

COMPREHENSIVE PROGRAM REVIEW ART

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Max Rain

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Studio Art & Art History

II - CO-CONTRIBUTORS

- 1) Deborah Gustlin
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III - PROGRAM MISSION AND ACCOMPLISHMENTS

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

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

Gavilan's Studio Art program strives to create and maintain a variety of quality courses that support Gavilan College's mission. The Studio Art program is committed to cultivating creativity, stimulating curiosity and providing students with the tools and skills needed to achieve their artistic and educational goals. The program provides a nurturing and imaginative experience that provides them with a well-rounded historical, contemporary and multicultural introduction to art in a wide range of media that use traditional and non-traditional methods and creative processes. Within the program, students develop critical thinking and problem-solving skills, acquire the needed technical skills to create two and three dimensional artwork, learn to utilize art/design elements and principles, engage in collaboration, and are guided through a range of creative processes: intuition, imagination and innovation. Students are provided a dynamic studio experience that integrates conceptual and technical artistic skills in a safe learning environment that supports their personal exploration, expression and identified artistic goals.

The Studio Art program offers studio courses in the foundation areas of drawing, painting, design, ceramics, sculpture and art history. For students interested in exhibiting their artwork, the program has a gallery on campus as well as exhibiting venues within our local communities.

Students who complete the Studio Art Program are prepared to continue a personal creative journey or transfer to a four-year Art program for further study. The Studio Art program supports students in their educational, professional or personal artistic pursuits, and celebrates their accomplishments through exhibitions.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

Previous Goal 1: Reinstate Gavilan College art gallery, gallery assistance course, and stipend for gallery coordinator.

Progress: Complete. The gallery coordinator position has been reinstated along with the 1 unit ART 41 Gallery Assistance course, and our gallery hosts at least two large art exhibitions per semester. Unfortunately, the gallery space itself is in the old library building which is scheduled to be demolished, and it remains to be seen what kind of space we will be allotted in the new building.

Previous Goal 2: Strengthen partnerships with local high schools.

Progress: Ongoing. This goal will never really be “Complete.” We have developed closer ties to local high schools through: Ram-O-Rama outreach, Max Rain juried an art show consisting of all Morgan Hill high school students, and we annually host an exhibition in Gavilan’s art gallery featuring the work of Gilroy high school students. We would like to do more demonstrations at local high schools to promote our program.

Previous Goal 3: Hire a lab technician for the ceramics program.

Progress: Complete. We were able to hire Sophie Lastra as Technical Coordinator for Studio Arts, and classified position with 15 hours per week. This has been an absolute game changer in terms of organizing the space and completing all of the behind-the-scenes tasks.

Previous Goal 4: Increase budget for models so that we can offer ART 34 A/B each semester instead of only in the Spring.

Progress: Complete. We secured an additional \$1800 annually and now offer Life Drawing twice a year.

Previous Goal 5: Hire a full-time instructor for 2D Studio Art and a full-time instructor for Art History.

Progress: Complete/Incomplete. We are currently in the process of hiring a full-time 2d Studio Art instructor. Interviews will begin later this month. We have not yet been approved for a full-time art history position, however. Hopefully this goal will be complete by the next PIPR cycle.

Previous Goal 6: Reinstate the mural class.

Progress: In Progress. We have the approval of Dr. Avila. He has requested murals in the Student Center, Hollister Campus, new Library, Stem Center, and the greater Gilroy community. The next step is re-launching the course through Curriculum.

Previous Goal 7: Maintain and expand Distance-Ed courses post pandemic.

Progress: Complete: Most of our courses continue to be successfully taught hybrid or online. Our new goal is to move more back to fully in-person.

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

1. All classes went fully online during the pandemic, and the majority changed modalities to hybrid once the pandemic was over. We now only offer two fully in-person studio art courses, but there is a desire to open up more fully in-person sections.

2. Gavilan joined the California Virtual Campus, and our fully online courses can now easily fill to capacity. Dr. Gustlin is in the process of creating three new art history courses that will be OER certified and can also be offered through the CVC. We can offer as many art history courses as we would like and get great enrollment and efficiency, but we do not have enough art history instructors to do so.

3. There is currently an ongoing issue with the gas line to the ceramics area. After gas was routed to the new library construction, we are no longer able to fire any of our gas kilns to temperature. The issue has still not been resolved, and our ceramics classes are suffering because of it.

4. Studio Arts/ Art History has historically always had two full-time faculty members, but our full-time 2D instructor left suddenly in May 2024. Since then, we have had one full-time faculty member and nine part time, so it's been difficult to get extra-curricular things done.

5. We reinstated Gavilan's Gallery and are now back to setting up exciting and dynamic art exhibitions. It is a wonderful addition to our campus for a multitude of reasons.

6. Sophie Lastra, our new technical coordinator for studio arts, has been invaluable. Our instructors no longer have to do hours of behind the scenes work to maintain/organize the space, fire kilns, mix glazes, etc. and can now focus on our students.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Our program's goal for course success is to meet or exceed the institution's average student success rate, which is currently 73%. Overall, our success rates are 75%, which is only slightly better than the college as a whole. This tells us that there is room for improvement. Most of our course offerings exceed the institutional success rate. The few that do not typically fall into two categories:

1. Courses with very small enrollments, where low headcount can distort the data.
2. Online courses. Our in-person courses have nearly 10% higher success rates than online.

For the first category, we will aggregate data from multiple small-enrollment courses to produce more reliable success-rate measurements. For the second, we are conducting an ongoing analysis of how student success varies across fully online, hybrid, and fully in-person formats. This work will help us identify specific instructional or design elements within each modality that can be improved to support higher student success rates. It seems like we will need to offer more courses in-person going forward.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Gavilan's persistence rate has hovered around 90% for the last three years, but unfortunately our rate in Art has dropped from 92% to 87%.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Our persistence rate being lower than the college average is not at all what we expected. It is usually higher by at least a few percentage points. This is disheartening.

The data tells us that we need to offer more in-person classes where persistence rates are higher and we also need to be more diligent in evaluating courses to make sure that students are getting

the best experiences possible. Instructors teaching online could be trained in better methods of establishing community and enthusiasm in the first minutes, hours, and days of classes.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Our ideal success rate is 80%, which we are actually meeting in our in-person courses. However, our online success rate is only 70%, leaving our current overall program success rate at 75%.

In order for our actual rate to meet our goal, we need to offer more online training for faculty. Having a second full-time faculty member will also boost morale.

Interestingly, our non-success rate has been steadily going down over the last three years, from 18% to 14%. This means that 4% more students who are staying in courses are passing, which is a significant improvement. Unfortunately, our percent of students who withdraw has jumped from 8% to 13%. Our enrollments also jumped significantly during this time period, and I believe that the increase in withdrawals is due to more students enrolling through “Gav for Free” who were not as invested in classes, and more willing to drop them if the course was not to their expectations. Students who pay tuition are more likely to stay in a course.

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

Last year, our program had an unduplicated headcount of 1,171 students and total enrollment of 1,516. This is 38% increase in headcount and 57% increase in enrollment over the last three years, which is significantly more than the college’s overall increase of 29% and 28% respectively.

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

Gavilan has a high percentage of first-generation college students. Some of these students might not do well in their first English, STEM, or other GE courses, but they can still excel and flourish in an art class. Art classes not only help foster creativity, critical thinking, problem solving, self-expression, and communication, but they can also help students realize their own potential and ability to succeed in college.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

Our program's enrollment is increasing dramatically, but we need to focus on continuing to boost enrollment for in-person courses and improving our overall success rates.

Improving in-person enrollment can be accomplished through more high school and community outreach and scheduling our courses to better fit the availability and interests of our students. We also need to implement better marketing strategies.

Better success rates will come if we focus on engaging our students so that they don't withdraw. Art classes are not as easy as some students think they will be when they sign up, but we can do better as a program at fostering students' creativity and enthusiasm for making and learning about art.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

Over the past three years, our equity data suggests that modality plays an important role in student outcomes. Hybrid studio courses consistently show lower success and higher withdrawal rates, particularly for Latinx and Black students, whose success levels remain below those of White and Asian peers. Latinx students in Art average about 71% success, while Asian and White students range from the mid-70s to low-90s, depending on the year. Withdrawal rates have also risen notably, which contributes to the gaps we're seeing.

Another contributing factor is the significant reduction in full-time faculty load. When our second full-time faculty member left in 2024, the percentage of FTEF taught by a full-time instructor went down from 31% to only 12%. Part-time instructors are now teaching nearly 73% of all sections. This limits continuity in pedagogy and student support.

We need to strengthen the structure and preparation required for hybrid and online studio courses. In terms of race/ethnicity equity, we're about on par with the college as a whole, but we should continue emphasizing culturally responsive practices and flexible pathways.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and

face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Our ideal success rate is 80%, which we are achieving in our in-person courses. However, our online success rate is only 70%, leaving our current overall program success rate at 75%.

I'm sounding a bit like a broken record, but for our actual rate to meet our goal, we need to offer more online training for faculty. Also, the majority of our courses were in-person prior to the pandemic, but in 2020, everything moved online. We would like to transition more courses' modalities back to in-person because of the disparity in success rates, but unfortunately in-person courses are still not getting the same level of enrollments as online asynchronous ones.

In order to schedule more classes in-person, we have to have the assurance of administration that in-person courses will be allowed to run with lower than ideal enrollments, even if it is for only a semester or two.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *"Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism."*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

To foster diversity in our classrooms, we intentionally incorporate global and contemporary artists, and we include assignments that allow students to connect coursework to their cultural background, lived experience, or community issues. These efforts help create a more welcoming environment for disproportionately impacted groups and reinforce the college's goal of cultivating a purposeful, equitable, and inclusive community.

In the last year alone we have partnered with Puente to put on a gallery exhibition of art and poetry, we hosted a ceramics workshop to celebrate Gavilan's LGBTQIA+ community, we participated in the Filipino American Heritage celebration, we invited Gavilan's mental health and wellness team to present in our classrooms, many of our faculty attended DEI and anti-racism training, we have been actively working to make every art class possible ZTC certified to

lower costs for students, and we are currently creating three new art history courses that move away from the previously established euro-centric focus on Western art: Asian Art, African and Oceanic Art, and Herstory: Women Artists in Modern and Contemporary Art.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The Art department is committed to celebrating our students' diversity in a way that most other programs can't match. Art is all about reflection, honesty, and expression, and we create safe spaces in our classrooms for students from every culture, ethnicity, gender, identity, age, and socio-economic background to explore and celebrate the things that make them unique. We are an inclusive and welcoming program, and we don't tolerate disrespect in the classroom. We make sure that every student has the tools to succeed in the classroom. If a student can't afford materials, we provide them for free. It's our goal that every student sees their own lived experience reflected, respected, and empowered through inclusive curriculum, accessible materials, and a supportive learning environment.

In terms of our student to teacher demographic relationship, the Art program consists of four employees who identify as he/him, six who identify as she/her and one who uses they/them pronouns. Three are part of the LGBTQIA+ community, and all others are proud and outspoken allies. In this capacity, we represent our students.

However, of the ten faculty and one classified staff member in Art, only three are Latinx. Unfortunately, this does mirror the 68% of students taking art classes who are Latinx. We are currently hiring a full-time 2D instructor, and while the EEO does not stipulate or even encourage that we hire a BIPOC candidate, our emphasis on DEI during the hiring process should result in a new hire who reflects our student body – if not in race or ethnicity, then in their understanding of racial issues and their commitment to promoting an inclusive and welcoming environment.

VI - LEARNING AND AREA OUTCOME

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

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

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VII - OUTCOME ASSESSMENTS

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

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

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

The Art Department's SLOs support Gavilan's ILOs by guiding students to think critically and creatively through the analysis of artistic and cultural expression, a direct parallel to the college's emphasis on critical and creative inquiry. Because Art courses require students to articulate ideas, participate in critiques, and interpret visual communication, they naturally reinforce the college's expectation that students communicate effectively across multiple modes. I mentioned this in a previous section, but by engaging with global art histories and diverse cultural traditions, the program also supports the ILO related to social responsibility and respect for diversity. Finally, as students develop personal creative practices and long-term artistic habits, they build selfawareness and confidence consistent with the college's goal of cultivating overall wellbeing.

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

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

The Studio Art Program is in the process of bringing back a selection of classes that have not been taught for years or have been deactivated: Watercolor, Portfolio Review, and the sequence of Mural courses.

The Art History program plans to add the following new courses to the Art History degree: Asian Art, Herstory: Women Artists, Modern and Contemporary Art, and

African/Oceania Art. These courses are designed to expand global, cultural, and gender-inclusive perspectives within the curriculum while aligning with current disciplinary standards and student demand. The new courses will strengthen degree pathways, support transfer preparation, and address gaps in representation by centering historically marginalized artists and regions. Each course will be developed with equity-minded pedagogy, aligned Student Learning Outcomes, and, where feasible, Zero Textbook Cost (ZTC) or Open Educational Resources (OER). Collectively, these additions modernize the Art History degree, enhance curricular coherence, and ensure students receive a comprehensive, inclusive, and contemporary art history education.

The new state funding formula is going to change how we offer all studio art classes, and we will need to bundle them with a dangling hour related to portfolio development. This will necessitate a new portfolio certificate, which entails reactivating inactive courses and developing the course sequence for a certificate to move through the curriculum process.

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

We are currently teaching every active course at least once annually. The only course that may be deactivated is ART 11, as it has never received great enrollment and it is not necessary for any pathway.

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).

The Art program regularly reviews course sequencing, scheduling, and delivery methods to ensure students can complete degree and certificate requirements within two years. Required and high-demand courses are offered on a consistent rotation, allowing students to plan coursework efficiently and progress without delays. Introductory Art courses are offered frequently, while upper-level courses are rotated to maintain access and curricular balance.

Art courses are offered in multiple modalities, including face-to-face and distance education, increasing access for students with work, family, or transportation constraints. Online courses are designed to meet Regular and Substantive Interaction (RSI) standards while maintaining academic rigor. Studio Arts courses are primarily offered face-to-face to support hands-on learning, with limited hybrid or online components used only when pedagogically appropriate. Courses are scheduled at varied times of day, including morning and afternoon offerings, to accommodate diverse student schedules. Studio Arts courses are primarily offered on the main campus to ensure access to specialized facilities and equipment. Art History courses may be

offered on the main campus or at off-site locations based on enrollment demand and facility availability. Ongoing review of enrollment trends and student demand informs adjustments to scheduling, modality, and location to support equitable access and timely completion.

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

Select Year 1: 2025-2026

Number of Full Time Faculty: 1

Number of Part Time Faculty: 9

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 1

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 1

Number of Part Time Faculty: 9

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 1

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2023-2024

Number of Full Time Faculty: 2

Number of Part Time Faculty: 9

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

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

When our second full-time faculty member left in 2024, the percentage of FTEF taught by a full-time instructor went down from 31% to only 11.7%. When compared to the Gavilan's overall 36% full-time %, or the national average of 47%, this is extremely low. Part-time instructors are now teaching nearly 73% of all sections, and this limits continuity in pedagogy and student support. Again, we are in the process of hiring a second full-time faculty member. This will help significantly, but we also need to hire a full-time faculty member to oversee art history.

3. Additional Comments: As a side note, Gavilan's webpage seems willfully deceptive when it states: "Gavilan College employs 204 full time equivalent permanent employees and approximately 130 part time faculty employees each semester." Notice how the 130 part-time employees are all faculty, while the 204 full-time individuals are "employees".

This larger umbrella includes everyone in administration, facilities, HR, etc. In reality, there are only 75 full-time faculty.

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

Select Year 1: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): 1,516

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$9,400

Select Year 2: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): 1,314

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$7,600

Select Year 3: 2023-2024

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): 1,045

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$7,600

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

The vast majority of our budget is spent on classroom materials for students. This includes, but is not limited to, paper, pencils, charcoal, erasers, paint, brushes, clay, plaster, and glaze materials.

We pride ourselves on providing the bulk of materials for students so that they can keep their overall out of pocket costs low.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

Program costs are in line with running three traditional Art studios: Ceramics/Sculpture, Drawing/Painting and Photography. The bulk of our instructional budget is expended for instructional supplies and studio equipment maintenance and replacement. Our spending has remained consistent over the years, with the addition of \$1800 to pay life drawing models for a second semester and \$700 to cover materials for ART 13 and erase the student materials fee.

A hurdle that we are facing is the rising cost of materials and the need for a higher quantity of them. Aside from the previous two exceptions mentioned in the previous paragraph, we have the same budget as we did three years ago. However, our enrollment has increased 38% in that time, and the cost of materials has also skyrocketed. For example, many of the materials that we use to make glaze have doubled or tripled in cost. A clay and material shipment that used to cost \$1600 now costs \$2400.

We have also committed to revitalizing the equipment in photography, and the printer ink and paper alone costs over \$2000 annually.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**
 - We are currently collaborating with Guided Pathways to reorganize and streamline the pathway for Studio Art and Art History. We are also supporting students with exposure to careers in art and cultural experiences, such as organizing a trip to the Cantor Arts Center in Spring 2026.
 - Digital Media has been moved from Business to Fine Arts, and we are now trying to integrate digital media classes with Art. Digital Media should go through the program viability process as enrollments are significantly below college average.
 - We are working with the anthropology program to photograph and catalog their skeletons and bones.
 - We would also like to eventually partner with the STEM Center to add art and design to the equation and create a STEAM movement. This would help to create more pathways

between art and engineering and mathematics and could eventually lead students down a more direct course to being hired by Silicon Valley companies.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

The Art program is experiencing several pressures that pose threats to enrollment and student success, including:

- Declining enrollment in some studio courses as students increasingly choose career education pathways. However, there is an initiative to support students moving into Art Education pathways which would require us to develop a pathway.
- Rising costs of art materials that limit our ability to supply students with essential tools and materials.
- Insufficient gas pressure in ceramics, which prevents regular kiln firing and impacts course quality.

Over the next three years, the program plans to strengthen outreach to local high schools and community organizations, develop an on-campus art club to bolster engagement and belonging, and expand marketing efforts to highlight the role of art in career preparation and transfer pathways. We would like to market Art courses as a valuable contributor to workforce readiness, since art education builds critical thinking, problem solving, creativity, and visual communication. These are highly valued skills across all industries.

We also aim to advocate for improved facilities support, pursue external funding for materials, and collaborate more closely with Guided Pathways and outreach teams to stabilize enrollment and broaden awareness of art as both an academic and practical asset to students' futures.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**

Post pandemic, we've learned that many students still prefer online or hybrid modalities over in-person options. A large proportion of our student body works or lives far from campus, and the online courses are easier for them to commit to. However, success rates online are a lot lower, and many courses do a much better job at meeting SLOs when taught in-person. It's going to be a balancing act as we attempt to open more in-person classes while still leaving some online for equitable purposes.

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

Even though our enrollment is trending upwards, we still had to move two classes to late start this semester. We need to market our courses better and plan out the schedule to best fit the needs and availability of our students.

The biggest issue that we see coming has to do with the new state funding formula that will no longer pay for a fourth lab hour for studio art courses. We will need to figure out a way to bundle each studio art class with a non-credit lab hour. We will also need to move every single course through Curriculum in order to do so. It is a daunting task, and I am extremely nervous about everything going to plan. This funding change will affect the following courses:

2A – 2D design

3A – Drawing and Composition

3B – Intermediate Drawing and Composition

7A - Beginning Ceramics

7B - Intermediate Ceramics

7C – Advanced Ceramics

8A – Introduction to Photography

10A – Cultural History of Ceramics

12A – Beginning Sculpture

12B - Intermediate Sculpture

13 – 3D Design

14A – Introduction to Murals

15A – Beginning Painting, Form and Composition

15B – Beginning Painting, Imagination and Expression

16A – Watercolor Painting

25A/B – Art Methods

34A – Life Drawing

34B – Intermediate Life Drawing

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are

requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit): Instructional Supply Budget Goal:** Increase the annual instructional supply budget for 2D and 3D Studio Art by \$2,000 to ensure equitable access to essential materials across all art courses, allowing us to fully meet our Student Learning Outcomes despite dramatic enrollment growth and sharp increases in material costs – **The success of this goal will be assessed at the beginning of the Fall 2026 semester.**
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Increasing our instructional supply budget directly supports the following SLOs: 1. Create artworks using a variety of two and three-dimensional media, tools, and processes. 2. Apply the elements and principles of design, including line, shape, form, balance, color theory, harmony, and composition in 2D and 3D work. 3. Demonstrate and articulate personal, social, political, and/or community issues through their artistic work. 4. Demonstrate and apply safe studio practices that follow current safety standards and environmentally responsible methods.
All of these outcomes rely on students having adequate access to art materials.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal directly supports Gavilan College's mission of providing equitable access and comprehensive support by ensuring that all students, regardless of financial hardship, food insecurity, or housing instability, have the materials required to succeed in their coursework. The program supplies nearly all materials to students, but enrollment has risen 38% while the cost of supplies like clay, glaze materials, and

paint has increased dramatically. Without this increase to the supply budget, the program cannot maintain the same quality of instruction or equitable learning opportunities. Adequate funding also supports transfer preparation, career readiness, and meaningful community participation by ensuring students can fully meet course SLOs and create high-quality work for portfolios, exhibitions, and transfer applications.

- Proposed Activity to Achieve Goal: Request a permanent \$2,000 increase to the annual instructional supply budget through PIPR and advocate for the increase with Dean's Council and the Budget Committee.
 - Responsible Party (One Sentence limit): Max Rain will submit and advocate for the budget increase in consultation with Sophie Lastra and Dean Carla Johnson
 - Timeline to Completion: Semester/Year: Completed before Fall 2026.
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): The goal will be achieved if the annual instructional supply budget reflects an ongoing \$2,000 increase beginning in the 2026–2027 budget cycle.
-
- **Goal (*One Sentence Limit*): Instructional Technology Goal:** Replace the current inventory of 14-year-old computers in the shared labs used by Art and Digital Media with new systems that meet Gavilan's Technology Master Plan standards for current and functioning technology. Completing procurement, installation, and testing by **August 15, 2026**. Success will be measured by **100% replacement of nonfunctional/obsolete units in time for Fall 2026**.
 - Alignment to Strategic Goal **Goal 5: Institutional Effectiveness - To systematically leverage technology across all campuses to continuously improve processes, enhance data-analysis capability, and facilitate data-informed decision-making, leading to increased operational efficiency.**
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Upgrading old technology aligns with the following Art Department PLOs: Create artworks using a variety of two- and three-dimensional media, tools, and processes. Create and present a professional art portfolio tailored for exhibition, transfer, studio employment, or other artistic goals. Students cannot do either effectively without access to computers.
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Upgrading the 14-year-old computers directly supports Gavilan College's mission to provide equitable access and comprehensive support in a technologically current learning environment, enabling students of all backgrounds to succeed academically. It also aligns with the college's Strategic and Educational Master Plans, which require facilities and technology to keep pace with evolving instructional needs and to remove barriers that hinder student success. Because the Technology Master Plan mandates that students have access to current and functioning technology, replacing obsolete systems ensures compliance with institutional goals.
 - Proposed Activity to Achieve Goal: Purchase and install 30 new computers to replace the obsolete computers currently in AR 103 and LI 128. 25 new computers will go in AR 103 to be used by Art, DM, and potentially STEM students, and 5 will be installed in the library so that students have access to work on their assignments using

- Adobe Suite outside of regular class hours.
 - Responsible Party (One Sentence limit): Max Rain and James Moore will work with Kyle Billups and Gavilan's IT Department.
 - Timeline to Completion: Semester/Year: Completed before Fall 2026.
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): We will have achieved the goal if new computers have replaced the old ones and are functioning and ready for students by the beginning of the Fall 2026 semester.
-
- **Goal (One Sentence Limit): Facilities Improvement Goal:** Renovate and maintain the three-dimensional arts facility to accommodate for access to more comprehensive materials and processes, allowing us to achieve the Student Learning Outcomes within our courses in an effective, safe studio environment – The success of this goal will be **assessed at the beginning of the Fall 2027 semester.**
 - Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development - To prepare students with the skills and knowledge needed to thrive in the evolving job market.**
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Upgrading our facilities will allow us to introduce metal casting and wood working to our curriculum. This will improve our students' success with the following SLOs: 1. Create artworks using a variety of three-dimensional media, tools, and processes. 2. Apply the elements and principles of design—including line, shape, form, balance, color theory, harmony, and composition three-dimensional work. 3. Demonstrate and articulate personal, social, political, and/or community issues through their artistic work. 4. Demonstrate and apply safe studio practices that follow current safety standards and environmentally responsible methods.
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Upgrading the sculpture facilities so students can safely work with wood, metal, plaster, and other materials directly supports Gavilan College's mission by expanding equitable access to high quality, hands-on learning resources. Modern, functional sculpture facilities ensure that all students, regardless of background or financial means, can engage fully in three-dimensional creative processes that are essential to studio art education. Enhanced facilities also align with the mission's emphasis on preparing students for transfer success, career advancement, and meaningful community participation. Professional grade sculpture tools and equipment help students develop technical, creative, and problem solving skills comparable to fouryear programs and industry standards. Lastly, because Gavilan's values emphasize inclusiveness, dignity, and an environment that supports diverse learning needs, improving the sculpture studios fosters a safer, more accessible space for artistic exploration and growth.
 - Proposed Activity to Achieve Goal: Speak with Serafin and Dr. Avila about the need to expand sculpture area. Secure board approval and funding.
 - Responsible Party (One Sentence limit): Max Rain and Sophie Lastra will work with Serafin and Eddy to make initial plans. Eventually, architects will need to be involved.

- Timeline to Completion: Semester/Year: Fall 2028
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): This goal will be considered completed if a new enclosed sculpture area with roof, concrete floor, and equipment is installed by Fall 2028. If it is at least approved by that point, it will be considered in-progress.

- **Goal (One Sentence Limit): Academic Staffing Goal:** Hire a new fulltime Art History instructor to support transfer level course demand, stabilize multisemester sequencing, and ensure compliance with Gavilan's mission to provide equitable access to high quality instruction – Ideally achieving **100% completion of the fulltime faculty hiring process by the Fall 2027 semester.**
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Hiring a full-time Art History instructor strengthens all the department's SLOs because full-time instructors contribute more reliably to curriculum development, assessment, and program planning. This improves the overall quality of student learning.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: A fulltime instructor strengthens access to high quality instruction, ensures continuity across the Art and Art History curriculum, and expands students' opportunities for academic achievement, transfer preparation, and lifelong learning. These are all core elements of Gavilan's mission. This hire also supports the mission's emphasis on preparing students for meaningful community participation, since Art History fosters cultural understanding, critical thinking, and engagement with diverse global perspectives.
- Proposed Activity to Achieve Goal: : Present need for full time Art History instructor to Academic Staffing Committee.
- Responsible Party (One Sentence limit): This position is being requested by Max Rain, but it will be up to the Staffing Committee and the president to approve it.
- Timeline to Completion: Semester/Year: Fall 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): This goal will be considered completed if a new full-time faculty member is hired by Fall 2027. If the position is at least approved by that point, it will be considered in-progress.

- **Goal (One Sentence Limit): Course Expansion, College Beatification, and Community Engagement Goal:** Reinstate the popular mural class, partner with local muralists and create murals at the Hollister Campus, in the new library and STEM center, the student union, and in the greater Gilroy, Morgan Hill, and Hollister community– The goal will be assessed if we are offering the Mural course **in the Spring 2027 semester.** * Note : I met with Dr. Avila yesterday and he REALLY

- wants the mural class back up and running.
- Alignment to Strategic Goal **Goal 4: Community Engagement and Partnerships - To increase community engagement and enrollment through strategic outreach, effective marketing campaigns, and collaborative partnerships.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Reinstating the mural class and creating murals on campus and in the community aligns with the following SLOs: 1. Create artworks using a variety of three-dimensional media, tools, and processes. 2. Apply the elements and principles of design—including line, shape, form, balance, color theory, harmony, and composition three-dimensional work. 3. Demonstrate and articulate personal, social, political, and/or community issues through their artistic work. 4. Demonstrate and apply safe studio practices that follow current safety standards and environmentally responsible methods.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
- Proposed Activity to Achieve Goal: Reactivate ART 14A,B,C in CurrIQunet and get them approved through the curriculum committee.
- Responsible Party (One Sentence limit): Max Rain, the curriculum committee.
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): This goal will be complete if we are offering ART 14 in Spring 2027.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): **Increase Instructional Supply Budget by \$2,000 Annually.**
2. Request amount: \$2,000
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)**Instructional Supply Budget Goal:** Increase the annual instructional supply budget for 2D and 3D Studio Art by \$2,000 to ensure equitable access to essential materials across all art courses, allowing us to fully meet our Student Learning Outcomes despite dramatic enrollment growth and sharp increases in material costs – **The success of this goal will be assessed at the beginning of the Fall 2026 semester.**
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐

- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☒
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Choose an item.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

The Art program's instructional supply budget has remained largely unchanged for six years despite substantial increases in both enrollment and material costs. During this period, only three additions have been made, each related to a specific class or piece of equipment: \$1,800 for life drawing models, \$700 to eliminate the materials fee for ART 13, and \$1,600 to maintain the new photography printer. All other 2D, 3D, and ceramics courses still rely on the same budget they had prior to a 38% increase in headcount and a 57% increase in enrollment over the last three years.

The program uses nearly every dollar of its supply budget to purchase materials that students receive directly, including paper, pencils, erasers, paint, brushes, charcoal, portfolios, clay, glaze materials, cutting tools, sculptural media, and other essential supplies. A significant proportion of our students experience financial hardship, including food and housing insecurity. Providing

materials free of cost is critical to ensuring equitable access and eliminating financial barriers to course success.

At the same time, material costs have risen dramatically. Clay prices rose approximately 25% in 2023 alone, and glaze materials have experienced unprecedented increases. For instance, Cobalt Carbonate has increased from \$20/lb to \$130/lb in just three years. These increases, combined with higher enrollment, mean the current budget no longer allows us to offer the same quantity or quality of materials that students had during the last program review cycle.

Because access to materials is intrinsic to meeting nearly all of the department's SLOs, maintaining adequate supply levels is essential for student learning, equity, transfer preparation, and program quality. A \$2,000 annual increase will help restore our ability to provide students with the necessary materials and maintain the high educational standards expected of Gavilan's Studio Art and Art History programs.

9. Request Name (short title): **Replace obsolete computers with new systems.**

10. Request amount: \$90,000

11. Type of Request: Non-Personnel

12. Alignment to Goal(s) in section XIII (*enter goal from above*) **Instructional**

Technology Goal: Replace the current inventory of 14-year-old computers in the shared labs used by Art and Digital Media with new systems that meet Gavilan's Technology Master Plan standards for current and functioning technology.

Completing procurement, installation, and testing by **August 15, 2026**. Success will be measured by **100% replacement of nonfunctional/obsolete units in time for Fall 2026**.

13. Is this a one-time or ongoing expense? One-Time

14. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☒
- Instructional Software ☒
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

15. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.

Which of the following best describes your requests?

Choose an item.

16. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

Gavilan currently has two separate computer labs for Art and Digital Media, one in AR103 and one in L128. The computers in AR103 are 10 years old and the ones in L128 are 14 years old. They are all currently on the very last operating system possible before they will no longer be functional. Instead of maintaining two separate rooms, Art and DM will share a technology space in AR103, and the first step to making this possible is replacing the obsolete computers.

We will need 24 computers for students and one for the instructor in AR103. We will also install 5 computers in the library so that students can work on their projects outside of class hours. Each computer will cost approximately \$3000. We will work with James Moore, Kyle Billups, and the IT team to make sure that we purchase the best systems for reasonable prices.

Upgrading the old computers directly supports Gavilan College's mission to provide equitable access and comprehensive support in a technologically current learning environment, enabling students of all backgrounds to succeed academically. It also aligns with the college's Strategic and Educational Master Plans, which require facilities and technology to keep pace with evolving instructional needs and to remove barriers that hinder student success. Because the Technology Master Plan mandates that students have access to current and functioning technology, replacing obsolete systems ensures compliance with institutional goals.

This purchase will also reduce technology related barriers, and it supports cross disciplinary learning outcomes in Art, Digital Media, and potentially STEM.

Note: I was on the fence about selecting compliance in the previous drop-down menu, but I chose not to. Getting new computers will support Section 508 accessibility compliance because updated hardware is more compatible with assistive technologies. However, I think that replacing computers is best described as infrastructure improvement that enables compliance, not compliance by itself.

17. Request Name (short title): **Expand sculpture and three-dimensional design facilities to include metal casting, wood working, plaster casting, and mold making.**
18. Request amount: \$5000 - \$500,000, depending on whether funding is approved only for tools and equipment or for an entire architectural addition.
19. Type of Request: Non-Personnel
20. Alignment to Goal(s) in section XIII (*enter goal from above*) **Facilities Improvement**
Goal: Renovate and maintain the three-dimensional arts facility to accommodate for access to more comprehensive materials and processes, allowing us to achieve the Student Learning Outcomes within our courses in an effective, safe studio environment – The success of this goal will be **assessed at the beginning of the Fall 2027 semester.**
21. Is this a one-time or ongoing expense? One-Time
22. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☒
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☒

- Non-Instructional Equipment ☒
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☒
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☒
- Other ☒

23. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Choose an item.

24. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

Gavilan has fantastic ceramics facilities and equipment, but we are far behind other colleges in other three-dimensional offerings. Expanding the current sculpture facility to include a wider range of materials, such as wood, metal, clay, plaster, and mixed media, will significantly enhance the educational experience for students across the Art program. As student demand grows, the current space no longer provides adequate room, ventilation, or storage to safely support multidisciplinary three-dimensional work. I am proposing an expansion, which includes constructing an enclosed sculpture area with a roof, concrete flooring, rollup door access, enclosed work zones, dedicated storage, and adequate electrical infrastructure. This would create a safe, functional, and professional working environment adjacent to the existing kiln facilities.

This expansion directly supports the program learning outcome requiring students to create artworks using a range of two- and three-dimensional- media, tools, and processes, and to apply formal design principles across diverse materials.

Students benefit academically and creatively when they have access to a broad spectrum of sculptural materials and fabrication processes. Working with a wider variety of materials fosters structural problem-solving, technical craftsmanship, and conceptual exploration and divergent thinking. These are skills explicitly cultivated by the Studio Art Program. Providing a professional, well-equipped space also prepares students for transfer level studio courses and careers in art, fabrication, design, theater production, and industrial arts. As the student population grows, increased workspace and storage are essential for maintaining safety, ensuring equitable access to tools and equipment, and upholding industry standard best practices.

Improving the sculpture facilities ultimately strengthens students' ability to engage in ambitious, interdisciplinary projects and fulfills Gavilan's mission to offer equitable access to high-quality instructional environments that support academic achievement and lifelong learning.

25. Request Name (short title): **Hire new full-time Art History instructor**

26. Request amount: **Click or tap here to enter text.**

27. Type of Request: Personnel

28. Alignment to Goal(s) in section XIII (*enter goal from above*) **Academic Staffing**

Goal: Hire a new full-time Art History instructor to support transfer-level course demand, stabilize multi-semester sequencing, and ensure compliance with Gavilan's mission to provide equitable access to high-quality instruction – Ideally achieving **100% completion of the full-time faculty hiring process by the Fall 2027 semester.**

29. Is this a one-time or ongoing expense? Ongoing

30. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☒
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐

- Repairs and Maintenance ☐
- Other ☐

31. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

32. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

Gavilan currently offers 28-30 Art History courses per year, taught by seven different instructors, but there is not a full-time Art History instructor to anchor the program. Full-time faculty are crucial for student engagement and retention due to an increased commitment to program growth, student mentorship, and community outreach. Gavilan's Art History courses are already successful but would be exponentially more so with a dedicated full-time Art History faculty member.

Gavilan's Art History courses are highly popular, and by joining the California Virtual Campus earlier this year, we can anticipate full enrollment in any number of classes that we offer. An estimated 2.5 million students have access to the California Virtual Campus, and if Gavilan can establish our Art History classes as OER Certified and reliably successful, we could potentially build a thriving and robust program for both Gavilan students and students across California.

To further align with Gavilan's DEIA goals, we have the opportunity to expand our program by offering a broader range of global Art History courses, such as African, Asian, and Islamic art. However, without a full-time Art History faculty member, there is no dedicated advocate to oversee and drive this potential for growth.

Currently, we have three part-time Art History instructors who are at full capacity, along with three additional instructors teaching Art History alongside their Studio Arts courses. While there is strong demand, and we could easily add more Art History sections, we simply do not have the faculty to teach them. As the typical terminal degree for Art History professors is a Ph.D., it is challenging to attract qualified candidates willing to work as adjuncts.

The only viable way to grow our program effectively is by establishing a full-time Art History faculty position. A full-time faculty member would provide the sustained focus and advocacy needed to expand our program and align with Gavilan's goals of boosting enrollment and productivity.

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? **Click or tap here to enter text.**
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. **Click or tap here to enter text.**
3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **Click or tap here to enter text.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. It would be nice if we did the comprehensive reviews on a five year cycle instead of three.

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Studio Art & Art History program has experienced significant growth and transformation over the past three years, with enrollment increasing by 38% in headcount and 57% in total enrollments despite post pandemic shifts in student behavior and modality preferences. This growth reflects strong student interest, successful outreach efforts, and the program's continued role in fostering creativity, critical thinking, and academic confidence among diverse learners.

Since the last PIPR review, we have reinstated the campus art gallery, strengthened community partnerships, and hired a dedicated Studio Arts Technical Coordinator. These efforts and more have collectively improved student engagement and instructional quality. At the same time, the program faces notable challenges, including rising material costs, insufficient facilities for sculpture, the ongoing gas-line issue preventing kiln use, declining persistence in online and hybrid modalities, and extremely low full-time faculty coverage (currently 12% of FTEF).

In the next three years, we will focus on stabilizing and expanding the program to meet student demand, strengthen equity outcomes, and improve our success rates. Major goals include replacing obsolete computers to modernize technology access, expanding the sculpture facility to support a broader range of materials and professional 3D processes, hiring a full-time Art History instructor to support transfer pathways and curriculum continuity, reinstating the Mural Program to deepen community engagement, and increasing in-person instruction while continuing to refine online pedagogy. Additional priorities include advocating for improved facilities, pursuing external funding for supplies, collaborating with Guided Pathways to streamline degree maps, increasing high school outreach, and making an effort to market and promote our program.

We're very happy with our accomplishments but we see a lot of room for improvement and expansion.

XVII - ATTACH FILES

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