

# COMPREHENSIVE PROGRAM REVIEW TEMPLATE

## I - MAIN

### Overview

Academic Year: 2025-2026

Originator: Max Rain

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Fine Arts

## II - CO-CONTRIBUTORS

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## III - PROGRAM MISSION AND ACCOMPLISHMENTS

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

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

The Digital Media program supports Gavilan's mission by giving students accessible, hands-on experience with the creative and technical skills they need for transfer and career opportunities in design, media production, and digital storytelling. Because many of our students are first generation college students and may not have had access to premier digital software, we focus on creating a welcoming classroom environment where students can build confidence with industry standard tools they may be learning for the first time. Our classes emphasize guided practice, clear instruction, and real world projects, which help students gain both technical skills and a sense of belonging.

We also work closely with the Art department and counseling to help students understand their academic paths and stay connected from term to term. As our data shows improvements in course success but drops in persistence, these partnerships are becoming more important. By offering culturally relevant assignments and opportunities for students to express their own

experiences through digital media, the program helps students achieve their goals while contributing to the college's commitment to equity, access, and meaningful learning.

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)

Unfortunately, no goals were entered in the last cycle.

DM has been without a full-time instructor since 2016, and while it was under the umbrella of Computer Sciences, nobody really championed or advocated for the program. No one evaluated instructors, attempted to maintain or grow the program, checked in with faculty, or much less, did a proper program review. It is difficult to develop a program without a full-time faculty dedicated to its support.

Also, when the pandemic hit, all DM classes went fully online/asynchronous, and while other programs transitioned back to hybrid or fully in-person modalities when the pandemic ended, there was nobody overseeing DM who took responsibility to follow suite. Because of this, all DM classes remained online until the program was transferred to Fine Arts one year ago.

Over the last three years, no goals have been established outside of the online classroom, and the program has been suffering because of it.

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

We are offering more in-person options, we are discussing the need for a full-time DM faculty member, and we are hoping to get new computers. We are actively evaluating courses and trying to improve our offerings. Also, we are promoting and marketing courses with the goal of growing enrollment and the program as a whole.

#### **IV - STUDENT AND PROGRAM OUTCOMES**

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##### **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?

Over the last three years, Digital Media's course success rate has steadily improved, rising from about 50% in 2022–23 to 62% in 2024–25, but it still remains below the college average of roughly 72–73% across the same period. This means the gap between the program and the college, while shrinking, is still about 11 percentage points in the most recent year. There is a lot of room for improvement.

Although the upward trend is encouraging, the size of the earlier gap is somewhat surprising, as roughly half of the students either dropped out or failed in 2022-23. Because the program has relatively small class sizes, year to year percentages can swing more dramatically than they do at the overall college level, but the data still suggests a need for meaningful improvement.

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.

Over the past three years, Digital Media's fall to spring persistence has slipped noticeably. The program went from 71% in 2022-23 to 53% in 2024-25. During this same period, the college as a whole stayed steady at around 61-62%, which means Digital Media has moved from being slightly above the college average to well below it.

This pattern shows that fewer DM students are staying in courses or continuing from one semester to the next, even though persistence across the college hasn't changed much. Overall, the data suggests that improving course engagement and semester to semester follow through should be a priority for the program.

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.

The surprising part is that this drop happened even as the program's course success has been creeping upward over the same period, suggesting the main issue is students not returning term to term rather than passing once they stay enrolled. Overall, the trend points to improving in class results but weakening persistence, so the priority should be semester to semester retention.

## 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 goal for course success in Digital Media is to reach at least the college average. At the program level, we are not meeting this goal yet. Our success rate has improved steadily, but it still falls short of the institutional benchmark.

Several individual courses perform well, but overall, we need to continue raising successful completions. To support this, we have to strengthen early semester engagement, increase structured project checkpoints, and provide clearer guidance for students who are new to digital tools or software. We also need to build more in person or hybrid learning opportunities, since hands-on support tends to boost student confidence and follow through. Too many courses are being taught online/asynchronous.

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)

N/A

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

N/A

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).

We are seeing a mix of positive and concerning trends. On the positive side, course success has been steadily improving for three years in a row, which shows that students who stay enrolled are doing better academically. At the same time, overall enrollment has grown, even though the number of sections offered has gone down. However, persistence has moved in the opposite direction. It is my opinion that opening more hybrid or in-person sections will help.

## V - EQUITY

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**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 shows consistent gaps in success for several student groups. Latinx students, who make up the largest population of Gavilan, continue to have lower success rates than White and Asian students, averaging around 53–57% compared to 66–86%.

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)?  
When every DM class was offered online/asynchronous, the success rates were pretty bad. As we have opened up more hybrid sections, success rates have gone up. We plan to continue to offer in person and hybrid courses to support student success. In addition,
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.)*

The DM program is hoping to build a more inclusive classroom culture, especially as our data shows that Latinx students, who make up a large share of our program, consistently succeed at lower rates than White and Asian students. In some years, Latinx success hovered in the mid 50% range while other groups were 10–20 points higher. Because we know uneven preparation with digital tools is often part of that gap, we’ve made a point of slowing down the early weeks of each course and give students more time to practice with industry standard software before the heavier assignments begin. Opening more in-person options will also allow for more hands-on demonstrations. These adjustments should help our overall success rate climb.

Our equity data also shows that students ages 20–24 and male students are struggling more in DM than at the college overall. While the college reports slightly higher success for males, in our program they tend to score several points lower than females and are more likely to withdraw. We’ll have to look at how we are giving out information and our assessment methods. In addition, we are planning to offer a DM course through Dual Enrollment in Spring 2027.

We’re also looking at ways to highlight more diverse digital artists and creators in the curriculum, so students see work that feels connected to their backgrounds and interests. Looking ahead, the next step is to develop more targeted support, possibly embedded tutoring or peer mentors but most importantly in-person contact, to help students who come in with limited software experience or who might not feel immediately confident in a technology heavy creative field.

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

## **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?

**Program course and map/pathway updates are needed.**[lick or tap here to enter text.](#)

## **VII - OUTCOME ASSESSMENTS**

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

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?  
We need to review and update SLOs, SAOs, and rethink our assessment methods.  
We have recommended improvement plans when evaluating instructors.
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 DM SLOs and PLOs support the college's ILOs by requiring students to communicate ideas through visual, written, and multimedia projects, directly aligning with the Communication ILO. Project based work strengthens the Critical and Creative Thinking ILO as students solve technical problems, revise their work, and make design decisions for real audiences. In addition, assignments that explore diverse creators and social issues support the college's Global Awareness and Personal/Professional Development ILOs by helping students understand different perspectives while building responsibility, organization, and work place ready skills.

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?  
Our success rates as a program are not meeting the college average or our own goals of higher achievement. This is an area that we want to focus on improving.

## **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).

We have discussed the need for a course on ethical AI use. We would also like to eventually offer classes in animation, sound design, and other areas of Digital Media currently not covered in our course offerings. It would be great to have a DM certificate.

However, we need to first strengthen the courses that we do offer, and it would be great to have a full-time faculty member take charge of making plans for new courses or educational awards (degrees/certificates). Perhaps our incoming Studio Arts full-time faculty member might be able to help champion these efforts.

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

Again, we are still figuring out how to improve enrollments, retention, and success rates. With the classes currently offered. Once we have done that, we can focus on growth.

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).

We have been offering more in-person options, but enrollment has not been good. We hope to have a new state of the art computer lab soon and this will enable us to offer even more classes with an in-person component. It would be great to offer courses at the Hollister site, but we would need a room full of computers that have Adobe Suite installed.

## **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: 0

Number of Part Time Faculty: 4

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

**Select Year 2: 2024-2025**

Number of Full Time Faculty: 0

Number of Part Time Faculty: 4

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: **Click or tap here to enter text.**

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

**Select Year 3: 2023-2024**

Number of Full Time Faculty: 0

Number of Part Time Faculty: 4

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: **Click or tap here to enter text.**

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

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

We hope to hire a full-time DM faculty member. This would create a person who could spend the time advocating for and growing the program. Unfortunately, there is currently not enough enrollment to support a full-time position, so we find ourselves in a bit of a cart before the horse situation.

3. Additional Comments: The DM program has been carried for the last three years by four part time faculty all working remotely. There has not been a full-time faculty member to lead the program for ten years, and top down leadership from admin has been spotty or non-existent. The move to Fine Arts has resulted in actual accountability, but it is a long road to get DM back to its former state. The burden now rests on the aforementioned DM part-time instructors and Fine Arts faculty and administration who enthusiastically want to help the program but admittedly know very little about Digital Media.

**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: **150 Students**

Total Allocation (Irrespective of Funding Source): \$10,000 for new photography equipment.

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

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

**Select Year 2: 2024-2025**

Number of Students Served: **114 Students**

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

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

Unrestricted General Fund: ☐  
Grants & Categorical Programs: ☐  
Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$0

**Select Year 3: 2023-2024**

Number of Students Served. **112 Students**

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

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

Unrestricted General Fund: ☐  
Grants & Categorical Programs: ☐  
Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$0

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)  
It doesn't seem like any money has been allocated to DM for many years with the exception of paying faculty and licensing Adobe Suite. When Fine Arts took over the program we bought new camera equipment for a digital photography course that was moved from online to hybrid in-person.
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)  
The costs have been minimal.

## **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)**

Digital Media has recently moved from working mostly on its own to collaborating more with related programs. We're now partnering closely with Studio Arts, especially photography, because our students often use the same equipment, software, and creative processes. We're also beginning to connect with film, television, and theatre, and we hope to be part of the conversations about rebuilding journalism into a more multimedia focused program.

We're also hoping to work more intentionally with Counseling and Guided Pathways so students understand how Digital Media fits into a multi-semester plan, which is especially important given the drop in persistence. Over the next three years, our focus is to continue strengthening these collaborations.

## **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)**

I've already discussed this earlier in the PIPR, but I guess I'll reiterate.

Over the past several years, Digital Media has faced a number of challenges that limited its ability to grow. The program has been without a fulltime instructor since 2016, and while it was housed under Computer Science, there was no one actively overseeing curriculum, evaluating faculty, or advocating for program needs. When the pandemic moved everything online, DM remained fully asynchronous long after other programs returned to in person or hybrid instruction simply because no one was responsible for guiding that transition. As a result, the program entered the last three years without clear goals, and this lack of direction shows in the data. Success rates only recently began improving, while persistence fell from 71% to 53%.

Now that Digital Media has moved under Fine Arts, there is a clearer path forward. Over the next three years, our priorities include expanding in person course offerings, updating outdated equipment, and seriously pursuing the hiring of a fulltime DM faculty member to stabilize the program. We are also working on improving course quality, revising curriculum, and growing enrollment through better outreach and marketing.

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)**

Enrollment is better for online DM courses, but success rates and retention are lower.

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

## **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 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 currently working 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): Instructional Program Goal:** Increase the Digital Media program's overall course success rate from the current baseline of 62% to the college average of 73% through expanded in person instruction, improved early semester support, and clearer project scaffolding. **Evaluate at the end of the Spring 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*):  
Raising Digital Media's course success rate directly supports the following SLOs: 1. Produce digital media projects using industry standard tools and work flows, 2. Apply design and communication principles in visual and multimedia formats, 3. Revise and refine work based on critique, feedback, and technical requirements. 4. Demonstrate technical proficiency through project based assignments that require file management, rendering, and iterative development. Every one of these outcomes requires students to remain engaged, supported, and confident from the early part of the semester through final project completion.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This Goal advances the college's commitments to student achievement, equity, and meaningful skill development.
- Proposed Activity to Achieve Goal: Increase the number of in person and hybrid Digital Media sections; integrate early semester support modules and structured project checkpoints; and revise assignments for clarity, pacing, and accessibility.
- Responsible Party (One Sentence limit): Achieving this goal will take effort and collaboration from all DM faculty, Fine Arts department chairs, the dean, and any number of other faculty and counselors who can provide ideas and assistance.
- Timeline to Completion: Semester/Year: End of Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):  
The goal will be achieved if Digital Media's overall course success rate reaches **at least 73%** by the end of Spring 2027. Progress will be monitored through annual Program Review data and disaggregated to verify improvements across disproportionately impacted student groups.
  
- **Goal (One Sentence Limit): Instructional Program Goal:** Increase the Digital Media program's fall to spring persistence rate from the current baseline of 53% to 62% (the college average) by building clearer pathways, improving advising connections, and expanding in person course options, **to be evaluated at the end of the Spring 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*): Improving persistence directly supports SLOs that require students to: 1. Develop increasingly advanced technical skills across sequential coursework, 2. Apply design and production concepts that build from introductory to intermediate levels, 3. Complete multistep digital projects that span multiple terms or require cumulative skill development, 4. Engage in revision, critique, and portfolio building — all of which depend on consistent term to term enrollment. Strong persistence ensures students remain on track to actually reach the point where these learning outcomes can be demonstrated.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This Goal advances the college's commitments to student achievement, equity, and meaningful skill development.
- Proposed Activity to Achieve Goal: Work with Counseling to develop a clear DM course map; expand in person sections; provide early semester outreach to at risk students; and strengthen handoffs between Digital Media, Art, Film/TV, Theatre, and Journalism to support coherent cross disciplinary pathways.
- Responsible Party (One Sentence limit): Achieving this goal will take effort and collaboration from all DM faculty, Fine Arts department chairs, the dean, counselors, and faculty from Art, FTVE, and Journalism.
- Timeline to Completion: Semester/Year: End of Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): The goal will be met if Digital Media's fall-to-spring persistence rate increases from 53% **to** at least 62%, matching the college average.
  
- **Goal (One Sentence Limit): Academic Staffing Goal:** Hire a new fulltime Digital Media instructor to build and promote the program 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 2028 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 fulltime Digital Media instructor strengthens all the department's SLOs because fulltime 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, creates an advocate for DM which in turn leads to opportunities for academic achievement, transfer preparation, and lifelong learning. These are all core elements of Gavilan's mission.
- Proposed Activity to Achieve Goal: : Present need for full time Digital Media 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 2028
- 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 2028. If the position is at least approved by that point, it will be considered in-progress.

#### **XIV - RESOURCE REQUESTS**

*Copy and paste to add more than 1 requests*

1. Request Name (short title): **Replace obsolete computers with new systems.**
2. Request amount: \$90,000
3. Type of Request: Non-Personnel
4. 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.**
5. Is this a one-time or ongoing expense? One-Time
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)

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.

9. Request Name (short title): **Hire new full-time Digital Media instructor**

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

11. Type of Request: Personnel
12. Alignment to Goal(s) in section XIII (*enter goal from above*) **Academic Staffing**  
**Goal:** Hire a new fulltime Digital Media instructor to build and promote the program 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 2028 semester.**
13. Is this a one-time or ongoing expense? Ongoing
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?**

**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**

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)

Digital Media has been without a full-time faculty member since 2016, when Robert Beede retired, leaving students to rely on rotating adjuncts for mentoring and guidance. However, part time faculty cannot dedicate the time and energy for the students in the same way a full time committed faculty member can.

Adjuncts have tried very hard to keep the department alive and functioning, even through Covid, but for Digital Media to flourish, it needs a full-time advocate who can align the courses, guided pathways, certificates and curriculum. Without a full-time digital media faculty member, the department has been slowly wasting away, especially since covid sent most of the classes remote.

Digital Media is a growing career field which combines arts and technologies with communication, preparing students for a variety of career pathways feeding directly into Silicon Valley and other industries. It provides opportunities for students to learn about critical software and methods of work with the modern web and mobile device economy.

With the advent of AI, electronic learning, and a constant media stream, DM is a rapidly changing communication media. In an effort to be competitive, students need a dedicated faculty member who can keep Gavilan's Digital Media Department current and ahead of trends for careers related to communication arts and the ever-evolving array of digital tools.

Students often can't complete degrees because available courses have been not offered or canceled. A lack of full-time faculty for the last TEN YEARS means that no-one is properly advocating for Digital Media classes or taking the student's needs into account. Students have no one to reach out to within Digital Media when this occurs and its unfair for Adjuncts to have to field emails time and time again when a student can't complete a certificate without resorting to course substitution.

If the position remains unfilled, the once vibrant Digital Media department will continue to shrink, and students will lose out on the possibilities of using Digital Media tools for arts, communication and the opportunities and careers which go with that.

## **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 Digital Media program is emerging from a long period without dedicated leadership and is now entering a rebuilding phase under Fine Arts. Over the last three years, the program has faced declining persistence, inconsistent course delivery, and outdated technology. Moving the program out of Computer Science and into Fine Arts has brought much-needed oversight, clearer expectations, and collaboration with related areas such as studio arts, photography, film, and journalism.

Looking ahead, the program's priorities center on restoring structure, stability, and support to both students and the faculty who teach in DM. Over the next three years, Digital Media aims to raise course success rates to the college average, increase enrollment and persistence, and rebuild coherent pathways through expanded in person instruction and improved early semester support. Additional goals include modernizing the computer lab, revising curriculum, strengthening partnerships, and pursuing a fulltime faculty hire to provide the consistent leadership the program has lacked for nearly a decade.

#### **XVII - ATTACH FILES**

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

**Data Appendix – Digital Media (from Program Review Data Sheets)**

- Unduplicated headcount: 117 (2021–22), 112 (2022–23), 114 (2023–24), 150 (2024–25).
- Enrollments: 206, 174, 158, 211; Sections: 15, 13, 11, 10.
- FTES: 30, 24, 20, 30; FTEF: 2.8, 2.5, 0.9, 2.4; Productivity (WSCH/FTEF): 328, 294, 728, 372.
- Course success (%): 70% (2021–22), 50% (2022–23), 58% (2023–24), 62% (2024–25).
- Fall→Spring persistence: 67%, 71%, 58%, 53%.
- College-wide success (%): ~72% (2022–23), 72% (2023–24), 73% (2024–25).
- College-wide Fall→Spring persistence: 61% (2022–23), 62% (2023–24 & 2024–25).