



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Instruction

Program Name:	Theatre Arts
Academic Year:	2019-2020

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Gavilan College

Program Integrated Planning and Review

Instruction

Academic Year 2019-20

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Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	If needed , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June- Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

A. Executive Summary

(Complete this section last).

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

Theatre Arts is both an academic program as well as a forward/public facing artistic institution that serves the local South Valley Community. It offers AAs in Acting and Technical Theatre, an AA-T in Theatre and is developing a Certificate of Achievement in Technical Theatre. Courses are offered on a variety of academic (Theatre History, Theatre Appreciation), as well as practical topics for performance (Acting, Children's Theatre, Design, etc.) Theatre Arts has a strong success rates with majors transferring into the Cal State and UC Systems. As of 2020, We will have two students in the undergraduate program at UC Santa Cruz, as well as one recent and one current former Gavilan Student in the M.A. program at UCSC.

Each Fall, Theatre Arts creates and produces an original Children's Theatre performance. This 40-year plus tradition is attended by 1,600 – 2,600 South Valley School Children annually (Gilroy, Hollister, San Martin & Morgan Hill). For most of these Public-School children, this is the only live performance/theatre option to which they have access. Our Spring term public productions, especially musical theatre, offers the Theatre Arts program a chance to collaborate with Gilroy or Christopher High. In Spring 2020, as part of Gavilan's Centennial Celebration theme of Student Voices, we are presenting an original play by Isabel Cruz, recent MA from UC Santa Cruz and former Gavilan Student.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

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

Theatre Arts is creating new career pathways to help students from all backgrounds and abilities build to their full academic, social and economic potential by creating a Certificate of Achievement in Technical Theatre in 2020.

Theatre Arts is also trying new partnerships with STEM, offering Thea 3 (EL Teatro Campesino) as a course for a cohort to satisfy a GE requirement in the Arts, and have a creative class in which to bond and learn about theatre performance and history.

Theatre Arts is working in tandem with the Mission Statement to increase Degrees and Awards in Theatre Arts, as well as look at strategies to increase persistence rates within the program.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- a) Each goal since the last program plan and review and
 - b) PIPR recommendations.

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

IEC Recommendation or PIPR Program Goal	Accomplishment
N/A	Per IEC recommendation

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

Theatre Arts is looking for new ways to increase outreach to local High Schools and increasing the number of degrees/certificates awarded each year.

We are creating a Certificate of Achievement in Technical Theatre in 19-20 to help create stronger career pathways in Theatre.

Our Fall and Spring Theatre Arts productions have been mentioned in the Executive Statement. They are classes (Thea 2a/b, Thea 13a-d), and also public performances that engage the outside community and bring them to the Gavilan Campus. In Fall 2019, several Elementary Schools toured the Gavilan Gilroy Campus after performances of our Children's Theatre productions.

C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

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

AA in Acting
AA in Technical Theatre
AA-t in Theatre
Certificate of Achievement, Technical Theatre (2019-20)

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

I. Partnerships in Production Gilroy High School Christopher High School San Benito High School II. Creation of Advisory Committee for Certificate of Achievement in Technical Theatre (2019-20)
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D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) → Program Review/ Equity → D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

Theatre Arts is above the Gavilan College average, especially last Academic Year (Theatre 85% 2018-2019, Theatre 79% 2017-2018). The program will continue its hands-on pedagogical approach to creating and understanding Theatre Arts.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: [GavDATA](#) → Program Review/ Equity → D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

Theater 2015-2017 55%, 52%, 56%
While the Theatre Arts program is above Gavilan averages, it is still barely above 50%. We aim to improve these figures through increased outreach and advising for Theatre Arts Majors.

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

Path: [GavDATA](#) → Program Review/ Equity → D3. Course Rates by Unit

Theatre Arts aims for an 80% or higher success rate for courses. Our current rates have achieved that level. Theatre Arts current success course success rates: 2017- 2018 = 78%, 2018-2019 = 80%. We will strive to maintain or exceed that goal each year.



Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

Path: [GavDATA](#) → Program Review/Equity → D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

Dr. Haehl participates in hiring and tenure committees for Gavilan Full-time faculty, always trying to implement the Gavilan Districts EEO Policy.
Theatre Arts does not regularly have the opportunity to hire additional faculty or staff.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#) → Program Review/ Equity → D9. Course Success Rates → Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

N/A

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

Path: [GavDATA](#) → Program Review and Equity → D11. Count of Degrees and Certificates Awarded

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

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
	Data Mixed with Music & Art.		

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

- Increase the number of theatre arts majors (2020-2023)
- Increase Theatre arts AA awarded to 10 by 2023
- Award 5 -10 certificates of achievement per year in Theatre beginning 2022



If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes: **No:**

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)?

Yes: **No:**

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: **No:**

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: **No:**

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

Mapping SLO PLO ILO is one of the program's three-year goals



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below). After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet → [curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Our goal is 80% or above success rate for Theatre Arts courses. Many Gavilan Students face outside obstacles that prevent them from completing some, or all, of their courses, so 100% success rates (especially for GE courses) is not a realistic goal. Theatre Arts maintains an 80% or above achievement success rates for their courses.

SLO Disaggregation

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

This Data has not been assessed in way we can measure and compare.

Program Learning Outcomes (PLO)

Path: [Gavilan College Intranet](#) → Program Planning → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Instructional → Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Theatre Arts PLOs are currently under revision for mapping with ILO and SLOs.

Institutional Learning Outcomes (ILO)

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

Currently unaligned and under revision for mapping.

22. N/A



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

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

Creating a certificate of achievement in technical theatre for 2019-2020, offered in 2020-21.

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

Before deactivating either Theatre 11 or Theatre 31, we will review strategies for alternate delivery to increase enrollments for the courses.

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? **(300 words or less).**

All Theatre Arts courses are face to face offerings. The Theatre Arts degree has also been mapped for Guided Pathways. The barrier to the degree completion in two years is the cancellation of low-enrolled course that are required for the major/and transfer degree'

Strategic need to increase Theatre Arts sections to include courses at alternate campus sites (Hollister, Morgan Hill, Coyote Creek) to increase outreach/reenrollment in Theatre Arts Courses



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* **Path:** [GavDATA](#) → Program Review/ Equity → F1. Faculty workload (FTEF) by Full-time/ Part-time → Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2017-18	1.9	2.1	FT: 47.4% PT: 52.6%	4.0
2018-2019	3.1	1.0	FT: 65.5% PT: 21.4%	4.7

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

N/A – Overload?

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* **Path:** [GavDATA](#) → Program Review/ Equity → F2. Enrollment Variables and Trends → Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273
2018-2019	4.7	35	126	367,715.48	364,908.83
2017-2018	4.0	24	101	329,023	363,103
2016-17				293,551	354,556

Your Program Cost per FTES average is: 10,425.94

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Theatre Arts is above the Gavilan average due to the forward-facing nature of the program. Theatre Arts has two productions per year, which adds to normal classroom/ institutional costs due to the hands-on nature of our courses and the training and skills provided to our students. Not factored into the program costs per FTES is the gate income account, which adds approximately \$5,000 - \$7,000 annually.

Evaluation of Resource Allocations

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

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

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

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
N/A				

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Theatre Arts is collaborating with STEM in Spring 2020, offering a GE theatre course to be included in their STEM degree maps and Guided Pathways options. Thea 3 (El Teatro) is "STEM-friendly" and gives STEM majors a chance to learn and socialize in a more creative academic setting. If the partnership is successful, we may be able to expand sections of this course – especially to other Gavilan sites.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

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

There is a need for increased security for Theatre Building, especially since the active shooter incident last summer at the Garlic Festival.



Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

We are creating an Advisory Board for Certificate of Achievement in Technical Theatre 2020.

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing Launchboard.**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

There was not enough information available to provide any data.

3. What percentage of students is attaining a living wage **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

There was not enough information available to provide any data.

Appendix - Optional

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

Fine Arts Program, as a whole, is down two full-time faculty in the Arts (TV/Theatre, Philosophy), which would bolster success rate as a whole.
In order to expand the Theatre Arts program, courses must be offered at the other Gavilan campuses, not just Gilroy.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

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

This is a very difficult document to complete for single full-time faculty programs, Most other Fine Arts Programs include two full-time faculty to share the writing, research and data analysi.

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Example Three-Year Program Plan Goal Setting Worksheet

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

EXAMPLES

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Increase proportion of EOPS students completing degrees by five percentage points	Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits	Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule	Dean, Special Programs	None	December 2021	In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase
Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population	Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection	Partner with EOPS to create a Foster Youth ENGL1A intervention team	Chair, Department of English	None	September 2020	Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention

Three-Year Program Plan Goal Setting Worksheet

Theatre Arts

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

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Create new career pathway with Certificate of Achievement in Technical Theatre	Mission: Builds students to their full academic, social and economic potential Stat Plan: 1 and 2	Create Certificate and accompanying Advisory Panel.	Dr John Lawton Haehl (JLH)	\$60,000. To \$80,000. Needed to update Theatre Light & Sound into Industry Standards	Certificate to be offered 2020-21.	Number of Certificates awarded 2021-23.
Collaborate with Gavilan STEM Program to increase enrollments in Thea 3 (El Teatro Campesino)	Mission: Engages, empowers, and enriches students of all backgrounds and abilities Strat Plan: 2	Offered targeted Theatre Arts GE for cohort of STEM majors to learn and bond outside STEM courses.	JLH	Work with Cristal Gonzalez (El Teatro Campesino Educational Outreach) to provide hands-on workshops, Funded by Theatre Arts	Pilot Spring 2020	Number of cohort and success rates of each individual and the rate of the cohort as a whole.
Increase number of Theatre Arts majors and Degrees awarded.	Mission: Engages, empowers, and enriches students of all backgrounds and abilities Strat Plan 1	Outreach to local Public High Schools in Santa Clara and San Benito Counties and increase Theatre Arts sections to include other campuses.	JLH	Release time for faculty for outreach and \$3000. For new rack cards/promotional materials for Theatre Arts with updated course and degree offerings	Fall 2021-Spring 2023	Look at number of current majors and potential degrees to be awarded 2024-25.
Map SLO, PLO, ILO	Strat Plan 1&2	Revise PLOs and map SLOs and ILOs	JLH	No funding	May 2021	Mapping completed

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Signature Page

Program being reviewed: **Theater**

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

How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	John Lawton-Haehl		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Susan Sweeney		
PIPR Support Team	Lelannie Diaz		