

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : David Perez/Alberto Marques

Division: Division 10 - Arts, Humanities, Social Sciences

Department: World Languages/ Spanish

II - CO-CONTRIBUTORS

- 1) David Perez
- 2) Alberto Marques
- 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 - PROGRAM MISSION AND ACCOMPLISHMENTS

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

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

The program supports Gavilan College's mission by providing equitable access to high quality services that help students succeed academically, professionally, and personally. The institution is committed to "equitable access and comprehensive support in a welcoming inclusive environment" that enables students "to achieve academically and pursue lifelong learning," while preparing them for "transfer success, career advancement, and meaningful community participation."

Our program structure reflects these values through three core service areas: academic support, career development, and student-centered guidance. Academic support includes tutoring, skills-building workshops, and structured learning assistance that help students strengthen foundational competencies. These efforts directly contribute to the mission's emphasis on academic achievement and preparation for university transfer or workforce pathways. The program also fosters a strongly inclusive and supportive environment. Through targeted

services for diverse learners, outreach to underserved groups, and personalized advising, the program helps actualize the college's mission to guide *students of diverse backgrounds* and to promote equitable opportunities for student success. Overall, the program strengthens the college's mission by ensuring that all students—regardless of background, ability, or educational goal—receive the support, resources, and opportunities they need to thrive academically, professionally, and as engaged members of the 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)

1. Previous goal was to provide a sustainable and robust tutoring program. We've been able to accomplish this by offering more tutors at the tutoring center and on-line where they can meet in Zoom sessions.

2. Previous goal was to grow enrollment. We've been able to accomplish this as our data shows that we've increased our enrollment by 24.3% from the year 2022-23 to 2024-25.

3. Our new goal is to hire another full-time instructor for our Spanish department since one will be retiring.

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

Yes, we offer more tutoring and more on-line courses.

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?

. We've been able to increase our enrollment as our data shows. We've increased it by 24.3% from the year 2022-23 to 2024-25. Our success rate has also increased slightly within the 3 year time span from 75% to 80%.

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.

Click or tap here to enter text.

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.

Click or tap here to enter text.

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)?

Click or tap here to enter text.

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)

Click or tap here to enter text.

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

Click or tap here to enter text.

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).

Click or tap here to enter text.

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)?

Click or tap here to enter text.

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)?

All of our Spanish courses have been delivered in DE modality(hybrid and fully on-line). They reflect the same success rate as the previous data, 80%

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.)*

We offer a full immersion program in Seville, Spain. Students are enrolled in courses from 9:00 am to 2:00 pm., Monday through Friday. They participate in cultural activities throughout the day and are offered excursions to neighboring countries for an additional fee. We would like to offer this opportunity to our other foreign languages(French and Japanese) in the near future.

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?

I approach equity by focusing on removing barriers and making sure both students and employees have the support they need to succeed. For students, I rely on disaggregated data to identify where inequities exist, then work with faculty and student services teams to implement targeted supports—like culturally responsive teaching, embedded tutoring, and strong basic needs resources. I also prioritize clear, structured pathways so historically underserved students don’t have to navigate the system alone. For employees, I strengthen EEO outcomes by ensuring we have inclusive hiring processes: diverse hiring committees, bias-aware training, clear evaluation rubrics, and job descriptions that avoid unnecessary barriers. I also support proactive outreach to diversify applicant pools.

Overall, my goal is to build systems—not one-off initiatives—that ensure access, belonging, and equitable outcomes for all students and employees.

VI - LEARNING AND AREA OUTCOME

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

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

Click or tap here to enter text.

VII - OUTCOME ASSESSMENTS

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

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

Click or tap here to enter text.

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

Gavilan College has four board approved Institutional Learning Outcomes (ILOs):

- **ILO A: Think Critically & Creatively**
- **ILO B: Communicate Effectively**
- **ILO C: Practice Social Responsibility**
- **ILO D: Cultivate Well-Being**

Our Spanish department SLO's support Gavilan's PLO's by

1: Students will communicate in spoken Spanish at an appropriate proficiency level.

2: Students will write coherent paragraphs or short essays in Spanish.

3: Students will interpret written and spoken Spanish (reading and listening comprehension).

4: Students will analyze cultural practices and products from Spanish speaking countries.

5: Students will apply the Spanish language in real-world or community contexts (e.g., conversations, cultural events).

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

Click or tap here to enter text.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

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

Yes, we plan to offer Span 701 Spanish for health professionals.

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

Click or tap here to enter text.

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

Yes, we offer a variety of courses at our satellite locations as well as our main campus geared to accommodate the community as whole.

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: 2024-2025

Number of Full Time Faculty: 2

Number of Part Time Faculty: 5

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2025-2026

Number of Full Time Faculty: 1

Number of Part Time Faculty: 5

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: Choose an item.

Number of Full Time Faculty: **Click or tap here to enter text.**

Number of Part Time Faculty: **Click or tap here to enter text.**

Number of Full Time Classified Professional: **Click or tap here to enter text.**

Number of Part Time Classified Professional or Student Worker: **Click or tap here to enter text.**

Number of Full Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

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)

1 full-time faculty member will be retiring in May of 2026.

A new Spanish instructor will help out by increasing course availability, preventing cancellations or waitlists, and ensuring students can take the language classes they need. This actively engages students by giving them reliable access to required transfer, degree, and CSU/UC language pathways. Spanish is a critical subject for a college with a significant Latino/a/x population. Adding an instructor helps provide culturally responsive curriculum, support students who are heritage speakers, and increase representation among faculty. This empowers students of all backgrounds and supports equitable success across demographic groups. Hiring a new Spanish instructor aligns with Gavilan College's mission because it increases equitable access to essential language education, supports diverse student populations, and empowers students to achieve their full academic, social, and economic potential.

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)?* 300-400

Total Allocation (Irrespective of Funding Source): n/a

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

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)?*

Total Allocation (Irrespective of Funding Source): n/a

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

Select Year 3: Choose an item.

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)?*

Total Allocation (Irrespective of Funding Source): n/a

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

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

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)
Click or tap here to enter text.
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)
Click or tap here to enter text.

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 be reviewing our Guided Pathways with the counseling department this year.

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)**
We plan to address the demand for Spanish in the Workforce. Also to help with Transfer Requirements and continue our popular Immersion Program to Seville, Spain.
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)**
Students tend to prefer fully on-line or hybrid courses compared with face to face courses.
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**
The cost of tuition and of textbooks.

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*):** We drastically need another full-time Spanish

instructor to assist with demands of our growing Spanish program. To maintain the success that we've accomplished throughout the years will require 2 full-time instructors.

- 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*): **Click or tap here to enter text.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Fulltime instructor will help with Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- 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): David Perez/ Alberto Marques
2. Request amount: 100,000
3. Type of Request: Personnel
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? 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)

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? **Click or tap here to enter text.**
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).

Click or tap here to enter text.

XVII - ATTACH FILES

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