

# COMPREHENSIVE PROGRAM REVIEW HUMANITIES

## I - MAIN

### Overview

Academic Year: 2025-2026

Originator : Grant Richards

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Humanities (Film History & Appreciation)

## 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).

**The Humanities Program gives its students a broad education about film history as it pertains to our society and others around the world. The film humanities classes also prepare the Film & TV students for a degree for transfer. With an emphasis on writing and film analysis, these classes prepare students to think critically and analyze the artform and the understand the industry.**

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)
  1. **This is our first program review for Humanities because in the past we've combined the Cinema Humanities classes with the Film & TV Program. The Humanities classes all meet the General Education requirements, so students of all majors take these classes. Because these classes are not specific to any one major, our number one goal is to challenge students by making them think critically about societal issues portrayed in the films we screen.**
  2. **Our second goal is to maintain high enrollments. We do this by choosing films that engage students and creating assignments that really connect with students.**
3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

The films we teach are always changing, but no, the Humanities classes have not changed much at all in the last several years.

#### 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?

**Humanities classes have a better-than-average success rate compared to the College.**

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.

**The college average for persistence over the last three years has been between 61-62%. However, for Humanities it has been between 75-81%. We hope to continue this trend.**

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 Humanities rates seem to be steady, which not only meet the college average but surpass it.**

##### 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)?  
**The college as a whole has had a success rate between 72-73% over the last four years. The Humanities classes have been between 75-79%, which is significantly higher.**
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)

**In 2024-2025, we served 210 students in Film & Television and 227 in Humanities for a combined 437. The success rate of these students was above the average of the students who did not use our services.**

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

**Our areas have supported student success by providing accessibility for all learning modalities. We offer our courses in hybrid flex models, which allows for more students to take the courses in more modalities and thus achieve learning outcomes in more ways. These outcomes are measured through student success.**

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).

**AI is a trend in all industries, and Film and TV is no different. We are introducing our students to software that is being used in the field so that they can stay competitive in the field.**

## **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)?

**Our program has offered our classes as hybrid and hyflex modalities to allow students of any gender, ethnicity, or age to take the courses in what mode they feel more confident. Different groups feel more confident in online courses versus in-person courses and vice versa. Offering courses in dual modalities allows students to choose what's best for them, and that increases their success. Potential issues include not feeling confident with online-only classes. Hybrid courses allow students to overcome these fears and increase their success rates. Communication between faculty and students is key to increasing success rates as well.**

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)?

**We can't find information about between in-person and DE classes; however, we feel that the numbers for the Humanities classes are very close, but we believe the in-person students are more successful than the DE students because of the nature of the subject.**

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.)*

**Our area supports an inclusive college environment through the output of our work and our messaging to the students. Our syllabi and the opening day of our classes make it clear that our program is an open and inclusive environment for all. Our production courses, events, and showcases are open to all students, and students have the ability to create content related to any issues they want. We encourage students to tell and create personal stories that represent who they are and their backgrounds.**

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? **In every single class we strive to encourage all students to participate in class discussions. Instead of lecturing at our students, we lead discussions, encouraging all to share their thoughts and experiences.**

## **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. Yes, our 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?

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

## VII - OUTCOME ASSESSMENTS

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**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 have been assessing our classes, and to this point, we feel our SLOs have been successful. When we developed our SLOs, we tried to match them with the our PLOs and the college's ILOs.**
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.  
**If our classes are successful, we believe it will help support the ILOs. We don't know how to be more specific than that.**
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?  
**Yes, we have met all of our SLO outcomes so far. We're happy with our numbers at this time.**

## 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).  
**No, no new Humanities classes are planned.**
2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).  
**We teach every Humanities class on our books every year.**
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 teach most of our classes in dual modality, so students can take them online or in person. We offer all of our classes at least every year, so students have the flexibility to get the classes they need to graduate or find work in the field.**

## 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: 2023-2024**

Number of Full Time Faculty: 1

Number of Part Time Faculty: 1

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: 0

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: 2

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: 0

Number of Part Time Manager, Confidential or Administrator: 0

**Select Year 3: 2025-2026**

Number of Full Time Faculty: 2

Number of Part Time Faculty: 1

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: 0

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)

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

3. Additional Comments: **Click or tap here to enter text.**

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

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

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

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)  
**Social Science 214 is the perfect classroom for our Humanities classes. We used to get three classes in that room every semester. It has dropped to just one class, so we've had to move into MUS 101 for a class and online for another. We'd like to get another class or two back into this space.**
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 Humanities Program used to have a \$450 annual budget, but that money went away during Covid and we've not gotten any of that money back.**

## **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)  
**The Humanities Program meets the General Education needs for almost all**

other degrees at Gavilan. However, the Cinema classes are very connected with the Film & TV program, and all are needed for a degree in Film, TV, and Electronic Media.

## **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)**  
**Our field is booming, and consequently, our program is doing very well. However, we feel AI could jeopardize the grow in the field in the future. We intend to increase technology to keep our students prepared for the future job market.**
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)**  
**We are capable of teaching all of our classes online, but we want to remain flexible, so students can choose the mode of learning that works best for them.**
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**  
**AI is an issue that won't be going away and needs to be addressed school-wide. AI tools will be used in some fashion, but full-on creation of content by AI is a threat to film and television creation. We have seen students turn in fully curated AI films, and we must educate our students and faculty on why these are not sustainable methods for the craft of filmmaking and content creation.**

## **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*): Hire a part-time Film & TV Tech.**
- 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*): **Demonstrate the technical and aesthetic aspects of film and digital cinema production and demonstrate knowledge of basic production techniques.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.**
- Proposed Activity to Achieve Goal: **We will continue to produce GAVTV News, put on our Film Showcases and Film Competitions, and produce high quality work.**
- Responsible Party (One Sentence limit): **Grant Richards and Tim Ahlin are the two full-time faculty who are equally responsible for all the work done by our program.**
- Timeline to Completion: Semester/Year: **We will continue this work every semester.**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **If we produce great work, if our student success rates remain high, and our enrollments remain above average, then we'll know that we're continuing to be successful.**

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

***Copy and paste to add more than 1 requests***

1. Request Name (short title): **Film & TV Tech**
2. Request amount: **60% part-time load**
3. Type of Request: **Personnel**
4. Alignment to Goal(s) in section XIII (*enter goal from above*)**Hire a part-time Film & TV Tech.**
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?**

**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**

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)

**Jeronimo Garcia was our Film & TV Tech before the Covid pandemic. We lost his position during that period and never got a replacement. Our classes require a great deal of technology, and we teach three classes stacked together (to maximize enrollments), so it is absolutely necessary to have a tech in the classroom with us. The person would also edit video content for the college, and in the past we had as many as three people doing this work at once, and now we don't have anyone. That means all the work falls on Faculty, and it's not really**

**part of our job description and certainly not sustainable.**

## **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? **We're happy to support any program that can use our services.**
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. **We produce GAVTV News, which highlights all the programs and events on campus. We also regularly make promotional videos for Gavilan programs, and we have been asked to do the Gavilan commercials moving forward. All of these things promote the college and its mission.**
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? **I believe all of the work mentioned above does this.**
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. **Click or tap here to enter text.**

## **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 Humanities Program has continued to have good enrollments. However, we're eager to grow our enrollments even more. We feel that our outreach programs like our two annual Film Showcases, our two annual Film Competitions, and our feature film projects have and will continue to attract students. However, we also want to reach out to the three local communities even more. We intend to go to each of the five major high schools in our district every semester

to attract even more students. We currently partner with the Hollister faculty, and we plan to partner with the other high school instructors and students, which we hope will attract more students to Gavilan and our program.

We're very excited about our GavTV News Channel, which does what the old Rambler used to do. Our videos appear on the Gavilan Homepage, and then are archived on YouTube. Our videos promote Gavilan events, students, and faculty, and this likely increases enrollments and generates excitement at the college. Our program has proven its dedication to filming important events at the college; for the last several years we have regularly filmed live events like graduation, athletic events, musical concerts, theater productions, guest speakers, and much more. We have also made numerous promotional videos for a variety of programs at Gavilan. To continue this work, we really need a Film & TV Tech and the planned work on the TV studio to be completed.

## **XVII - ATTACH FILES**

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