



# GAVILAN COLLEGE

*Research, Planning, and  
Institutional Effectiveness*

## Program Integrated Planning and Review

### Instruction

Program Name:	Film, Television, and New Media
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).

Our program, with its blend of academic and career emphases, is highly popular and has seen tremendous growth within the six years. Gavilan Film and TV students receive high quality professional training and hands-on experience that prepares them for transfer and for rewarding careers in the media industry.

Recently, the Film, Television, and New Media program has had some major changes: it now has an AA-T degree, and we are updating the Certificate of Achievement.

Despite the growth and achievements in our program, we are also experiencing significant challenges. With our courses overlapping different departments, we don't have our own budget or org code. Because of the rapid growth in enrollment, we are in desperate need of an additional full-time instructor and instructional equipment. Currently, our ability to provide increased courses to meet student demand is constricted by the number of qualified faculty available in our program.

We want to continue growing our program and partner with other programs on campus by filming and streaming their events, creating promotional material, and linking classes whenever possible. We have had some success with this so far, and it has been very beneficial to all students involved.

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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 Film, Television, and New Media program is unique in that it touches many other programs at Gavilan. We film nearly every other program on campus at activities and events or create supplemental teaching or promotional material for them. Our very diverse group of students are challenged on a regular basis, and these experiences will directly help them in their endeavors after they leave our program.

### 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
New Program – No IEC Recommendations	

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

Yes, we have changed tremendously over the last few years. First of all, we now have an AA-T degree, and we're currently working on getting a Certificate of Achievement. We have added several classes, which have all been highly successful. We started our annual Showcase, which happens in the Gavilan theater in the Spring semester. This year will be our third Showcase, we and expect the attendance to increase just as it did last year.



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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.*

AA-T in Film, Television and New Media
Certificate of Achievement in Film & Television Production

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).

We are partners with CMAP, the local public access channel. We provide a great deal of their programming, and many of our students have done internships there and have gotten paid jobs there. We also partner with the Poppy Jasper International Film Festival. I am on the governing board, and Gavilan College hosts the student films, which is one of the days of the festival. We also partner with the Gilroy Police Department and do their promotional videos. We have worked with the local high schools and their students, doing outreach programs. We also film for the Garlic Festival every year, and our faculty and students were at the festival during the shooting last summer. We film numerous Gavilan events, such as graduation, sporting events, Bach to Blues, and much more.

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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 CCCC 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)?

MCTV 2018-2019 = 87% success rate (This does **not** include the cross-listed classes - Thea 16, 17, 18, 19, & 20)  
MCTV 2017-2018 = 77% success rate (This does **not** include the cross-listed classes - Thea 16, 17, 18, 19, & 20)  
Hum 2018-2019 = 79% success rate (This includes one non-film class Hum 12)  
Hum 2017-2018 = 78% success rate (This includes one non-film class Hum 12)  
Our student success has been slowly increasing, which is trend we like.

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)?

Our success rate is 6-18% higher than the college average. We feel that our students' success rate is due to two factors. First, we devote many hours outside of class time working with our students, which keeps them engaged and on track. Secondly, the subject matter, movies and television, is something that our students are extremely passionate about.

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

We want to continue to increase our student success rates, and the biggest factor in doing that is getting a second full-time teacher for our program. This is an extremely time-consuming and labor-intensive program, and another full-time position is imperative to our continued success.

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.

I was unable to find relevant data for our program, but we have had many students from all the aforementioned disproportionate outcomes: African American, Asian, White, Two or More Races, and First Generation, Students with Disabilities, Veterans, and Foster Youth. We participate in all the local high school outreach programs, and we try to recruit and work with all 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)?

If we get the chance to hire a new instructor, we will certainly seek a diverse pool of applicants.

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)?

For MCTV lecture classes, the success rate is 84%, but for the one online class the information is not available. Humanities success rates in 2018 for lecture were 78% compared to 76% for online. (Includes one non-film class)  
For the one online class (Introduction to Screenplay Writing), we've started offering optional face-to-face writer's groups, and this has been hugely successful, so we intend to keep doing that.

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 Degree Completion
2018-19	New Program		
2017-18			
2016-17			

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 original goal is 20 AA-T degrees per year to start, and we'd like to increase that to much more that as our program grows.



**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)?

A few of our classes need to be assessed. I plan to do them all within the next two semesters.

Hum 10, Hum 4, and Hum 6



**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)?

Our goals are for all of the SLOs to be perfectly relevant and for our students to meet those SLOs at a high rate.

### SLO Disaggregation

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

There doesn't seem to be much variation between our classes.

### 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)?

We plan to rewrite our program goals now that we have the new AA-T degree.

### Institutional Learning Outcomes (ILO)

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

Our SLOs are very closely aligned with the ILOs, but again, we intend to rewrite our PLOs, and we will do so keeping the ILOs in mind.

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).

We are currently in the process of changing the old outdated Certificate of Achievement for a new and relevant one. No new courses will be needed for that. However, we do intend to add a new course, which will be cross-listed with Journalism. It will be a television news class, which will take the place of the old school paper. These students will produce regular news stories about the college and the local communities.

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

We have no inactive classes.

### 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).

Considering our lack of instructors, we are doing as well as we can. We do offer two online classes (Theater 20 & Humanities 4). We offer one late afternoon class (MCTV 18) and one evening class MCTV 43). We also offer two classes in Morgan Hill (Hum 3 and Hum 6). Because many of our classes require the TV studio, most classes are required to be on the Gilroy campus. We have very carefully planned our course offerings, so students can get their degrees in just two years.



**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
2018-19	1	1	FT: 2.6 + .4 PT: .5	?
2017-18	1	1	FT: 2.5 + .2 PT: .4	?

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)?

This is a very complex question for our program. First of all, I fall under a few different departments. I belong in part to the English Department, and I occasionally teach an English class (I'm teaching Engl 2C in S2020), but I also belong in part to the Fine Arts Department. The English Department schedules all of my Humanities film classes, and the Fine Arts Department schedules all of my MCTV and Theater classes. That is something else that is unique; the classes for our program are cross-listed with MCTV and Theater. Nearly all of the classes I teach count for our degree, and I always teach overloads. We also have 2-3 classes taught by a part-time instructor. We need to add classes to keep up with the demands of our students, but we just can't do it without hiring another full-time instructor.

### 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

Your Program Cost per FTES average is: [Click here to enter text.](#)

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)?

Due to the nature of our courses falling in different programs, I will need assistance from the department chairs and campus research analyst to compute these figures.

## 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
\$450	Hum budget	1998-present	Purchase movie supplies for film classes	Supplies a variety of movies for all film classes
\$1,900	TV budget	2011-present	Replace broken TV equipment	Production students have equipment to work with
\$2,200	Dean of Liberal Arts	2017-2018	Purchased a switcher, so we could record and stream live events	Our program and the college as a whole benefitted.
\$15,000	Title V – Financial Literacy	2019-2020	Purchased cameras and light to help with promotional videos	Help students get the information they need.

## 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 have partnered with Title V Financial Literacy (2019) to make a series of 10 informational videos designed to help students meet their financial needs and learn about careers. This effort is part of the overall guided pathways planning to help students connect college and career goals.  
We have also partnered with STEM and Athletics to offer classes that will meet their students' needs. We also intend to partner with the Journalism program to create a Gavilan Television News program.



**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)?

With the move to internet advertising, students are seeking our program because of the potential for jobs. With Gavilan's proximity to Silicon Valley, the Bay Area, and the film industry in Southern California, our students' high quality training in producing a variety of digital content gives them an excellent foundation for careers in the growing media industry.



**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)?**

N/A

### 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.

Film & Television (060420)

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.

Currently 33%, which is up from 28%.

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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?

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.

We have a huge need for more faculty! I'm teaching several overloads, and because of the specialized technical skills involved, they are the type of classes that are nearly impossible to find qualified part-timers who can teach them. We could easily fill several more classes each year, but we can't offer them due to staffing limitations. There is potential for tremendous FTE growth here.

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.

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

Our building needs some basics such as chairs for students, a whiteboard for teaching, and decent screen for viewing our work. Most of the filmmaking equipment is old and outdated. I use my own personal equipment to teach the classes, but that is not fair to me, and other instructors and students need to have access to modern, working equipment. We desperately need computers with editing software, especially two laptops, because they are imperative to teach our classes and do our field work.

## 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.

## 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

Click here to enter department/program name

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

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

<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>
We need to hire a full-time faculty member.	A new hire could help increase achievement and improve efficiency.	Present program growth and staffing challenges to department chairs.	Grant Richards	Unknown	Unknown	Increased FTES, higher success rates, and additional partnerships with campus programs.
We need to rewrite our PLOs.	Re-envision the direction of our program.	Coordinate with faculty and relevant department chairs.	Grant Richards	N/A	5/25/20	They will be completed.
Increase course success rates	Provide highest quality instruction and prepare students for transfer and careers	We need to assess some of our SLOs.	Grant Richards	N/A	12/20/20	Review of SLO data will improve program and lead to increased success rates.
We want to continue to increase enrollments.	Promote campus programs to feeder high schools and community	High School recruitments and community outreach	Grant Richards, Tim Ahlin, & Jeronimo Garcia-Suarez	N/A	Ongoing	Increased enrollments in all sections and new course offerings as program grows

Provide our students with up-to-date equipment and technology	This directly ties to improving achievement and employment.	Demonstrate the need and purchase new equipment	Grant Richards, Tim Ahlin, & Jeronimo Garcia-Suarez	Film screen - \$2,000 Classroom basics - \$2,000 2 laptops - \$7,000 4 computers \$8,000 Batteries - \$2,000 Lights - \$3,000	As soon as possible	Quality of student productions will improve
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## Signature Page

Program being reviewed: [Click here to enter text.](#)

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

### 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	Grant Richards	Write 12/13	12/13
Dean	Eduardo Cervantes	Advise 12/13	12/13
Peer Reviewer	Karen Warren	Review 12/14	
Peer Reviewer			
Student	Trevor Rock	Meeting 12/13	12/13
PIPR Support Team	Sydney LaRose	Meeting 12/13	12/13
PIPR Support Team			