degree requirements—indicate that the success rates are generally good. There are some areas where we need to improve—particularly our in-person offerings that have seen some lower than expected success rates. Even so, there do not appear to be major gaps in success among focal demographic groups out of line with the college as a whole.

XVII - ATTACH FILES

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