



## **Program Integrated Planning and Review**

### **Instruction**

Program Name:	Business Department: ACCT, AJ, BOT, BUS, CSIS, DM, ECON, RE
Academic Year:	2019-2020

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# Gavilan College

## Program Integrated Planning and Review

### Instruction

Academic Year 2019-20

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# Purpose, Standards and Resources

## Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

## Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

## Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	<b>If needed</b> , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

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## A. Executive Summary

*(Complete this section last).*

1. 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 PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

In this report, we will group programs by common goal. Some of the programs within this department may offer only one or two sections per semester, while other programs may have several areas of focus and offer upwards of 30 sections per semester. These programs have a common focus on preparing students for professional careers, whether before or after study at the transfer level. Responsibility, professionalism, equity, diversity, and engagement with the community are common themes.

The AJ program seeks to provide students with academic knowledge through the use of books and readings from experts in the field of Criminal Justice. Students achieve their full social potential while enrolled in the course as they engage in civil debates with students and faculty members from different backgrounds and ethnicities. Throughout the AJ program and courses, students are encouraged to find career paths that will lead them to economic success while maintaining them engaged as active members of the Criminal Justice system.

ACCT, BUS, and ECON focus on transfer classes included in the popular Business AS-T degree. The newly revised Business A.A. and associated certificates focus on job training in the fields of Accounting, Business Office, and Real Estate.

The CSIS program has been growing rapidly in the transfer area, due to being able to offer most courses online and attract students from surrounding communities and beyond. A successful partnership with CSUMB's online Computer Science program has led to an increasing number of CSUMB students turning to Gavilan to finish lower division requirements. The DM program has a growing transfer program to CSUMB, while teaching digital-age job skills.

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## B. Program Mission and Accomplishments

### Gavilan College Mission Statement

*Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.*

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 programs in the Business Department have a common focus on preparing students for professional careers, whether before or after study at the transfer level. All California Community Colleges, and Gavilan College as well, seek to be drivers of economic progress, social mobility, and diversity of opportunity within their service areas.

Our department awarded 21%, or 254/1210 of the degrees and certificates awarded by the college in 2018-2019. Of these awards, 143 of them are transfer degrees which prepare students both for transfer and well-paying careers, and the remainder are certificates targeted to short-term training in high-demand job skills.

### Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- a) Each goal since the last program plan and review and
  - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Maintain a quality program and high academic success rates	All groups of students (gender, age, ethnicity) have achieved at least a 70% success rate in the academic year of 2018-2019
Reorganize course offerings to focus on courses necessary for graduation or transfer	Since 2017, eight AJ courses were developed and fully or partially implemented. The Business and CSIS degrees and certificates are being refocused to reduce the number of units and ensure that all courses in the degrees and certificates are regularly offered.
Increasing graduation/completion rates	Having a Career Education counselor who specializes in these areas is crucial to maintaining and increasing graduation and completion rates. In one year, the Career Education counselor was able to increase the number of degrees and certificates by approximately 80 awards, through contacting students who had earned awards but not claimed them.
Create the Occupational Institute/hire a counselor specializing in occupational fields	A Career Education counselor was hired. This has dramatically improved completion rates in these areas. The Chancellor's Office has recognized Gavilan Career Education programs for their 10% average increase in student incomes immediately after completion, as well as their students' success in finding employment directly related to their training.

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



Five-year trend data for the Business department show FTEs are up 44% while FTEF are down 30%. New AJ elective and core courses were developed and new adjunct faculty was hired. Student enrollment increased by 31.1%.

Transfer programs in Computer Science and Business have steadily grown each year. Many more students are transferring to CSUMB, thanks in part to collaborations started several years ago under a Title V Collaborative Grant between Gavilan, Hartnell, and CSUMB.

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## C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

*To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.*

A.A. Administration of Justice
A.S. - T Administration of Justice
A.A. Business and Business Certificate of Achievement Options: Accounting, Management, Medical Office, Office Applications, Technical Publishing
A.S. - T Computer Science
A.S. Computer Programming and Certificate of Achievement
Computer Hardware and Computer Networking Certificates of Proficiency
A.A. Digital Media and Certificate of Achievement Options: Video and Animation, Design and Imaging
A.S.-T Economics

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

The department advisory committee meets yearly and discusses curricular changes and employment trends. Several local high schools offer Gavilan High Step courses in AJ, which encourages more local high school students to consider continuing their studies at Gavilan in that major. Accounting, Computer Science, and Digital Media have long-standing articulation agreements with local high schools, which are regularly reviewed and renewed as appropriate. The new CATEMA system will facilitate the process of students transferring credits that they have earned in high school directly to Gavilan College.

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## D. Student and Program Outcomes

### College Goal for Student Achievement

#### *Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

### Success

The following questions refer to data regarding student achievement.

**Path:** [GavDATA](#) → Program Review/ Equity → D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. 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 (200 words or less)?

The Business program overall success rate is 72 – 73%, slightly above the college average. African American males have a lower success rate, reflecting the same college-wide equity issue identified by the college. Persistence must also be part of the discussion, since our goal is to help students complete their programs of study as quickly as possible. For the Business Department was 12% while the college's overall withdrawal rate was 11%.

These are the success rates/withdrawal rates in 2018-2019 for each program in the Business Department:

ACCT 56%/21%

AJ 78%/9%

BOT 87%/7%

BUS 69%/10%

CSIS 75%/10%

DM 66%/19%

ECON 67%/10%

MGMT 56%/33%

MKTG (no data)

RE 73%/5%

AJ, BOT, CSIS, and RE program rates were higher than the college average for the academic year of 2018-2019.

This data was not surprising considering the time devoted by each faculty member to attending to every student's need in and outside of the classroom (e.g. providing academic knowledge, building rapport).

In some of the smaller programs, lower success rates represent the struggles of one particular instructor with one particular course. Some reasons may be that the course was offered online by an instructor who is inexperienced with that method of delivery. We hope that current efforts under the CTE Pathways grant can address these issues and provide support and guidance to those who need it.

In the remaining cases, higher than college-average success rates highlight the skills and dedication of experienced instructors.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

**Path:** [GavDATA](#) → Program Review/ Equity → D2. One Year Persistence Rate

2. 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 (200 words or less)?

The Business Department program rates are fairly similar to that of the overall college average rate, peaking at low 50s during Fall 2014. No large gaps were found. This points to the conclusion that the program is in tune with Gavilan college's efforts to retain and engage students for longer periods of time.

3. What are your set goals for course success? Do your individual course and department 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)?

**Path:** [GavDATA](#) → Program Review/ Equity → D3. Course Rates by Unit

The Business Departments course success rate overall is 1% higher than that of the college as a whole. However, the success rate of African American, Latinx and Filipinx students is 6 points higher than that of the college as a whole. While we are pleased to see positive results, we would like every single one of our students to be successful, while realizing that a 100% success rate is most likely an unrealistic goal. We hope to incrementally increase our success rates by a percentage point or more each year.

4 – 6: N/A



**Consider addressing success goals in your Three-Year Program Plan at the end of this document.**

## Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. 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 (200 words or less)?

**Path:** [GavDATA](#) → Program Review/Equity → D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

Review of the Business Department data shows that there was disproportionate impact for current and former foster youth in all three prior years, while disproportionate impact was shown for African-Americans for 2016-2017 and 2018-2019, for Native Americans in 2016—2017 and 2017-2018, and for Hispanics in 2018-2019. Reviewing data on individual programs likewise shows consistent three-year data for disproportionate impact on current and former foster youth. There are probably no easy answers here. We support the efforts of the college to provide services such as food and mental health support for students.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic

environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

Our department follows all Human Resource guidelines in hiring.  
 AJ program lead is of Mexican-American ancestry and possesses academic experience in teaching ethnic studies whereby EEO objectives are addressed throughout the AJ program and individual courses. Adjunct faculty are selected in part for their knowledge and experience with diverse groups.  
 We would advocate for the college to assess its pay scale, particularly for part-time faculty. We are finding that our potential hires increasingly wait to hear from other opportunities before making the decision to accept a teaching job at Gavilan. Gavilan is situated in an area with a high cost of living. Numerous other colleges are within commuting distance. Maintaining parity with those colleges is important to hiring diverse and well-qualified faculty members.

9. 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?

**Path:** [GavDATA](#) → Program Review/ Equity → D9. Course Success Rates → Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Since the development and implementation of online courses, there was an upward trend in overall program success rates. No significant disparity between face-to-face and distant education success rates was found (92% and 91% respectively at Fall 2017 and 76% and 64% respectively at Fall 2018).

10. N/A

## Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

**Path:** [GavDATA](#) → Program Review and Equity → D11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Award Completions
2015-16, 2016-17, 2017-18	Admin. Of Justice		64, 110, 143
	Business/Econ		85, 129, 78
	Digital Media		6, 6, 12
	Computer Science		19, 27, 24

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

Our department has no set limits for degrees and certificates awarded. We believe that all our students have the ability to succeed and complete their degrees and certificates. We believe that having the highest expectations inspires students and faculty to strive to meet those expectations.



**If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.**

## [curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes:

No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)?

Yes:

No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:

No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

We await the new software modules in Curricunet that will make mapping and reporting accurate, as per instructions from the VP of AA.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

### **Student Learning Outcomes (SLO)**

**Path:** Gavilan College Intranet → [curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be?

Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

1. Instructional Strategy: To provide an interactional classroom setting for students.
2. Measurement of Student Growth: Utilize a pre-test in the first week and a post-test in the 15<sup>th</sup> week.
3. Academic Goals: Write educational and professional goals to view how they are linked and salient.

We hope to achieve SLO success rates comparable to college overall rates, with a steady increase of one or two percentage points each year.

## SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

SLO goals vary according to course content but a predominant pattern is to establish high expectations and objectives for student performance. Many courses and programs focus on specific technical skills that must be attained by students. There are, of course, individual variation between programs within the department, given the different goals of and populations served by these diverse programs.

## Program Learning Outcomes (PLO)

**Path:** [Gavilan College Intranet](#) → Program Planning → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Instructional → Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

PLO goals capture the overall objectives of the AJ program which are to prepare students for employment in the Criminal Justice system, e.g. police, courts, and corrections.  
We hope to achieve PLO success rates comparable to college overall rates, with a steady increase of one or two percentage points each year.  
For Business, our PLO results are consistent with our goals. The goals are being consistently achieved, so no major changes are needed. We hope to achieve PLO success rates comparable to college overall rates, with a steady increase of one or two percentage points each year.

## Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

### **ILO A. Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.**

Critical and creative thinking skills, and information literacy are embedded in every class offered by the department.

### **ILO B. Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication.**

Interpersonal communication is embedded into every class offered by the department.

### **ILO C. Develop ethical, social and civic awareness.**

The AJ program, in particular, aligns strongly with this ILO. It is a strong component in the BUS/ECON programs, as these programs address the economic components of this student responsibility.

### **ILO D. Construct personal, educational and career goals and identify lifestyle choices that promote mental, emotional, physical and social health.**

All the Business Department programs have a strong emphasis on career development and developing marketable skills, as does the current focus of the California Community Colleges leadership. Economic development and individual economic security goes hand-in-hand with mental, emotional, physical and social health. Economic security makes all other goals possible.

22. N/A



**Consider addressing LOs in your Three-Year Program Plan at the end of this document.**



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## E. Curriculum and Course Offerings Analysis

### Curriculum 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).

N/A

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

Inactivate Ethics (AJ 3A)

A comprehensive review of all department awards and courses was undertaken starting Spring 2019. This work will be finished in Spring 2020 at which time all remaining courses will be regularly offered on a two-year cycle.

### Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

**Path:** Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.

**To Create a PDF of your results above:** After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

#### Location/Times/Delivery Method Trend Analysis:

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).

According to two-year plan, 2018-2020, AJ classes are offered at Main Campus, online, Morgan Hill, and Hollister.

The Accounting program has started successfully offering core courses both in Gilroy and Hollister. Many of the Business department's courses do not have multiple sections, and therefore are offered in the central location of the Gilroy campus. When possible and where it is supportive of student success, we have expanded our online offerings to make courses available to as wide an audience as possible. This is especially true in CSIS and AJ



**Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.**

## F. Program and Resource Analysis

### Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

\* **Path:** [GavDATA](#) → Program Review/ Equity → F1. Faculty workload (FTEF) by Full-time/ Part-time → Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2017-18	5	26	FT: 26.5 or 48.9% PT: 25.0 or 46.2%	54.1
2018-19	5	28	FT: 23.9 or 46.4% PT: 23.1 or 44.8%	51.5

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

Potential retirements will need to be replaced. This is mentioned because part retirements have not been fully replaced – a trend which cannot continue if these areas of study are to thrive. The number of full-time faculty in the department has been steadily declining for 15 years, as some retirements have not been replaced. At the same time, enrollments have dramatically increased. Continued student success will require more full-time hires in this area. The Business transfer degree is one of the college’s most popular, as is the AJ transfer degree. Our department currently has four (4) full-time faculty members and thirty-two (32) part-time faculty which is one of the lowest ratios, if not the lowest ratio of full-time to part-time faculty in all college departments. Department faculty leaders who can take responsibility for several of the smaller subject areas will need to be hired. Current trends are unsustainable. The college must recognize that related programs within the department can share a full-time faculty lead.

Many subject areas in the Business department are newer offerings within the community college system. Faculty in this area tend to have an entrepreneurial spirit that enjoys creating new programs and courses. Faculty are inspired by the idea of creating employment opportunities for many different groups of students. However, faculty in the Department have no plans for significant increases in either course offerings or programs offered. We have hit the limit of what we can realistically accomplish with the resources afforded to our Department.

We must most emphatically emphasize, however, that the areas of need for full-time hires mentioned above are all in long-standing, well-enrolled, and proven programs which contribute significantly to the total awards provided by the college.

### Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

\* **Path:** [GavDATA](#) → Program Review/ Equity → F2. Enrollment Variables and Trends → Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
2017-2018	54.1	504	157	\$1,184,297	\$1,583,622
2018-2019	51.5	642	208	\$1,612,646	\$1,710,668

Your Program Cost per FTES average is: \$2,665

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Our cost per FTES is low – the department has always had a commitment to being efficient. Many instructors, both full and part-time, regularly supervise multiple sections and are paid for only one section. Instructors who teach in a distance environment regularly accept students beyond the class cap, because they believe that helping students complete their degrees and certificates quickly includes making sure that students can take the classes that they need when they need them. Degrees and certificates have been streamlined to reduce the number of classes that students need to take to the state-approved minimum. Great care has been taken to design these degrees and certificates so that students will find options and choices for the classes that they need.

## Evaluation of Resource Allocations

4. 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.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
\$3000/year	VTEA/general fund	All years	Most CSIS course have effectively had zero textbook cost for many years. Copies of necessary texts are available for use in the lab. Use of software is also provided in the labs. Wherever possible, programming classes use open source options which are freely available to students. The funds received purchase software, hardware, lab texts and materials.	The texts can cost several hundred dollars each, and are software specific, so used texts are not an option. Without providing texts in the lab, success rates would drop dramatically

## Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are

the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

We are currently working on the CTE Pathways grant, whose goal is to improve online instruction and reduce textbook costs, in alignment with current statewide initiatives. A further goal is to have online courses included in the CVC-OEI list of quality-approved online courses available to students statewide.

The AJ program is linked to law pathway since criminal justice is composed of Police, Courts, and Corrections. Law pathway is a partnership between Gavilan College, the California Bar Association, and California LAW. We seek to offer law events, guide students who want to enter a legal career, and connect them with internships and mentoring opportunities.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Other Opportunities and Threats

6. 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 [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Quoting from the Educational Master Plan:

*The future is looking a little brighter for San Benito and Santa Clara Counties. Between 2012 and 2022 the California Employment Development Department (EDD) projects an annual average 1.4% increase in jobs. The greatest growth is concentrated in three industrial sectors: (1) professional and business services(25%), particularly in computer system design and related services; (2) educational services (private), health care, and social assistance(25%), with the ambulatory health care services contributing almost 9,000 jobs; (2); (3) information (33%).*

The Business department prepares students for employment in both the first and third industrial sectors mentioned above. Business, Administration of Justice, Computer Programming, and Computer Science transfer programs are enjoying record growth. Accommodating this growth going forward will require appropriate allocation of resources to support it.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

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## G. Career Education Questions

### External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

The AJ program has no external regulations or accreditation requirements, but follows professional protocol of the California Peace Officers Standards of Training in all course offerings.  
No programs within the Business department have external regulations or accreditation requirements.

### Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

**Path:** Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

#### Quoting from the Gavilan College website:

Multiple programs at Gavilan College earned the California Community Colleges' Strong Workforce Stars recognition for their success in improving student employment and wage outcomes.

BRONZE STARS were awarded to Gavilan's programs in:

- Cosmetology
- Water and Wastewater Technology
- Licensed Vocational Nursing
- Computer Programming
- Administration of Justice

SILVER STARS were awarded to Gavilan's programs in:

- Licensed Vocational Nursing to Registered Nursing Career Ladder
- Law Enforcement

A GOLD STAR was awarded to the Gavilan College program in:

- Accounting

Strong Workforce Stars is an annual recognition for career education programs, also known as career technical education, within the California Community Colleges system, whose graduates show significant gains in factors important for advancing social mobility - a substantial increase in earnings, attainment of a living wage and a job closely matched with the field of study.

"We are very proud of the success our graduates are achieving in employment, earnings gains, and regional living wages" said Dr. Kathleen Rose, Superintendent / President of Gavilan College, "thanks to the fantastic work of Dean Sherrean Carr and the career education staff."

The 2018 Strong Workforce Stars were given to career education programs throughout the state in 12 industry sectors, based on earnings gains, living wage attainment, and employment in field of study. Those named Strong Workforce Stars met one or more of the following thresholds:

- An increase in earnings by 50 percent or more, based on a match to the state wage file, for students who earned a certificate or degree and were last enrolled in 2015-16.
- Attainment of the regional living wage by 70 percent or more, based on a match to the state wage file, for students who earned a certificate or degree and were last enrolled in 2015-16.
- 90 percent or more are employed in a job similar to their field of study, according to the Career Technical Education Outcomes Survey, for students who earned a certificate or degree and were last enrolled in 2014-15.

This year, the Bronze Stars, Silver Stars, and Gold Stars levels were introduced, with each winning program receiving recognition in one of those categories. Bronze Stars programs met one or more thresholds; Silver Stars met two; and Gold Stars met all three.

The programs at Gavilan College were recognized for the measured successes of their students:

- Cosmetology (BRONZE): 100% of students are employed in a job similar to their field of study
- Water and Wastewater Technology (BRONZE): 77% of students attained the regional living wage
- Licensed Vocational Nursing (BRONZE): 90% increase in earnings
- Computer Programming (BRONZE): 69% increase in earnings
- Administration of Justice (BRONZE): 91% of students attained the regional living wage
- LVN to RN Career Ladder (SILVER): 292% increase in earnings and 73% of students attained the regional living wage
- Law Enforcement, Option 2 (SILVER): 93% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study
- Accounting (GOLD): 73% increase in earnings, 71% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study

"Strong Workforce Stars career education programs are proven to help Californians increase their earning power," said Van Ton-Quinlivan, executive vice chancellor for Workforce & Digital Futures. "With the introduction of levels this year, we are able to highlight those programs that are seeing significant results, as well as those that are on the rise toward even greater success."

For more information about Gavilan College's Career Education programs, go to <http://www.gavilan.edu/academic/cte/index.php>.

### 3. What percentage of students is attaining a living wage (**100 words or less**)?

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

Per launch board living wage information is not yet available.

Please see the answer to the question above.

Source: Gavilan College website

<https://www.gavilan.edu/news/2018/04/Strong%20Workforce%20programs%20awarded.php>

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# Appendix

## Optional 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. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

N/A

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

N/A

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

The AJ program appreciates cultural and intellectual diversity in its program. We have a strong adjunct faculty from the South Bay area which understand the importance of discussing Criminal Justice practices within a context of race, social justice, and cognitive development.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

N/A

## Review Process Feedback

1. 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.

We appreciate Sydney LaRose and Sherrean Carr for their assistance in preparing this report. Our thanks to Janet Conrey, past department chair, for her helpful comments on preliminary drafts.

## Example Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

**E  
X  
A  
M  
P  
L  
E  
S**

<p style="text-align: center;"><b>Goal</b></p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population</p>	<p>Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection</p>	<p>Partner with EOPS to create a Foster Youth ENGL1A intervention team</p>	<p>Chair, Department of English</p>	<p>None</p>	<p>September 2020</p>	<p>Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention</p>



## Three-Year Program Plan Goal Setting Worksheet

### Business Dept (CE)

**\*\*Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

<b>Goal</b>  One sentence limit.	Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.  Use one sentence for each item.	Proposed Activity to Achieve Goal**  One sentence limit.	Responsible Party  One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner?  If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal  Two sentence limit.
Increase proportion of Business students completing degrees by five percentage points	Within three years, increase the number of students completing associate degrees from 554 to 582, completing Vision success outcomes from 681 to 729, completing certificates, or specific skill sets that prepare them for in-demand jobs from 622 to 665.	Streamline degrees, offer core courses in distance education format for maximum student access with help of CTE Pathways grant.	Lead faculty.	NA	Ongoing: Milestones in Spring 2020, Spring 2021, Spring 2022.	Compare data showing Business program awards in 2018-2019 (baseline) to awards in three succeeding years.

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Signature Page

Program being reviewed: **Business Department**

Date: 11/15/2019

**How to use form:**

Sign off after final review and no later than:  
 Peer Reviewers: Nov. 27, 2019  
 Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Robert LaCarra, Ph.D. Ellen Venable	AJ Program Review Business Department Chair	11/15/19
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Sydney LaRose		12-2-19
PIPR Support Team	Simone Reyes		