

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Cherise Mantia

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Theater

II - CO-CONTRIBUTORS

- 1) Max Rain
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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).

The Theater program at Gavilan College contributes directly to the college's mission by providing equitable access to the performing arts for students across our diverse service area. Theater courses serve as both general education offerings and as foundational coursework for students pursuing transfer pathways in the performing arts. In a region where professional and community theater opportunities are limited, Gavilan's Theater program is often students' first meaningful exposure to the discipline.

The program supports academic development through rigorous engagement with dramatic literature, critical analysis, and creative expression. Students develop communication, collaboration, and analytical skills that transfer directly to career readiness across disciplines. Theater Appreciation (THEA 7), the program's primary offering, fulfills Area C humanities requirements for the CSU General Education pattern and IGETC, making it an accessible entry point for students from all backgrounds and majors.

The program's student demographics closely mirror the college's overall population, with Latinx students comprising 57–68% of enrollment and a growing proportion of students aged 19 or younger. The program's course success rates consistently exceed the college average and its fall-to-spring persistence rate of 80–84% is approximately 20 points above the institutional average, indicating that theater courses foster the kind of engagement and belonging that supports student retention across the institution.

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 PIPR was submitted in the previous cycle. There have been numerous accomplishments in the last few years including:

- Successful and celebrated productions of Grease, The Little Mermaid, and House of Desires.
 - Wonderful and well attended Children's Theater productions every Fall semester.
 - A new roof was added in the Winter of 2026.
 - There are no longer bats. There used to be a lot of bats.
3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Over the past three years, the Theater program has experienced a significant reduction in course offerings. Part-time faculty load has declined 47% (from 1.5 FTEF in 2022–23 to 0.8 FTEF in 2025–26), and total sections have decreased from 18 to 16. The program relied on one full-time faculty member and three part-time instructors to deliver all course sections.

We see the Theater program at the beginning of a period of regrowth. Gavilan's Academic Staffing Committee, Administration, and Board of Trustees has agreed to hire a new Full-Time faculty member, but the search was called off with the unexpected early departure of the only full-time faculty member and program lead, Dr. JLH. We will have to hire adjunct faculty to cover the courses in Fall 2026, and hopefully a new hiring committee will be created to find a new Full-Time program lead.

Despite these constraints, the program has invested in curriculum development and instructional innovation. Course materials have been updated to center diverse voices in American theater, including units on August Wilson's American Century Cycle and culturally responsive pedagogy. The program has also strengthened its use of Canvas for content delivery, including multimedia integration and scaffolded assignments designed to support first-generation college students.

Theater is experiencing a transitional period, and the program is currently the sad black and white "before" picture in side by side "before and after" images of a success story.

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?

Enrollment Trends

	2022–23	2023–24	2024–25	2025–26	4-yr % Change
Unduplicated Headcount	140	149	134	90	-35.7%
Enrollment	198	223	200	141	-28.8%
Sections	18	19	17	16	-11.1%
FTES	36	31	31	22	-38.9%
FTEF	2.8	3.2	2.9	2.4	-15.4%
Productivity (WSCH/FTEF)	401	320	373	309	-22.8%

Course Success Rates: Theater vs. College Average

	2022–23	2023–24	2024–25	2025–26*
Theater Success Rate	83%	74%	87%	76%
College Average	72%	72%	73%	75%
Theater vs. College	+11 pts	+2 pts	+14 pts	+1 pt

*2025–26 data is partial (68 of 141 enrollments graded to date).

The Theater program’s course success rates have exceeded the college average in every year of the review period. In 2024–25, the program achieved an 87% success rate—14 percentage points above the college average of 73%. The program’s enrollment decline is the most significant trend requiring attention. Unduplicated headcount has fallen 35.7% over four years. **This decline is not attributable to poor student performance but rather to reduced course offerings, limited marketing, and the absence of dedicated program leadership and recruitment capacity.**

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.

Fall to Spring Persistence

	2022–23	2023–24	2024–25	2025–26
Theater Persistence	84%	82%	84%	80%
College Average	61%	62%	62%	63%
Theater vs. College	+23 pts	+20 pts	+22 pts	+17 pts

Theater’s fall-to-spring persistence rate is exceptional, consistently 17–23 percentage points above the college average. Students who enroll in theater courses are significantly more likely to persist at the institution. This data suggests that the arts play a meaningful role in student engagement and retention.

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 Theater program sets a course success goal of 80%. The program met or exceeded this goal in 2022–23 (83%) and 2024–25 (87%). The 2023–24 rate of 74% fell below the goal, driven in part by lower male student success rates (61% for males vs. 83% for females). Strategies to address this include intentional selection of texts with strong male characters, structured table read activities, and scaffolded assignments.

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)?
Success rates are consistently higher than the college average, but they can always be improved.
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)
Not applicable
6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)
Not applicable
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 need to hire a new full-time faculty member, lay the groundwork for a more professional and compassionate theater culture, dramatically increase marketing and outreach, and boost enrollment.

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)?

Course Success: Black, Latinx, and Filipinx Students

	2022–23	2023–24	2024–25	2025–26*
Theater BLF Success	77%	69%	85%	69%
College BLF Average	69%	69%	71%	73%
Theater All Students	83%	74%	87%	76%

Latinx Student Success

	2022–23	2023–24	2024–25	2025–26*
Theater Latinx	77%	68%	85%	65%
College Latinx	68%	67%	70%	72%
Theater White	98%	86%	93%	95%
Gap (White–Latinx)	21 pts	18 pts	8 pts	30 pts

*2025–26 partial data, small samples: Latinx n=34, White n=22.

Equity in student outcomes is the program’s most significant area for improvement. While Theater’s BLF success rates have generally met or exceeded the college’s BLF average, a persistent gap exists between Latinx and White student success within the program. This gap narrowed dramatically in 2024–25 (to 8 points) when the program intentionally centered culturally relevant content and scaffolded assignments. The 2025–26 data shows a wider gap, but is based on a partial, small-sample dataset and should be interpreted cautiously.

Strategies being implemented: centering diverse playwrights (August Wilson, Luis Valdez, Lorraine Hansberry); scaffolded writing assignments with clear rubrics; collaborative table reads that build confidence; multimedia resources (PBS, NPR) accessible across learning styles; and early intervention for disengagement.

What is your area doing to support an inclusive college environment?

Theater is inherently a discipline of empathy, perspective-taking, and understanding diverse human experiences. The program’s curriculum centers works by African American, Latinx, and women playwrights. Program faculty are actively engaged in equity-focused professional development and bring institutional knowledge of DEIA implementation to curriculum design and student support.

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)?
Theater classes tend to do better when taught fully in-person or hybrid with an in-person component.
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.)*

Theater should be an inclusive and welcoming environment for all students regardless of ethnicity, gender, identity, etc. It should be a safe place for everyone with a culture of respect, love, joy, and acceptance.

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? There is a significant gap in success between white and Latinx students that needs to be addressed. Employee equity is also an area of concern, and hopefully whoever reads this a few years from now this will rejoice that this was a thing of the past.

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?

Click or tap here to enter text.

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.

Theater courses support multiple ILOs:

- Critical Thinking through dramatic text analysis.
 - Communication through written reviews and oral discussion.
 - Social Responsibility and Cultural Awareness through plays addressing race, class, and gender.
 - Personal and Professional Development through collaborative activities and public reading.
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?

[Click or tap here to enter text.](#)

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 program does not currently offer a degree or certificate. Development of a Theatre Arts AA-T should be explored as a long-term goal, providing students a clear transfer pathway to CSU programs. This would require additional course development (acting, stagecraft, directing) and faculty capacity. In the near term, reactivating courses in Acting (THEA 1A/1B), Stagecraft, and Introduction to Film could serve both theater students and general education needs.

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

Courses are offered almost exclusively at the Gilroy campus, appropriate for theater's emphasis on in-person collaboration and the location of theater facilities. Canvas is used extensively for content delivery, assignment submission, and multimedia integration. The program does not currently offer distance education, as theater pedagogy is best delivered face-to-face, but we might offer THEA 1 as online asynchronous.

We would like to offer a Cal-GETC theater class at the Hollister Campus.

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: 3

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: N/A

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: 2

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: N/A

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2025-2026

Number of Full Time Faculty: 1 to 0

Number of Part Time Faculty: 2

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: N/A

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)

The only full-time faculty member and program lead planned on retiring after the Spring 2026 semester but ended up leaving unexpectedly mid-semester. A hiring committee was created to find and hire a new full-time faculty member who would start in Fall 2026, but with the departure of Dr. JLH, the hiring process was abandoned midway through.

Of the remaining two part-time faculty, one plans on leaving after the Spring semester, which will leave only one part-time faculty member.

We need to hire one or two part-time faculty to teach the courses in the Fall, and hopefully restart the hiring process for a full-time faculty so that they can join us in Spring 2027.

I foresee the program dipping in enrollment to its lowest point since the Covid pandemic, and then hopefully rising like a phoenix from the ashes, to be a far better program than it has been in the last two decades. Having a committed and enthusiastic person as a program lead has the potential to grow enrollment, interest, cross-college collaboration, and overall success.

3. Additional Comments: I hope this isn't too candid.

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: 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): We do not have access to these numbers.

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): We do not have access to these numbers.

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): We do not have access to these numbers.

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): We do not have access to these numbers.

Select Year 3: 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): We do not have access to these numbers.

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

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): We do not have access to these numbers.

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)

Click or tap here to enter text.

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)

[Click or tap here to enter text.](#)

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 program should create strong partnerships with music, FTVE, art, journalism, and communications, and it plans to do so over the next three years. Other opportunities for expanded partnership include English (dramatic literature), Ethnic Studies (culturally significant plays), and local high school drama programs (dual enrollment/outreach).

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)**

- **Transfer Pathway:** An AA-T in Theatre Arts would create a clear transfer route and attract new enrollment.

- **Community Partnerships:** Growing arts communities in Gilroy and South County offer recruitment and performance opportunities.

- **Dual Enrollment:** High school drama programs are an untapped pipeline; the 19-or-less age group has grown from 43% to 58%.

- **GE Fulfillment:** THEA 7 fulfills Area C requirements. Stronger marketing could grow enrollment substantially.

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 Decline:** 35.7% headcount drop is unsustainable without intervention.

- **Staffing Vulnerability:** There is currently a severe lack of faculty, both part-time and full-time.

• **Part-Time Dependence:** Part-time faculty carry critical program functions with limited institutional support and no job security.

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

The fundamental challenge is structural: A program operating without faculty and solid infrastructure cannot sustain itself. Declining enrollment reduces investment, which reduces capacity, which accelerates decline. Breaking this cycle requires intentional investment.

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):** Increase Theater program unduplicated headcount by 25% (from 90 to 113 students) by the end of the 2027–28 academic year through expanded course offerings, community outreach, and dual enrollment partnerships.
- Alignment to Strategic Goal **Choose an item.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Increasing enrollment supports the college's mission of equitable access. Theater courses serve a diverse population (57–68% Latinx) and produce strong outcomes. Expanding access supports both enrollment goals and the commitment to serving historically underrepresented students.

- Proposed Activity to Achieve Goal: Develop outreach partnerships with high school drama programs; explore dual enrollment for THEA 7; increase section availability; develop marketing materials; host community showcase events.
 - Responsible Party (One Sentence limit): New full-time hire, department chairs, Gavilan's PIO, our dean. It takes a village.
 - Timeline to Completion: Semester/Year: Spring 2028
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Unduplicated headcount from Precision Campus. Target: 113 by 2027–28
-
- **Goal (One Sentence Limit):** Reduce the equity gap in course success rates between Latinx and White students to fewer than 10 percentage points by the end of the 2027–28 academic year.
 - Alignment to Strategic Goal Choose an item.
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: The college's mission centers equitable access. The Latinx-White gap, while variable, has exceeded 10 points in multiple years. The 2024–25 year demonstrated that intentional curriculum choices can narrow this gap to 8 points.
 - Proposed Activity to Achieve Goal: Center culturally relevant literature (Wilson, Valdez, Hansberry, Nottage); scaffold writing assignments; use collaborative table reads; provide early intervention; pursue professional development in culturally responsive teaching.
 - Responsible Party (One Sentence limit): Theater Faculty
 - Timeline to Completion: Semester/Year: Spring 2028
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Disaggregated success data from Precision Campus. Target: gap below 10 pts for two consecutive years.
-
- **Goal (One Sentence Limit):** **Click or tap here to enter text.**
 - Alignment to Strategic Goal Choose an item.
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
 - 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: **Click or tap here to enter text.**
 - Responsible Party (One Sentence limit): **Click or tap here to enter text.**
 - Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Click or tap here to enter text.**
-
- **Goal (One Sentence Limit):** Secure dedicated instructional supplies funding and develop a three-year curriculum plan to expand course offerings, including

- exploration of an AA-T in Theatre Arts, by Spring 2027.
- Alignment to Strategic Goal Choose an item.
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
Click or tap here to enter text.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Expanding offerings and developing a transfer pathway supports Gavilan's mission of guiding students toward academic and career goals. An AA-T would provide a structured pathway while generating FTES.
- Proposed Activity to Achieve Goal: Conduct curriculum inventory; research CSU articulation for Theatre Arts transfer; develop proposals for reactivating Acting and Stagecraft; submit budget request for supplies (\$2,500/year).
- Responsible Party (One Sentence limit): Theater Faculty, AHSS Dean, Curriculum Committee
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Completed curriculum plan; AA-T feasibility proposal submitted; supplies budget allocated

XIV - RESOURCE REQUESTS

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1. Request Name (short title): Instructional Supplies – Scripts and Performance Rights
2. Request amount: \$2,500 per year
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)Goals 1 and 3
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request: Instructional Supplies, Materials and Textbooks

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 Theater program has no dedicated budget for instructional supplies. Scripts and performance rights are acquired ad hoc, often at the instructor's personal expense. An annual allocation of \$2,500 would cover: classroom script sets (\$500–\$800 per title for 30 copies); performance rights for staged readings (\$200–\$500 per title); and supplementary materials. This is less than \$28 per student at current enrollment and directly supports the program's ability to center diverse voices and offer quality instruction.

9. Request Name (short title): Instructional Equipment – Portable Lighting and Sound Kit
10. Request amount: \$3000 - \$5000
11. Type of Request: Non-Personnel
12. Alignment to Goal(s) in section XIII (*enter goal from above*)Goals 1 and 3
13. Is this a one-time or ongoing expense? One-Time
14. Category of Request: Instructional Equipment

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)

A portable lighting and sound kit would allow the program to transform any classroom into a basic performance environment for staged readings, showcases, and instructional demonstrations. A basic kit (4–6 LED lights with stands, portable sound system, wireless mic, simple controller) would also serve cross-departmental use (Music, Film, campus events). This supports enrollment growth by enabling public events that serve as recruitment and community engagement tools.

17. Request Name (short title): Lift

18. Request amount: \$6710.10

19. Type of Request: Non-Personnel
20. Alignment to Goal(s) in section XIII (*enter goal from above*) Instructional and Student Service Goal. The Lift is essential, not only in ensuring Personnel safety, but in teaching proper use and set up of Theater Productions.
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?

Compliance: Requests that meet necessary regulatory and legal standards, such as Section 508, FERPA, and OSHA. These requests may or may not be related to safety or security issues, but they are required by law or regulation.

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)

The lift is essential in not only providing safe installation practices and environment for our theater personnel, but for the instruction and modeling of such practices for our theater production classes. The theater department offers production courses each semester and puts on a theatrical production for the community/public. These classes and productions require the use of a lift to set up scenery, lighting, sound, props, etc. The lift used to be shared with campus maintenance but since this shared lift stopped functioning, the maintenance team purchased a lift which they most often use at the Hollister campus making it difficult to share. A second lift is needed for the use of the Arts; theater as well as film and television. Repairing the current lift is approximately \$5,000. Renting a lift is \$600/month. Purchasing a refurbished Lift is \$6,700 making it the most cost-effective option.

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? No formal mentoring program exists in Fine Arts. Program faculty participate in professional development activities and contribute to college-wide Professional Learning Days. A structured mentoring program for part-time faculty would strengthen instructional quality and retention.
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 desperately need more faculty support, both full and part time. A full-time position has already been approved and the hiring process needs to be restarted. We also need to recruit for new part-time faculty.
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? The program values faculty who reflect the diversity of its student body and bring expertise in culturally diverse theater traditions. Future hiring should prioritize these qualities, along with demonstrated commitment to equity-minded pedagogy.
4. Are there program accomplishments/ milestones that have not been mentioned that

you would like to highlight? Despite minimal resources, the program maintains success rates above college average and persistence approximately 20 points above the benchmark. Program faculty contribute to the college beyond the classroom through governance, professional development, and statewide advocacy. The program's consistent outcomes demonstrate that Theater is a high-impact, cost-effective offering that merits continued institutional support.

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 Gavilan College Theater program is a high-performing instructional program that is structurally under-resourced and at risk of decline without intentional investment.

Student Success: Theater's course success rates have exceeded the college average in every year of the review period, reaching 87% in 2024–25 (vs. 73% college average). The program's fall-to-spring persistence rate of 80–84% is approximately 20 points above the college average, demonstrating that theater courses contribute meaningfully to institutional retention.

Enrollment Decline: Unduplicated headcount has fallen 35.7% over four years (140 to 90 students). This decline is driven by reduced offerings and limited faculty capacity, not poor student outcomes.

Equity: A persistent Latinx-White success gap exists but is addressable—intentional curriculum choices narrowed it to 8 points in 2024–25.

Staffing: We need to hire a new full-time faculty member to lead the program as well as more part-time faculty. We have a dedicated classified technical coordinator.

Three-Year Goals: (1) Hire more faculty. (2) Increase enrollment 25% through outreach and dual enrollment. (3) Reduce Latinx-White equity gap below 10 points. (4) Secure supplies funding and develop curriculum plan including AA-T exploration.

The core message: The Theater program produces outstanding student outcomes with minimal investment. Every indicator—course completion, persistence, engagement—exceeds institutional

benchmarks. Strategic investment would stabilize and grow a program that has not been living up to its potential.

XVII - ATTACH FILES

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