



# GAVILAN COLLEGE

*Research, Planning, and  
Institutional Effectiveness*

## Program Integrated Planning and Review

### Administrative Services

<b>Program Name:</b>	STEM Division
<b>Academic Year:</b>	2019-2020

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# Gavilan College

## Administrative Services Program

### Planning and Review

#### 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 to peers (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)**.

The STEM division has higher success rates and persistence rates than the college average. Our division generates over 1,000 FTES per year at an average cost of \$2,069 per FTE, much lower than the college average of \$7,203. Our division has a high level of efficiency but a small proportion of full-time faculty.

Guided pathways, institutionalization of STEM grant efforts and AB 705 are among the many topics being discussed to improve student success and retention in our division. STEM III ends in Fall 2021 so our primary goal will be the institutionalization of grant efforts. In particular, tutoring and tutor training, internships and the STEM counselor. To continue providing internship opportunities for our students, we want to expand our network of community and industry partners. The STEM division has been newly formed after the college's reorganization, so we do not yet have SAOs in place. One of our goals is to create SAOs for our division before the next program review.



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

The STEM division plays an essential role in fulfilling the mission of Gavilan College and recognizes the integrated role that Biology, Chemistry, Physics, and Mathematics play in the description and understanding of our everyday world. The division offers courses leading to an associate degree and/or transfer to a four-year college/university and courses in basic skills education for students needing preparation to succeed at college-level work (*academic potential*). The STEM division teaches sections in Gilroy, Hollister, Morgan Hill and at San Benito High School. We teach in traditional, online, and hybrid formats, and provide key student support services including free tutoring in the Math Lab and the Science, Technology, Engineering, and Mathematics (STEM) Center in Gilroy, Biology and Chemistry SI and MESA Academic Excellence Workshops (*academic and social potential*). As part of Guided Pathways, and in response to the passage of AB 705, transfer level math courses such as Statistics, Business Calculus and Precalculus have added corequisite support courses to increase student success and retention, allowing students to complete their transfer level math coursework within their first year at Gavilan (*academic and economic potential*). The STEM division also supports the efforts of the STEM III grant. Many of our faculty serve as faculty mentors to the STEM academy students, advising students on academic and career matters (*academic and economic potential*). Our partnership with San Jose State and other community organizations provides internship opportunities for our STEM students (*academic, social and economic potential*).

### 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
- Each goal since the last program plan and review and
  - 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
N/A	

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

The STEM division has not existed before Fall 2019 as the Natural Science department was part of the Liberal Arts and Science division. The position of Interim Dean of STEM is new and we have a new shared division assistant. The STEM Center opened in Fall 2017 and provides tutoring in math, physics, chemistry, biology and computer science. STEM III continues to fund one bio/chem lab tech position, tutoring in the STEM Center and

Math Lab, student internships and faculty release time for various projects. We have added biology lab classes at SBHS. We have not offered engineering courses since 2014 and in Fall 2019 we started offering engineering courses again with the plan of introducing one engineering course per semester.

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## C. Program Overview

N/A

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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. **If your area does not regularly interface with or provide direct services to students, skip to question 5.**

1-3. N/A

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

**Path:** [GavDATA](#) → Program Review/ Equity → D4. Milestone Tracking Summary

In 2017-2018 there were 6,244 students enrolled in STEM classes with a 72% success rate. In 2018-2019 there were 6,090 students enrolled in STEM classes with a 73% success rate. This is slightly higher than the success rate of 71% for All Students.

Discipline	Success Rate 2017-2018	Success Rate 2018-2019
Biology	80% (n = 1229)	84% (n = 1241)
Chemistry	79% (n = 490)	80% (n = 500)
Physics	88% (n = 253)	80% (n = 256)
Math	67% (n = 3661)	66% (n = 3437)
Geology	87% (n = 172)	86% (n = 175)

In Fall 2015 there were 543 declared STEM majors. In Fall 2016 there were 567 declared STEM majors. In Fall 2017 there were 576 declared STEM majors. The retention, graduation and success rates for all of these STEM cohorts are higher than those of All Students.

5. Refer to your [previous three-year plan](#) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- What were the measured outcomes of specific initiatives over the past three years?
- What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- What indicators are you measuring?

#### **(300 words or less)**

The STEM division (Natural Science) does not have a previous three-year plan.

6. In your area, what goals need to be set and what initiatives need to be developed to support success and retention **(200 words or less)**?

- Create community and industry partnerships to create more job/internship opportunities for students
- Institutionalization of grant efforts (tutoring, internships, tutor training, STEM counselor, etc.)
- Make sure efforts are systematic across campus
- Create SAOs for the division by Spring 2022



**Consider setting goals toward these initiatives 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. How can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data **(200 words or less)**.

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

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

The student populations experiencing disproportionate outcomes for the last three years in the STEM division are African Americans, Foster Youth and Individuals with Disabilities. We are unsure why they have not done as well as other groups. If we can identify the causes/factors, we can address this equity gap.

<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
African American -9% (n = 135)	African American -4% (n = 147)	African American -7% (n = 94)
Asian +12% (n = 247)	Asian +12% (n = 237)	Asian +9% (n = 227)
Filipino +6% (n = 171)	Filipino +14% (n = 185)	Filipino +8% (n = 142)
Native American -7% (n = 70)	Hispanic -4% (n = 2549)	Native American +5% (n = 9)
Pacific Islander +9% (n = 22)	Pacific Islander -12% (n = 28)	Pacific Islander +5% (n = 9)
Male -4% (n = 2670)	Male -3% (n = 2471)	Male -2% (n = 2552)
Current/former foster youth -7% (n = 177)	Current/former foster youth -15% (n = 161)	Current/former foster youth -5% (n = 166)
Individuals with Disabilities -5% (n = 443)	Individuals with Disabilities -3% (n = 430)	Individuals with Disabilities +1% (n = 366)
Veterans -1% (n = 162)	Veterans +5% (n = 147)	Veterans +6% (n = 159)

n = The # of credit courses students enrolled in & were present on census day in Fall

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 division is comprised of faculty from a wide variety of backgrounds and we value diversity in our division very highly. When reviewing applications, thoughtful consideration of individual backgrounds contributing to the diversity of our campus in order to provide support to our diverse student population. We often lack the ability to consider diversity in our hiring of part-time faculty/staff because the demand is often greater than the supply of qualified faculty/staff, resulting in taking whomever we can get.

9. N/A

10. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires **(200 words or less)**?

- STEM Academies provide centralized, comprehensive academic/ career advising, counseling and tutoring services for all STEM students.
- Accelerated courses propel students more rapidly into transfer level courses.
- Support courses for transfer level Precalculus, Business Calculus and Statistics will allow more students to complete transfer level math in one year.
- Tutoring services such as Math Lab, Bio/Chem SI and STEM Center provide academic support.

11-12. N/A

## [curriQunet](#)

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

13. Are your SAOs mapped in [curriQunet](#)?

Yes:  No:

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

Yes:  No:

15. Have your SAOs been assessed in the last five years?

Yes:  No:

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

Yes:  No:

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

We are a new division so we must create SAO's.



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

## Outcomes Assessment

Review 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.

18-19. N/A

**Path:** Gavilan College Intranet → Program Planning → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Administrative Services → Select program

**Services Area Outcomes (SAO)**

20. What is your set goal for SAO success for each SAO **(200 words or less)**?

N/A

**Institutional Learning Outcomes (ILO)**

21. How do your SAO support the [college ILOs](#)? Be specific **(200 words or less)**.

N/A

**Gap Analysis**

22. Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them **(200 words or less)**?

N/A



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

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## E. Curriculum and Course Offerings Analysis

N/A



## F. Program and Resource Analysis

### Program Personnel

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.

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

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
Example: 1999	F = 3 S = 15 M = 1	F= 1 S = 12 M=1	F=2 S = 3	FT= 74% PT= 26%
2018-19	F = 55 S = 7 (Humayun, Alyssa, Magda, Amelia, Deanna, Victoria, Esteban) M = 2 (Fran, Eddie)	F = 11 (Jen, Marla, Ken, Sejal, Erik, Elena, Davis, Dale, Rey, Patrick, Diana) S = 4 M = 2	F = 44 S = 3	<u>Faculty</u> FT = 20% PT = 80%  <u>Staff</u> FT = 57% PT = 43%
2017-18	F = 49 S = 7 M = 2	F = 11 S = 4 M = 2	F = 38 S = 3	<u>Faculty</u> FT = 22% PT = 78%  <u>Staff</u> FT = 57% PT = 43%

Are we counting the MESA/TRiO faculty and staff?

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)?

Elena Dachkova will be on sabbatical in spring 2020 and Jennifer Nari is teaching only one class. Marla has had 100% reassigned time for her role as the STEM activities director so she only teaches one class per semester. This means 3 full-time math faculty will be entirely (or almost) out of the classroom in spring 2020. In addition, several of our STEM faculty have release time for STEM grant activities but are still teaching a full load, putting added pressure on them and the budget.

### Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out columns 1, 3 and 4.**

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Total Spending/ Student Contact)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student
2017-18				

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Total Spending/ Student Contact)
2018-19		N/A	N/A	
2019-20		\$160,000	N/A	

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)**.

The costs above consist of the salary for the Dean of STEM combined with half the salary of our division assistant. Costs are in alignment with our budget so far.

3. N/A

### 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
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
\$5 million	STEM Grant	2016-21	<ul style="list-style-type: none"> <li>• STEM Center</li> <li>• Comprehensive support services: Case Management, dedicated 100% STEM counselor, tutors, academic/career/ financial advising, Faculty Mentors, tracking system</li> <li>• STEM Summer Bridge programs</li> <li>• Student Internships</li> <li>• STEM Academies</li> </ul>	
\$12500	SEAP	2019-20	Math Lab and embedded tutors	
\$2500	ACCESS	2019-20	SI for Biology and Chemistry major courses	

## 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)**?

The goals and project objectives for the STEM grant are as follows:

Goal 1: Improve STEM Student Outcomes

- a. Increase # of STEM majors to 200 and % of those who are Hispanic/low-income.
- b. Increase STEM transfer rates by 10%; increase Hispanics % of transfers to 63%.
- c. Increase # of students who complete 30-unit and 60-unit milestones by 10%.
- d. Increase STEM completion of BA/BS degrees; long-term data from SJSU.
- e. Increase # of bilingual outreach workshops for families and schools in support of STEM student success.
- f. Increase Summer Bridge & Transition Academy student *completers* to 100%.

Goal 2: Increase STEM Pathway Success

- a. Increase # of Guided Pathway students who complete STEM programs in 3 years, by 10%.
- b. Increase # of students who complete Social Sci. pathway in 3 years, by 10%.
- c. Increase college success with student out-comes research on pathways & support.

Goal 3: Strengthen STEM Teaching and Learning Opportunities

- a. Increase faculty project participation to 50: STEM Cultural changes, High-Impact Practices/STEM Curriculum.
- b. Increase *success* of cohorts in STEM introductory Math/ Natural Science courses, 10%. (Supplemental Instruction)
- c. Increase *success* in English & math gateway courses by 10% (Acceleration).

The three-pronged program weaves together three initiatives to strengthen the college.

- Strengthen STEM students by centralizing and broadening fragmented support services,
- Develop and pilot Guided Pathways in order to streamline STEM degree requirements, and
- Renew STEM Teaching and Learning opportunities for faculty and students.



**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)**?

The greatest threat to our program is the funding from the STEM grant ending in 2021. The grant currently funds the vast majority of our tutoring services as well as internships for our students. Our division must work to institutionalize these efforts.



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

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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. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Various communities of practice have been created within the math group. Specifically, the group of instructors teaching support classes and a subset of instructors teaching Statistics meet and discuss strategies and best practices.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Is there a need for expanded support services (i.e. 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.

- There is a definite need for more full-time faculty in our division. Full-time faculty make up ~ 20% of faculty in our division which is incredibly low compared to 38.4% for the College.
- There has been, and continues to be, a need for math tutoring services at the Hollister and Morgan Hill sites. This has been a recommendation in past accreditation visits and will require additional staff.
- If we plan to collect apportionment for the Math Lab and STEM Center then we will need faculty oversight.

Tutoring services directly support Goals 1 and 3 in the Strategic Plan. Currently we are spending approximately \$47,500 per year on tutoring and SI, the majority funded by the STEM grant. In addition, two faculty have release time through the STEM grant to coordinate and train Bio/Chem SI and Math tutors.

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?

Members of our division participate in hiring committees for faculty and staff position in our division. We value faculty and staff who understand and are sensitive to the needs of our diverse group of students.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

## Review Process Feedback

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.

# Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

E  
X  
A  
M  
P  
L  
E  
S

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested. If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">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>Decrease average response time for IT requests from three days to two days</p>	<p>Mission statement: Actively engages students Strategic Plan: Goal 2: Improve Efficiency SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff.</p>	<p>Implement new workflow management software</p>	<p>Director of Information Technology</p>	<p>\$7,500 for software package</p>	<p>September 2020</p>	<p>Compare average response times from one year before software implementation to one year after implementation</p>

# Program and Collaboration 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.

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

**Program:** STEM Division

<p><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 Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Create SAO's for the division by Spring 2022</p>	<p>Mission statement: engages students</p> <p>Strategic Plan: Goal 2</p> <p>SAO Result: N/A</p>	<p>Plan and develop</p>	<p>STEM Dean</p>	<p>None</p>	<p>Spring 2022</p>	<p>SAO's will be in place by Spring 2022, in time for the next program review.</p>
<p>Begin collecting apportionment for the Math Lab and STEM Center by Fall 2021</p>	<p>Mission statement: empowers students to build their academic and social potential</p> <p>Strategic Plan: Goal 1</p> <p>SAO Result: N/A</p>	<p>Develop Guidance class and plan for faculty oversight.</p>	<p>STEM faculty and Dean</p>	<p>\$45,000 for tutors</p> <p>\$60,000 for staff</p>	<p>December 2021</p>	<p>Apportionment will be collected for the Math Lab and STEM Center in Fall 2021.</p>
<p>Create internship opportunities with 5 organizations/businesses by Spring 2022.</p>	<p>Mission statement: empowers students to build their academic and economic potential</p> <p>Strategic Plan: Goal 1 and 4</p> <p>SAO results: N/A</p>	<p>Work with existing organizations/business to establish agreements for consistent internship opportunities for our students.</p>	<p>STEM faculty and Dean</p>	<p>None</p>	<p>Spring 2022</p>	<p>Students will be placed in internships with these organizations/businesses.</p>

## Program Signature Page

Program being reviewed: **STEM Division**

Date: [Click here to enter text.](#)

### How to use form:

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

Role	Name	Assignments/ research assigned, if any	Date and Initial upon <b>final</b> review
Team Lead/ Chair	Jennifer Nari		
Supervising Admin			
Peer Reviewer	Randy Brown		12-2-19
Peer Reviewer			
Student			
PIPR Support Team	Susan Sweeney		12-2-19
PIPR Support Team	Lelannie Diaz		