Division/Area Name: Arts & Humanities/Studio Art and Art History	For Years: 2021-2022
Name of person leading this review: David Babb	
Names of all participants in this review: David Babb, Christine Mugnolo, Larissa Nickel, Jimmy Laiben, Aaron Giesel, Rae Agahari, Glen Knowles	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Studio Arts and Art History disciplines provide General Education courses required for graduation and transfer, where students apply critical thinking skills by analyzing and interpreting art concepts, works of art, and methodologies; demonstrate effective verbal, written, and visual communication; develop knowledge, skills, and understanding of art production; develop an understanding of the theoretical, cultural, and historical contexts of art from pre-history to the contemporary. Through the Antelope Valley College Art Gallery and discipline sponsored events and exhibitions, students develop knowledge and understanding of art production and professional display practices, appreciation for diverse perspectives dealing with art and culture, and become ethically involved in both individual and collaborative art experiences and service to the community. AA-T curricula are offered in Studio Arts and Art History.

1.2.State briefly program highlights and accomplishments
Eight AA-T degrees in Art History and 24 AA-T degrees in Studio Arts were awarded during 2018-2019 cycle. The Antelope Valley Art Gallery curated five exhibitions, including student, community, and veteran's shows. The discipline participated in the Arts and Humanities Festival and show and sale fundraising events. Faculty members attended national conferences, published research and artwork, and exhibited their work locally, regionally, and online. Discipline faculty presented two Student Equity sponsored events/activities. Ten AA-T degrees in Art History and 22 AA-T degrees in Studio Arts were awarded during 2019-2020 cycle. The department continued to maintain its overall awarded degrees. A major accomplishment for the Studio Arts is the adaption of activity-based curricula to an online format.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
	☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.
	X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each [Educational Master Plan (EMP)/Strategic Plan Goal](#) supported by the program. *Type an "X" if checkbox is unavailable.*
X **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
N/A

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):	
Strengths	The number of offered sections remained at 91 with an enrollment of 1,808 (1,405 unduplicated students). Declared majors continue to rise and awarded degree numbers are trending higher although down by three from the last cycle in Studio Art, but up by one in Art History. Discipline retention rates last year were 88.4% (up from 88%) compared to all AVC 87.6% and success rates increased slightly to 77.8% (up from 76.7%) compared to all AVC 72.2%. New transferable courses were developed in both

	Art History and Studio Art and are being added to the transfer model curricula. The full-time to part-time instructor ratio is down .1% but still at an enviable .7%. This is due to full-time faculty sabbatical leave and a new adjunct hire.
	The number of offered sections dropped by four from the previous cycle at 87, with an enrollment of 1,685 (1,352 unduplicated students). Awarded degree numbers are the same from the last cycle, where Studio Art is down by two and Art History is up by two. Discipline retention rates last year were 88 % (down by .4%) compared to all AVC 87.9% and success rates dropped slightly to 77.3% (down by .5%) compared to all AVC 73.2%. 63 Covid-19 early withdrawals were documented. The ratio of full-time to part-time instructors is 1.0.
Weaknesses	Only one section was offered at the Palmdale center, and all 91 sections were offered in a traditional format.
	Five sections were offered at the Palmdale center with an enrollment of 160.
Opportunities	More sections could be offered at the Palmdale center and online or hybrid classes could be developed.
	A continued increase in course offerings and enrollments in Palmdale is an opportunity for students. The addition of Studio Art courses being offered in Palmdale is also an opportunity for students and the growth of the department.
Threats	Although overall sections offered and enrollment numbers are strong, only traditional instruction is being offered. The disciplines risk losing enrollment opportunities by only offering traditional courses.
	With all courses currently being offered online due to the pandemic, online curricula could feasibly be developed and implemented when the school returns to in person instruction.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

SLO assessments are improving with eLumen, although the number of instructors participating and the number of assessed sections is not known at this time. Progress needs to be made in assessing PLOs and developing and updating action plans.

Action Plans are in progress. Aggregate data from courses with multiple sections has been challenging to access and evaluate. SLOs are also under revision for many sections.

Part 2.D. Review and comment on progress towards past program review goals:

In maintaining enrollments and growing the number of graduates (goal), previous program review action items included improved and additional instructional facilities and technology/equipment and new classroom supplies/furniture. A new instructional media station, projector, screen, and document camera have been installed in FA1 room 110, thanks to Rich Sim's efforts and close coordination with ITS.

The program goal of maintaining enrollments and growing the number of graduates is still a priority even with the pandemic. Emphasis is in maintaining student access and opportunities remotely.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
Ensure the Course Outlines of Record are being fully addressed in classroom instruction. Maintain and improve learning outcomes,	ILOs 1,2,3,4, PLOs 1,2,3,4	***Projector and computer station in FA1 room 101*** Outcome: All courses that occur in room 101 require in their COR's	Coordination between division faculty and Facilities to identify needs, design, and plan the project. Identify funding sources,

especially those addressing student understanding of Art History and contemporary culture (which need improvement across the discipline).		an understanding of visual elements and material practices applicable across all eras and cultures. This COR is fulfilled primarily through slide/image presentation, which requires a projector and computer. Some courses, like ART 100, use slide projection to deliver almost 100% of their content. Reason: Instructors currently fulfill this COR by projecting from a system on a wheelable cart. This system has become hazardous and unsustainable. It creates a tripping hazard. It clogs an already packed classroom, exacerbating the consequences of tripping. The constant wheeling of equipment means it becomes easily broken. Often, because of this, it breaks down, draining class time and eliminating important lectures. A projection system has been installed in room 110 and it has revolutionized classes in this space, which can now easily and safely transition between slide projection and demonstrations. **The exact same classes take place in room 101. They deserve the same resources.**	human resources, and scheduling to install and complete the project.

		New track lighting in classrooms 101 and 110 in FA1 Outcome: New track lighting in the classroom is essential for faculty to light still lifes and other subject matter for painting and drawing. It is key to fulfilling CORs in ART 110, 113, 120, 140, 163, 170, 210, 213, 216 that cover the student's understanding of value, perception of light, and its translation to paper and canvas.	
Grow the number of AA-T graduates in Studio Arts and Art History by diversifying the TMC curricula through new course offerings.	ILOs 1,2,3,4, PLOs 1,2,3,4	***New or additional classroom space is needed.*** Outcome: With steady demand and enrollments, increased declared majors, increased graduates, impacted classrooms, inadequate facilities and storage to effectively instruct course outlines and achieve outcomes, with new course development, new and additional classroom space is needed. Supply storage space is needed at the Palmdale campus center for ART 145, 2D Design Basics, and other Studio Art courses that are taught there in the future. ***New equipment and supplies (additional presses, plexi-glass,***	Coordination between division faculty, administration, and Facilities to identify needs, design, and plan the project. Identify funding sources, human resources, and scheduling to install and complete the project. A price quote, funding sources, procurement of supplies and equipment, and installation of equipment needs to take place.

		breyers, files, intaglio tools, relief tools, ink) for Printmaking ART 120. Outcome: Printmaking ART 120 is approved and will be offered for the first time in Fall 2020. This course requires specialized equipment to successfully fulfill its CORs. Reason: The Art Department has a few baseline tools for printmaking which have been used to incorporate printmaking processes into drawing and art appreciation classes. These tools suffice for a one-time quick introduction to practices. A class fully focused on printmaking needs dedicated equipment and enough of it to run efficiently and successfully. If we operate the class only on the equipment we currently have, students will be spending a lot of time waiting for fellow classmates to finish using tools and will not learn professional studio practices.	
Maintain and improve the effectiveness of the Antelope Valley College Art Gallery.	ILOs 1,2,3,4, PLOs 1,2,3,4	**Install new track lighting and additional power outlets.** Outcomes: The Art Gallery connects students directly with theories, practices, and trends	Coordination between division faculty and Facilities to identify needs, design, and plan the project. Identify funding sources, human resources, and scheduling

		occurring in today's art world. The Art Gallery has the ability to present these trends in a format especially curated to teach these developments to students, connect to their lived experience, and welcome especially those of disadvantaged backgrounds into dialogs occurring in Fine Art. The Art Gallery also crucially introduces students to professional standards of hanging and displaying art work. How request supports outcome: New track lighting in the Art Gallery is essential for gallery staff to safely and professionally illuminate their exhibitions. Gallery shows present critical ideas in a visual format and lighting is key for curators to present concepts for critical thinking. Professional lighting also introduces students to professional exhibition standards they will be expected to know in the gallery and museum world.	to install and complete the project.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):					
Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty					
Classified Staff					

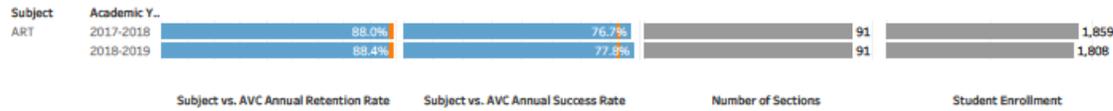|					
Technology	Install a projector and computer station in FA1 room 101	Repeat request	undetermined	One-time	Christine Mugnolo, Duane Rumsey, David Babb
Physical/Facilities	Install new track lighting in the AVC Art Gallery and classrooms 101 and 110 in FA1. New or additional classroom space.	Repeat request	undetermined	One-time	Christine Mugnolo, Duane Rumsey, David Babb
Supplies	Acquire additional printing presses, plexi-glass, breyers, files, intaglio tools, relief tools, ink	Repeat request	Undetermined	One-time cost for equipment, recurring costs for supplies	Christine Mugnolo
Professional Development					
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Select **Subject**	Select **Subject** again	Select **Major(s)**	**Academic Year**
ART	ART	Multiple values	Multiple values

Retention, Success, Number of Sections, & Enrollment in **ART** (Total AVC rates are shown as | *hover over to see data*)

Subject	Academic Y..				
ART	2017-2018	88.0%	76.7%	91	1,859
	2018-2019	88.4%	77.8%	91	1,808

Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment

Enrollment and Number of Sections by *Modality* in ART

	Instr. Met..	2017-2018	2018-2019
Number of Sections	Traditional	91	91
Enrollment	Traditional	1,859	1,808

Enrollment and Number of Sections by *Location* in ART

	Location	2017-2018	2018-2019
Number of Sections	Lancaster	91	91
Enrollment	Lancaster	1,859	1,808

Number of Degrees/Certificates Awarded in AA-T Art History (AAHT) & AA-T Studio Arts (ASAT)

Major Descr./Co..	Deg./Cert.	Academic Year	
AA-T Art History (AAHT)	Degree	2017-2018	7 / AA
		2018-2019	8 / AA
AA-T Studio Arts (ASAT)	Degree	2017-2018	26 / AA
		2018-2019	23 / AA

Number of Awards

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ART

	Fall 2017	Fall 2018
PT/Adjunct	3.5	3.7
FT/Regular	4.6	5.3
FT/Overload	0.3	
TOTAL FTEF	8.4	9.0
PT/FT	0.8	0.7
FTES	132.0	132.7
FTES/FTEF Ratio	15.7	14.7
WSCH/FTEF Ratio	471.5	442.4

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Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Select Subject	Select **Subject** again	Select Program Major(s)	Academic Year
ART	ART	Multiple values	Multiple values

Retention, Success, Number of Sections, & Enrollment in ART (Total AVC rates are shown as | *hover over to see data*)
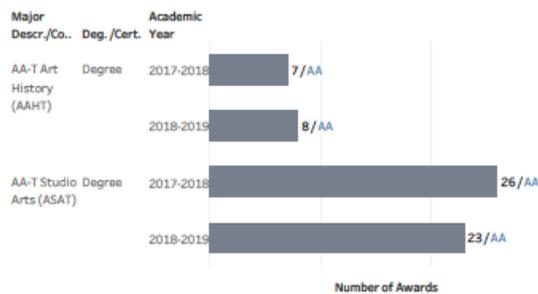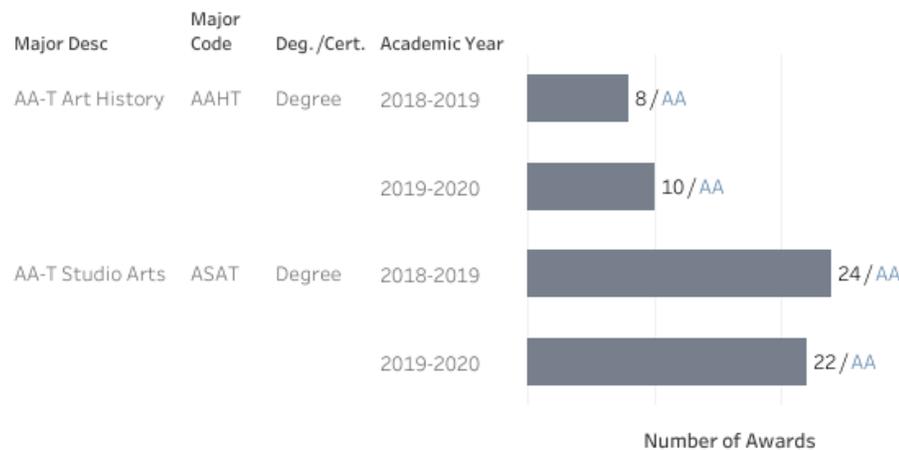
ART		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
	2018-2019	88.4%	77.9%	91	1,806
	2019-2020	88.0%	77.3%	87	1,686

Enrollment and Number of Sections by *Modality* in ART

	Instr. Method	2018-2019	2019-2020
Number of Sections	Traditional	91	87
Enrollment	Traditional	1,808	1,749

Enrollment and Number of Sections by *Location* in ART

	Location	2018-2019	2019-2020
Number of Sections	Lancaster	91	82
	Palmdale		5
Enrollment	Lancaster	1,808	1,589
	Palmdale		160

Number of Degrees/Certificates Awarded in AA-T Art History (AAHT) & AA-T Studio Arts (ASAT)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
AA-T Art History	AAHT	Degree	2018-2019	8 / AA
			2019-2020	10 / AA
AA-T Studio Arts	ASAT	Degree	2018-2019	24 / AA
			2019-2020	22 / AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ART

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	4.4	3.5	3.7	4.0
FT/Regular	4.1	4.6	5.3	4.2
FT/Overload	0.3	0.3		0.3
TOTAL FTEF	8.8	8.4	9.0	8.5
PT/FT	1.1	0.8	0.7	1.0
FTES	128.5	132.0	132.7	124.8
FTES/FTEF Ratio	14.6	15.7	14.7	14.6
WSCH/FTEF Ratio	438.1	471.5	442.4	438.9

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ANTELOPE VALLEY COLLEGE

2019-2020 Program Review Report

Division/Area Name: Arts & Humanities/Chinese	For Years: 2021-2022
Name of person leading this review: Xinmin Zhu	
Names of all participants in this review: Xinmin Zhu	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission	
Chinese contributes to student learning in the area of Humanities. It may enhance students' knowledge and skills leading to employment in China related areas such as international business and Chinese studies.	
1.2.State briefly program highlights and accomplishments	
Chinese is part of the newly formed Department of World Languages and contributes to student success via language learning. It helps students to acquire basic skills of Chinese language and understand Chinese ways of life and Chinese history.	

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
x Communication	x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
x Creative, Critical, and Analytical Thinking	x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
x Community/Global Consciousness	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x Career and Specialized Knowledge	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

	□ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
	x **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
	x **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Pasadena City College offers 36 classes of Chinese at three different levels every year. College of Canyons offers two classes per year. At UCLA, about 40 sections in Chinese language are offered per year. At UCI, 30 classes in Chinese language are offered per year. Apparently, students' interest in and demand for Chinese language are there in Los Angeles area.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Chinese is not mandatory for any student, however, Chinese 101 is always full when it is offered. The students who are enrolled Chinese 101 are simply interested in learning Chinese. Therefore, they tend to work very hard and the successful rate is also high.
Weaknesses	Currently, one class of Chinese 101 is offered in the spring semester only. Hence the Chinese program is not consistent. Hopefully, at least, one class in Chinese 101 is offered every semester, and one class in Chinese 102 is offered every year
Opportunities	China is the largest trade partner of the USA. If students possess the ability of Chinese language and the knowledge of Chinese culture, they will definitely have an advantage to get jobs in the areas that are related to China. Some AVC students from Chinese program have worked in China.
Threats	There is no competition from other schools about Chinese program in the greater Antelope Valley area.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Since most of students in Chinese class have reached the goals of SLO, it shows what has been done is all right. There is no need for substantial changes.

Part 2.D. Review and comment on progress towards past program review goals:

The past program review goal was to hire more part-time instructors so that more classes can be offered. Before 2012, there were 3 part-time instructors. So, at least, 5 classes at different levels were offered per year and they were always full. From 2013 to2015, there was one part-time instructor, two classes were offered per year. After 2016, AVC has one Chinese instructor only, who is a semi-retired instructor. One class is being offered per year. History has shown that students demand for Chinese classes is there. But AVC cannot find qualified instructors in Chinese, partly because of its geographical location. Therefore, the past program review goal to increase enrollment in Chinese has not met yet.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?

Chinese /Goal1	EMP Goal 4 and 5	To increase enrollment in Chinese	To advertise openings in Chinese instructors by various means

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Hire more part-time instructors	repeat		one	
Classified Staff					
Technology	To install Chinese Program on computers in one designated classroom	repeat		one	
Physical/Facilities					
Supplies					
Professional Development					
Other					

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Retention, Success, Number of Sections, & Enrollment in CHIN (Total AVC rates are shown as | *hover over to see data*)

CHIN		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
CHIN	2017-2018	82.8%	72.4%	1	29
	2018-2019	87.9%	75.8%	1	33
	2019-2020	78.3%	73.9%	1	23

Enrollment and Number of Sections by *Modality* in CHIN

	Instr. Method	2017-2018	2018-2019	2019-2020
Number of Sections	Traditional	1	1	1
Enrollment	Traditional	29	33	24

Enrollment and Number of Sections by *Location* in CHIN

	Location	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	1	1	1
Enrollment	Lancaster	29	33	24

Number of Degrees/Certificates Awarded in IGETC General Education Cert (UC1) & LAS: Arts and Humanities (LAAH)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
IGETC General Education Cert	UC1	Certifica..	2016-2017	61 / CT
			2017-2018	85 / CT
			2018-2019	174 / CT
			2019-2020	184 / CT
LAS: Arts and Humanities	LAAH	Degree	2016-2017	96 / AA
			2017-2018	113 / AA
			2018-2019	117 / AA
			2019-2020	111 / AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in CHIN

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
FT/Regular				
TOTAL FTEF	0	0		0

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Please Select **Subject** area (twice) and **Program** Major(s) to get your data --->

Select **Subject**	Select **Subject** again	Select **Major(s)**	Academic Year
CHIN	CHIN	None	All

Retention, Success, Number of Sections, & Enrollment in **CHIN** (**Total AVC rates** are shown as | *hover over to see data*)
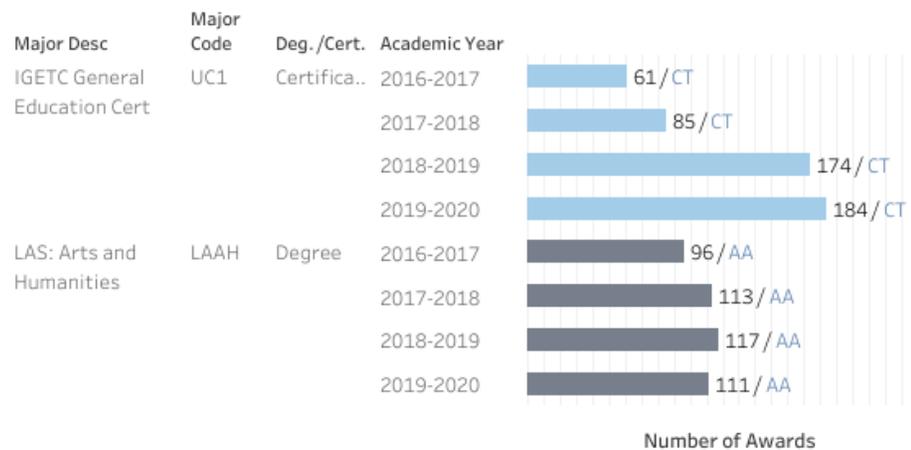
Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
CHIN	2015-2016	100.0%	100.0%	1	15
	2017-2018	82.8%	72.4%	1	29
	2018-2019	87.9%	75.8%	1	33

Enrollment and Number of Sections by *Modality* in CHIN

	Instr. Met..	2013-2014	2014-2015	2015-2016	2017-2018	2018-2019
Number of Sections	Other Inde..	1				
	Traditional	2	2	1	1	1
Enrollment	Other Inde..	1				
	Traditional	53	58	15	29	33

Enrollment and Number of Sections by *Location* in CHIN

	Location	2013-2014	2014-2015	2015-2016	2017-2018	2018-2019
Number of Sections	Lancaster	3	2	1	1	1
Enrollment	Lancaster	54	58	15	29	33

Number of Degrees/Certificates Awarded in None

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **CHIN**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	0.3			
FT/Regular				
TOTAL FTEF	0.3	0.0	0.0	
PT/FT				
FTES	2.5			
FTES/FTEF Ratio	7.6			
WSCH/FTEF Ratio	227.7			

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Division/Area Name: Arts & Humanities/Dance	For Years: 2021-2022
Name of person leading this review: Cynthia Littlefield	
Names of all participants in this review: Cynthia Littlefield	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Dance program is committed to the perception that artistic expression uncovers the basic nature and diversity of human experience. Dance strives to provide a stimulating environment in which students create, perform, research and think critically about the arts. The Dance Program offers an AA degree, and students are prepared for transfer to four-year institutions, or advance in rewarding careers. Dance classes serve a diverse student population, enrolling students from high school age to senior citizens. *In addition, we serve all members of our community in the true spirit of the mission of the college. The Dance program seeks to promote and generate community interest in the departmental programs and student artists and performers through activities and events which allow community participation. We share the vision of the college to enrich lives and believe that artistic expression reveals the essential nature and diversity of human experience. Our primary focus is to create an environment where our students are able to demonstrate a breadth of knowledge and experiences from the arts.* *Dance ensures student success by providing comprehensive educational programs that cover the breadth of the program's disciplines. Included in its curricula are courses on discipline history, theoretical and analytical approaches, as well as performance courses.* *Dance is very visible in the community, and because its faculty members recruit, Dance creates students out of community members. Often, Dance students enroll only in single classes for personal enrichment. Some of these students who begin with interest only in a single class expand their involvement with AVC to earn degrees or certificates.*

1.2.State briefly program highlights and accomplishments
ACDA (American College Dance Association) Baja conference held every year at various colleges within Southern California. This year in March 2020, Dance enrolled 11 students and 3 faculty. Our accomplishment was representing Antelope Valley's Dance Department in their adjudication concert and representing our college in a positive way. Many faculty from other colleges complimented on our dancers because of their diversity in different techniques of dance, their effort in performance, and their dedication to the art of dance. We were definitely a crowd pleaser with our tap/modern 1920's-based theme.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*

X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
	X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment.
	X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
X **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
No results have been gathered relating to dance at Antelope Valley College.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):	
Strengths	In 2018-2019, success rate has increased from 74.8% to 78.2%. I feel we still need to look at this percentage. Some dance courses such as DA 103 and DA 111 are located in the AA-T in Kinesiology. AA in Dance has been approved and is added to course catalog in Fall 2020. I currently have 3 dance majors in my classes.
Weaknesses	No AA-Transfer dance degree offered because none is written in State of CA.

	Dance is a performance visual art, as well as a physical activity, and due to co-vid restrictions, we have lost students' interest to take classes "virtually". All performances were cancelled due to co-vid restrictions. Dance Program needs to be accessible online now; we need a web designer to create an AVC Dance website.
Opportunities	Dance offers opportunities to transfer to a 4-year university through all dance courses which are transferable.
Threats	In 2019-2020, Success rate decreased from 78.2% to 71.6%. I believe it dropped due to co-vid. Budget and scheduling support for dance performances using the Performing Arts Theatre facility. Keeping counselors aware of the importance of dance courses for students, even without the offering of an AA-T in Dance. Cancellation of classes prior to first meeting holds a threat to students.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

None have been prioritized for this year.

Part 2.D. Review and comment on progress towards past program review goals:

Dance Appreciation classroom has been renovated.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1. Promote Dance Program and all Dance Courses	DA 102, 122, 202, 103, 123, 203, 104, 124, 204, 105, 107A, 107B, 107C, 108, 125, 205, 106, 111, 113, 115, 116. All SLO's, ILO: Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.	Promote the AA in Dance at AVC to currently enrolled students on campus.	1. Approved from Chancellor's office: AA Dance added to course catalog for Fall 2020 2. counselors' awareness of importance of dance courses for transferability.
#2. Repeatability of Courses needed for student mastery. Add one more level for repeatability and transferability.	DA 102, 103, 104, 105, 106 SLO's	Write and revise the levels of dance technique courses.	1. Revising courses and working with articulation officer for transferability and repeatability. 2.Write "Intro to Dance", a basic course for non-dance majors.

#3. Strengthen awareness of Dance at AVC.	PLO: Communicate dramatic or emotional content by expression through choreography and dance performance.	Provide exposure of AVC Dance program to local high schools. Dance website for online access.	1. Dance shows at local High Schools aware of the AVC Dance Program. 2. Make a Dance website. 3. Offer a stipend to adjunct faculty to help with community outreach to high schools and local dance studios.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

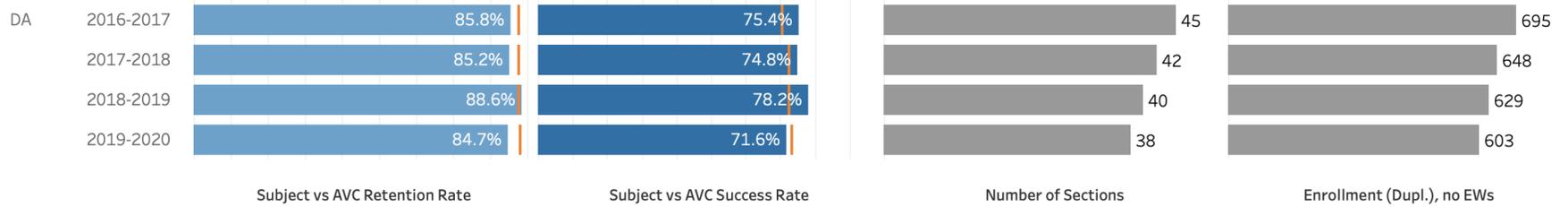| Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Additional Full Time Dance Instructor	Repeat	100,000	recurring	Cynthia Littlefield
Classified Staff	1. Web designer for Dance Program 2. Counselor for dance students and program 3. Professional Dance Assistant 4. costume designer 5. Dance accompanist (for face-to-face classes)	New; Repeat	Approx. 5,400 to 9,600 for each staff	recurring	Cynthia Littlefield
Technology	Updated computer in Gym 140; old one is not compatible for Zoom.	New	1,500	One-time	Cynthia Littlefield
Physical/Facilities	New floor surface for Gym 140: old one is from 1990's Clean/paint/repair walls in Gym 140	New Repeat	25,000 2,000	One-time	Cynthia Littlefield
Supplies	15 New Tap Boards/old ones damaged	New	2,500	One-time	Cynthia Littlefield
Professional Development	Working with other faculty on collaborations within disciplines; college dance conferences budget for teachers and students. (ACDA conference)	Repeat	5,000	recurring	Cynthia Littlefield
Other	Hiring staff for cleaning of dance closet, organizing costumes	Repeat	2,000	One-time	Cynthia Littlefield

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B abo

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
DA ▾	DA ▾	(Multiple values) ▾	(Multiple values) ▾

Retention, Success, Number of Sections, & Enrollment in DA (Total AVC rates are shown as | *hover over to see data*)
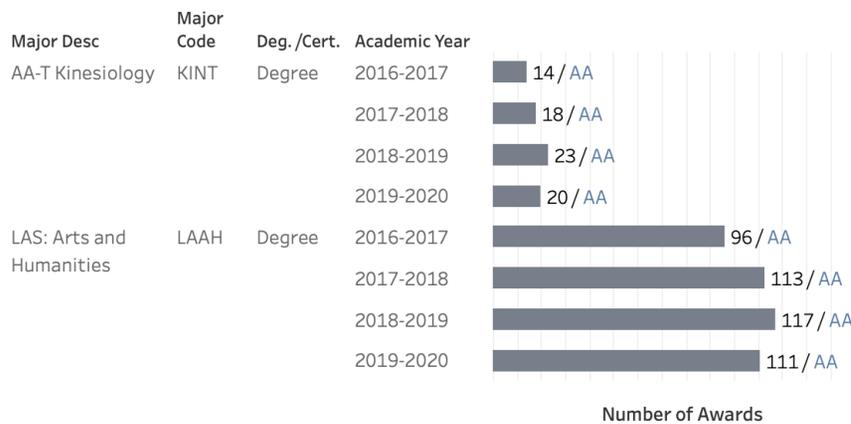
		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
DA	2016-2017	85.8%	75.4%	45	695
	2017-2018	85.2%	74.8%	42	648
	2018-2019	88.6%	78.2%	40	629
	2019-2020	84.7%	71.6%	38	603

Enrollment and Number of Sections by *Modality* in DA

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Traditional	45	42	40	38
Enrollment	Traditional	695	648	629	634

Enrollment and Number of Sections by *Location* in DA

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	45	42	40	38
Enrollment	Lancaster	695	648	629	634

Number of Degrees/Certificates Awarded in AA-T Kinesiology (KINT) & LAS: Arts and Humanities (LAAH)

Major Desc	Major Code	Deg. /Cert.	Academic Year	Number of Awards
AA-T Kinesiology	KINT	Degree	2016-2017	14 / AA
			2017-2018	18 / AA
			2018-2019	23 / AA
			2019-2020	20 / AA
LAS: Arts and Humanities	LAAH	Degree	2016-2017	96 / AA
			2017-2018	113 / AA
			2018-2019	117 / AA
			2019-2020	111 / AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in DA

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.2	1.2	1.2	0.9
FT/Regular	1.1	1.0	1.0	1.0
FT/Overload			0.1	0.2
TOTAL FTEF	2.3	2.2	2.3	2.1
PT/FT	1.1	1.2	1.2	0.9
FTES	35.0	32.7	35.6	30.8
FTES/FTEF Ratio	15.0	14.8	15.2	14.4
WSCH/FTEF Ratio	450.3	445.4	457.2	432.7

Click here
to see AVC's Program
awards dashboard

Division/Area Name: Arts & Humanities / Deaf Studies & Interpreter Training	For Years: 2021-2022
Name of person leading this review: Cole McCandless	
Names of all participants in this review: Dan Humphrey, Danielle Iancului, Cole McCandless	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Deaf Studies & Interpreter Training Programs contribute to the district mission by providing a quality, comprehensive education to a diverse population of learners. Our program is committed to student success offering value and opportunity, in service to our community. Further, our programs offer students the opportunity to earn an Associate's degree, or Certificate. Additionally, our programs prepare students to either enter the work force or to transfer to a 4-year university.

1.2.State briefly program highlights and accomplishments
Our program's club has offered continuous community events (4-5 per semester) which provide opportunities for the Deaf community and DFST/INT students to interact. These events are integral to providing opportunities for our students to practice as well as for Deaf community members (stakeholders) to come and interact with students and be involved with student development.

1.3. Check each Institutional Learning Outcome (ILO) *supported by the program.* *Type an "X" if checkbox is unavailable.*	
☐ **Communication**	☐ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. **X** Demonstrates listening and speaking skills that result in focused and coherent communications
☐ **Creative, Critical, and Analytical Thinking**	**X** Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐ **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment.

	X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	**X** Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each [Educational Master Plan (EMP)/Strategic Plan Goal](#) supported by the program. *Type an "X" if checkbox is unavailable.*
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
According to the California Employment Development Department, there is projected need for 3,400 more interpreters, and 1400 more special education instructors by 2024. We will continue to meet with stakeholders and to track changes and trends in the industry so that we can incorporate them into our programs to ensure that our students are industry ready.   See attached Advisory Committee meeting minutes.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Our program continues to successfully prepare students to either enter the work force or to transfer. Both Deaf Studies and Interpreter Training programs saw growth in terms of retention from the previous year. Our 8-week language courses are resulting in improved student performance.
Weaknesses	Without a full-time faculty member for Palmdale campus, we will be unable to meet our goal of growing a strong program offering there. At current we have exhausted our adjunct faculty pool and in the last 2 years have lost several adjunct faculty to retirements or to other opportunities. The result is the loss of 32 units of instruction or the equivalent of 2 FTFE.
Opportunities	Building the program at Palmdale campus's DFST and INT program will ensure that our programs are accessible to more students. Develop more 8-week language courses so students can complete two language courses in one semester. We piloted this in the last two semesters and the courses have high enrollment, high rates of retention and student success.
Threats	We are currently working to grow our program over at the Palmdale Campus. However, without a full-time faculty and the stability and continuity they bring, we are concerned as to whether we will be able to continue to provide the level of high-quality instruction we are accustomed to. Enrollments are down in DFST (down 45 students from the previous year). Low numbers in our DFST courses which feed our INT program, threaten our courses to be cancelled due to low enrollment.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We are still waiting to receive approval/ funding to hire a 4th full time faculty member to be able to offer courses more consistently at the Palmdale campus, to help ensure that students from the Palmdale campus are able to qualify to enter into AVC's Interpreter Training Program, and to ensure more cohesive alignment with our program's curriculum.

Part 2.D. Review and comment on progress towards past program review goals:

We currently are still working on meeting our goals from last year's review. To meet goal # 1 we need a full-time faculty member for Palmdale campus which is currently challenging with adjunct faculty. Goal # 2 too will be more readily met by hiring a full-time faculty member for the Palmdale campus.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Increase graduation and transfer.	ILO 3,4 PLO 2, 3	Increase the number of students who graduate/ transfer with a DFST/ INT certificate or Degree.	To meet this goal, we need to hire a 4rd full time faculty member that is dedicated to Palmdale campus. Doing so would allow for sections which are not currently able to be offered to be offered at the Palmdale campus, thus allowing for students to complete the program entirely at Palmdale campus. This action plan aligns with EMP goals 1,2 and 4.
Prepare students for the workforce.	ILO 3,4	Better prepare students for the workforce through exposure to guided practice and language foundation.	To meet this goal, we need to obtain a staffed (needs to be fluent in American Sign Language-ASL) lab space dedicated to the Deaf Studies ASL and Interpreter Training programs (needs to be an autonomous space for materials and equipment) which would allow students to access equipment that would allow for guided practice relevant to our field. Further, ASL is unique to other Languages taught on our

			campus as there is not a country or place students can travel to immerse themselves in the language or culture. Creating a lab space would remedy this situation. Providing such a space is now considered a standard practice in most successful Deaf Studies and Interpreter Training programs and aligns with EMP goal 1.
Increase access to success.	IL0 1,2,5	Increase student access to success and effectiveness of instruction.	Many of our classes require a Go-React subscription which allows students to receive both written and video feedback of signed and interpreted content. Currently, students have to pay out of pocket for this subscription for EACH class that they take. The cost of the subscription is often more than many of our students (who come from low socio-economic backgrounds) can bear. Institutions have the option of purchasing institutional access at a discounted rate. Paying for this service would make it more accessible to students thus aligning with EMP goals 2, 5 and 1. Since our move to the T400 buildings, we lost 2 lockable cabinets for our rooms to hold equipment needed for our DFST and INT courses. Currently, the

			equipment is housed in Cole McCandless's office in APL221A. However, the office is a far distance from the T400 building making carrying 20+ laptops and cameras back and forth unfeasible. We need to order at least 2 locking cabinets to replace the cabinets we lost.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	We need a 4th full time faculty member for the Palmdale Campus.	Repeat	Full time Faculty Salary Approx.: ($ 65,000)	Recurring	Duane Rumsey
Classified Staff	Staff (fluent in ASL) for a lab space dedicated to the Deaf Studies ASL and INT programs.	Repeat	Part time hourly pay. Approx. ($ 24,000) Annual	Recurring	Duane Rumsey
Technology	Funding for program access to Go-React subscriptions for students.	Repeat	Contingent on current pricing and number of students.	Recurring	Duane Rumsey
Physical/Facilities	A lab space dedicated to the Deaf Studies ASL and Interpreter Training programs (needs to be an autonomous space for materials and equipment) which would allow students to access equipment that would allow for guided practice relevant to our field.	Repeat	N/A	Recurring	Duane Rumsey
Supplies	2 locking cabinets for T400-A and T400-B (one for each room)	New	Approx. ($700.00)	One-Time	Duane Rumsey
Professional Development					
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area *(twice)* and
Program Major(s) to get your data --->

Retention, Success, Number of Sections, & Enrollment in All *(Total AVC rates are shown as | hover over to see data)*

Subject vs AVC Retention Rate | **Subject vs AVC Success Rate** | **Number of Sections** | **Enrollment (Dupl.), no EWs**

DFST	Retention	Success	Sections	Enrollment
2016-2017	85.7%	68.3%	54	1,075
2017-2018	87.0%	72.2%	54	1,073
2018-2019	87.8%	71.7%	57	1,167
2019-2020	90.0%	75.9%	55	1,086
2016-2017	88.5%	79.5%		

Enrollment and Number of Sections by *Modality* in All

	Instr. Method	2016-2017		2017-2018		2018-2019		2019-2020	
Number of Sections	Online	1							
	Other Inde..					1			
	Traditional	54	6	54	8	57	6	55	7
	Work Expe..					1			
Enrollment	Online	27							
	Other Inde..					1			
	Traditional	1,075	135	1,073	155	1,167	110	1,122	173
	Work Expe..					1			

Enrollment and Number of Sections by *Location* in All

	Location	2016-2017		2017-2018		2018-2019		2019-2020	
Number of Sections	Lancaster	48	6	43	9	39	7	38	7
	Lancaster ..	2		3		3		3	
	Palmdale	4	1	8		15		14	
Enrollment	Lancaster	967	135	828	156	787	111	775	173
	Lancaster ..	37		73		69		67	
	Palmdale	71	27	172		311		280	

Number of Degrees/Certificates Awarded in Deaf Studies: ASL (DSA), Deaf Studies: ASL Cert (DSA1), Deaf Studies: Interp Trng (DSI) and 1 more

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Deaf Studies: ASL	DSA	Degree	2016-2017	13/AA
			2017-2018	
			2018-2019	14/AA
			2019-2020	
Deaf Studies: ASL Cert	DSA1	Certifica..	2016-2017	
			2017-2018	16/CT
			2018-2019	
			2019-2020	15/CT
Deaf Studies: Interp Trng	DSI	Degree	2016-2017	13/AA
			2017-2018	
			2018-2019	10/AA
			2019-2020	14/AA
Deaf Studies: Interp Trng Cert	DSI1	Certifica..	2016-2017	15/CT
			2017-2018	
			2018-2019	9/CT
			2019-2020	14/CT

Number of Awards

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **DFST & INT**

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT/Adjunct	4.1	2.3	2.9	2.7	0.7	0.5	0.5	0.5
FT/Regular	0.8	2.4	1.9	2.1	0.3	0.5	0.5	0.5
FT/Overlo..	0.6	0.3	0.7	0.8			0.3	
TOTAL FTEF	5.5	5.0	5.5	5.7	1.0	1.0	1.3	1.0
PT/FT	5.0	1.0	1.5	1.3	2.7	1.2	1.2	1.2
FTES	77.1	68.1	79.5	75.9	13.5	11.7	13.6	13.9
FTES/FTEF..	14.0	13.7	14.4	13.4	13.2	11.5	10.5	13.6
WSCH/FTE..	419.1	410.9	432.2	402.7	395.6	343.8	316.4	408.8

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Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

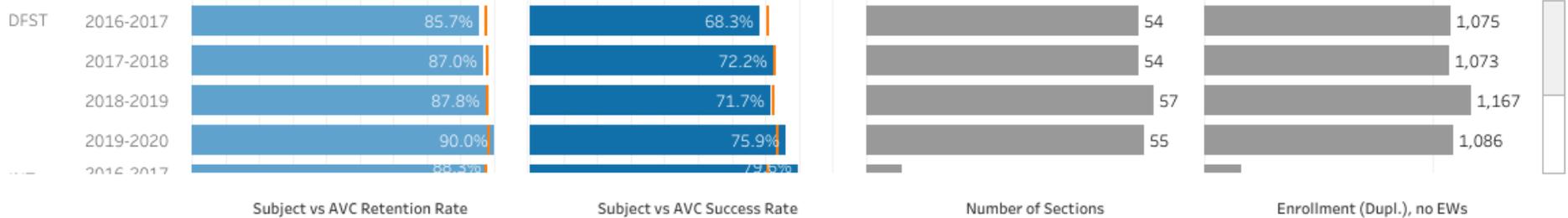| Select Subject
Multiple values | Select **Subject** again
Multiple values | Select Program Major(s)
Multiple values | Academic Year
Multiple values |

Retention, Success, Number of Sections, & Enrollment in All (Total AVC rates are shown as │ *hover over to see data*)
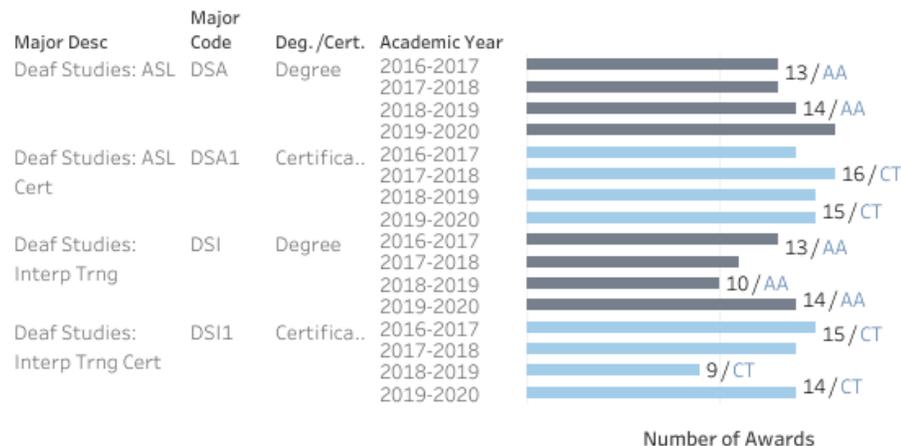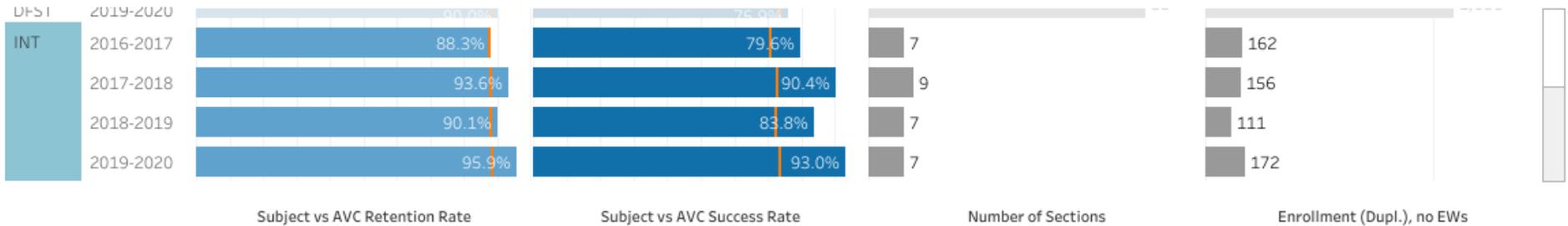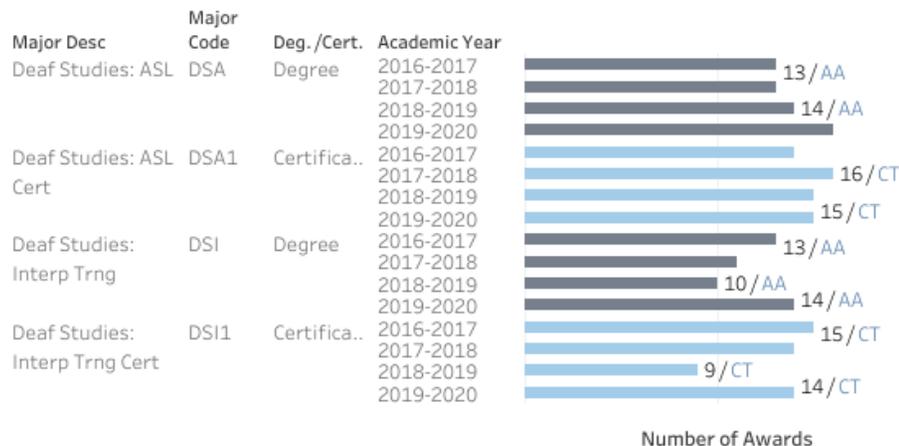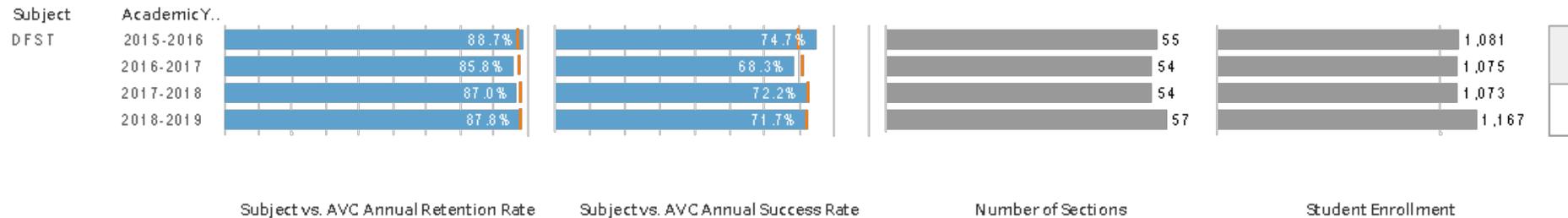
		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
DFST	2019-2020				
INT	2016-2017	88.3%	79.6%	7	162
	2017-2018	93.6%	90.4%	9	156
	2018-2019	90.1%	83.8%	7	111
	2019-2020	95.9%	93.0%	7	172

Enrollment and Number of Sections by *Modality* in All

	Instr. Method	2016-2017		2017-2018		2018-2019		2019-2020	
Number of Sections	Online	1							
	Other Inde..					1			
	Traditional	54	6	54	8	57	6	55	7
	Work Expe..					1			
Enrollment	Online	27							
	Other Inde..					1			
	Traditional	1,075	135	1,073	155	1,167	110	1,122	173
	Work Expe..					1			

Enrollment and Number of Sections by *Location* in All

	Location	2016-2017		2017-2018		2018-2019		2019-2020	
Number of Sections	Lancaster	48	6	43	9	39	7	38	7
	Lancaster ..	2		3		3		3	
	Palmdale	4	1	8		15		14	
Enrollment	Lancaster	967	135	828	156	787	111	775	173
	Lancaster ..	37		73		69		67	
	Palmdale	71	27	172		311		280	

Number of Degrees/Certificates Awarded in Deaf Studies: ASL (DSA), Deaf Studies: ASL Cert (DSA1), Deaf Studies: Interp Trng (DSI) and 1 more

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Deaf Studies: ASL	DSA	Degree	2016-2017	13 / AA
			2017-2018	
			2018-2019	14 / AA
			2019-2020	
Deaf Studies: ASL Cert	DSA1	Certifica..	2016-2017	
			2017-2018	16 / CT
			2018-2019	
			2019-2020	15 / CT
Deaf Studies: Interp Trng	DSI	Degree	2016-2017	13 / AA
			2017-2018	
			2018-2019	10 / AA
			2019-2020	14 / AA
Deaf Studies: Interp Trng Cert	DSI1	Certifica..	2016-2017	15 / CT
			2017-2018	
			2018-2019	9 / CT
			2019-2020	14 / CT

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **DFST & INT**

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT/Adjunct	4.1	2.3	2.9	2.7	0.7	0.5	0.5	0.5
FT/Regular	0.8	2.4	1.9	2.1	0.3	0.5	0.5	0.5
FT/Overlo..	0.6	0.3	0.7	0.8			0.3	
TOTAL FTEF	5.5	5.0	5.5	5.7	1.0	1.0	1.3	1.0
PT/FT	5.0	1.0	1.5	1.3	2.7	1.2	1.2	1.2
FTES	77.1	68.1	79.5	75.9	13.5	11.7	13.6	13.9
FTES/FTEF..	14.0	13.7	14.4	13.4	13.2	11.5	10.5	13.6
WSCH/FTE..	419.1	410.9	432.2	402.7	395.6	343.8	316.4	408.8

Click here
to see AVC's Program
awards dashboard

Select **Subject**	Select **Subject** again	Select **Major(s)**	Academic Year
Multiple values	Multiple values	Multiple values	Multiple values

Retention, Success, Number of Sections, & Enrollment in **DFST & INT** (**Total AVC rates are shown as |** *hover over to see data*)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
DFST	2015-2016	88.7%	74.7%	55	1,081
	2016-2017	85.8%	68.3%	54	1,075
	2017-2018	87.0%	72.2%	54	1,073
	2018-2019	87.8%	71.7%	57	1,167

Enrollment and Number of Sections by *Modality* in **All**

	Instr. Met..	2015-2016		2016-2017		2017-2018		2018-2019	
Number of Sections	Online	1		1					
	Other Inde..							1	
	Traditional	55	7	54	6	54	8	57	6
	Work Expe..							1	
Enrollment	Online	25		27					
	Other Inde..							1	
	Traditional	1,081	149	1,075	135	1,073	155	1,167	110
	Work Expe..							1	

Enrollment and Number of Sections by *Location* in **All**

	Location	2015-2016		2016-2017		2017-2018		2018-2019	
Number of Sections	Lancaster	48	7	48	6	43	9	39	7
	Lancaster ..	3		2		3		3	
	Palmdale	4	1	4	1	8		15	
	Lancaster	948	149	967	135	828	156	787	111
Enrollment	Lancaster ..	62		37		73		69	
	Palmdale	71	25	71	27	172		311	

Number of Degrees/Certificates Awarded in **Deaf Studies: ASL (DSA), Deaf Studies: ASL Cert (DSA1), Deaf Studies: Interp Trng (DSI) and 1 more**

Major Descr./Co..	Deg. /Cert.	Academic Year	Number of Awards
Deaf Studies: ASL (DSA)	Degree	2015-2016	
		2016-2017	13 / AA
		2017-2018	
		2018-2019	13 / AA
	Certificate	2015-2016	
		2016-2017	14 / CT
		2017-2018	
		2018-2019	
Deaf Studies: ASL Cert (..	Degree	2015-2016	
		2016-2017	13 / AA
		2017-2018	
		2018-2019	
Deaf Studies: Interp Trn..	Certificate	2015-2016	15 / CT
		2016-2017	
		2017-2018	14 / CT
		2018-2019	

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **DFST & INT**

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT/Adjunct	3.5	4.1	2.3	2.9		0.7	0.5	0.5
FT/Regular	1.2	0.8	2.4	1.9	1.0	0.3	0.5	0.5
FT/Overlo..	0.3	0.6	0.3	0.7				0.3
TOTAL FTEF	5.0	5.5	5.0	5.5	1.0	1.0	1.0	1.3
PT/FT	3.1	5.0	1.0	1.5		2.7	1.2	1.2
FTES	71.4	77.1	68.1	79.5	12.9	13.5	11.7	13.6
FTES/FTEF..	14.4	14.0	13.7	14.4	12.7	13.2	11.5	10.5
WSCH/FTE..	430.8	419.1	410.9	432.2	380.6	395.6	343.8	316.4

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Select **Subject**	Select **Subject again**	Select **Major(s)**	Academic Year
INT	Multiple values	Multiple values	Multiple values

Retention, Success, Number of Sections, & Enrollment in **INT** (**Total AVC rates** are shown as | *hover over to see data*)
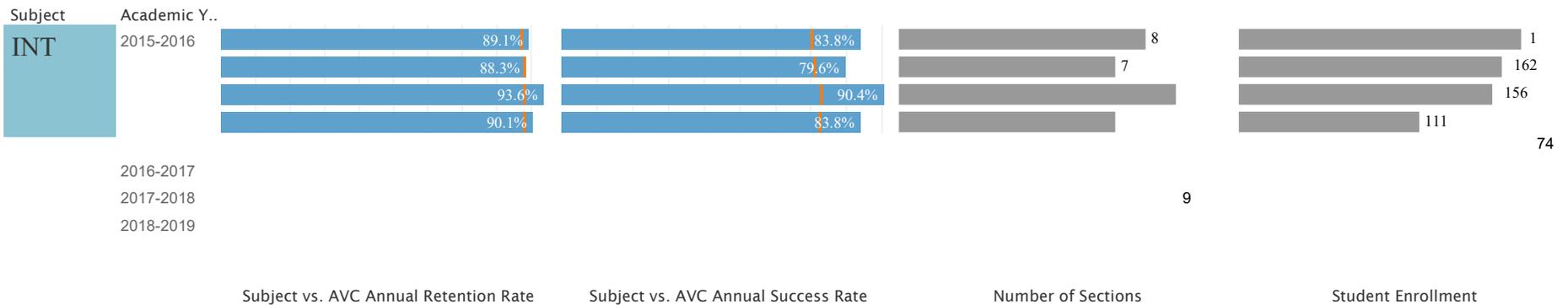
Subject	Academic Y..				
INT	2015-2016	89.1% / 83.8%	8	1
		88.3% / 79.6%	7	162
		93.6% / 90.4%		156
		90.1% / 83.8%		111
				74
	2016-2017			
	2017-2018		9	
	2018-2019			

Subject vs. AVC Annual Retention Rate · Subject vs. AVC Annual Success Rate · Number of Sections · Student Enrollment

Enrollment and Number of Sections by *Modality* in **INT**

Number of Sections	Lancaster	7	6	9	7
	Palmdale	1	1		
Enrollment	Lancaster	149	135	156	111
	Palmdale	25	27		

	Instr. Method	2015-2016	2016-2017	2017-2018	2018-2019
Sections	Other Indep Study				1
	Traditional	7	6	8	6
	Work Experience			1	
Enrollment	Online	25	27		
	Other Indep Study				1
	Traditional	149	135	155	110
	Work Experience			1	

Number of

Enrollment and Number of Sections by *Location* in **INT**

Location	2015-2016	2016-2017	2017-2018	2018-2019
Online	1	1		

Number of Degrees/Certificates Awarded in **Deaf Studies: ASL (DSA), Deaf Studies: ASL Cert (DSA1), Deaf Studies: Interp Trng (DSI) and 1 more**

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in DFST & INT

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT/Adjunct	3.5	4.1	2.3	2.9		0.7	0.5	0.5
FT/Regular	1.2	0.8	2.4	1.9	1.0	0.3	0.5	0.5
FT/Overlo..	0.3	0.6	0.3	0.7				0.3
TOTAL FTEF	5.0	5.5	5.0	5.5	1.0	1.0	1.0	1.3
PT/FT	3.1	5.0	1.0	1.5		2.7	1.2	1.2
FTES	71.4	77.1	68.1	79.5	12.9	13.5	11.7	13.6
FTES/FTEF..	14.4	14.0	13.7	14.4	12.7	13.2	11.5	10.5
WSCH/FTE..	430.8	419.1	410.9	432.2	380.6	395.6	343.8	316.4

Major Descr./Co..	Deg. /Cert.	Academic Year		
Deaf Studies: ASL (DSA)	Degree	2015-2016		
		2016-2017		13 / AA
		2017-2018		
		2018-2019		13 / AA
Deaf Studies: ASL Cert (..	Certificate	2015-2016		
		2016-2017		14 / CT
		2017-2018		
		2018-2019		
Deaf Studies: Interp Trn..	Degree	2015-2016		
		2016-2017		
		2017-2018		13 / AA
		2018-2019		
Deaf Studies: Interp Trn..	Certificate	2015-2016		
		2016-2017		15 / CT
		2017-2018		
		2018-2019		14 / CT

Deaf Studies / Interpreter Training Advisory Committee	January 24, 2020

Committee Members:
Present members
Cole McCandless – Full-time Faculty, Former Graduate.
Maurice Boyd – Full-Time Faculty, Community Stake Holder, Former Graduate.
Darlene Geyer – Accommodating Ideas, President
Dianne Nosch – Accommodating Ideas, Director of Interpreting Services
Jamie Ross – Speech Pathologist and Coordinator of the DHH program at PLP.
Courtney Coddington – Sorenson Communications, Director

Items	Person	Action
I. Discussion of program history.	*Cole McCandless*	**Issues Discussed:** *Students can obtain: AA degree in DFST-ASL; AA degree in DFST-INT; Certificate in DFST- ASL; Certificate in DFST-INT* First graduating cohort: 2006 **Action Taken:** Information only **Follow Up Items:** *N/A*
II. Discussion of graduate data.	*Cole McCandless*	**Issues Discussed:** Provided an update about all student completers. Provided an update on transfer students. **Action Taken:** Information only. **Follow Up Items:**

			N/A
III.	Discussion of course offerings to ascertain if courses align with desired competencies of an entry level interpreter or user of ASL.	*Cole McCandless*	**Issues Discussed:** Desired competencies of entry level ASL users. Desired competencies of entry level interpreters. **Action Taken:** None **Follow Up Items:** Continued monitoring of program to ensure alignment with desired community and workforce competencies.
IV.	Program review update.	*Cole McCandless*	**Issues Discussed:** Shared most recent program review update with the committee. **Action Taken:** None **Follow Up Items:** N/A
V.	Program update.	*Cole McCandless*	**Issues Discussed:** New 8-week ASL courses allow students to complete 2 semesters of Language in one semester. AB 5 and it's potential impact on the Deaf community, and the field of interpreting. Multiple students have volunteered at Deaf Community events providing over 120 hours of volunteer work. Update of new Full-time and adjunct faculty members. **Action Taken:** None **Follow Up Items:** N/A
VI.	Future plans.	*Cole McCandless*	**Issues Discussed:** Possible revamp of interpreting program course offerings. -Possible addition of a course on Audism, Power, & Privilege.

		-Possible deletion of Transliteration course and instead combining the content with our Simultaneous interpreting course. Discussion of course text and source materials. Discussion of creation of in-house source material as well of topics of source material. **Action Taken:** Committee members will work on compiling a list of common deficits found in entry level interpreters / users of ASL so as to develop source materials designed to address these deficits. **Follow Up Items:** Committee members will share their findings at next meeting.
NEXT MEETING DATE: **January 22, 2021.**		

Division/Area Name: Digital Media	For Years: 2021-2022
Name of person leading this review: Brad Smith, Lisa Karlstein, Katherine Reed	
Names of all participants in this review: Brad Smith, Lisa Karlstein, Katherine Reed	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission

The digital media department provides training for 21st century jobs, one of the highest in demand and fastest growing job industries in the United States. Students will learn how to use creative applications as well as more practical applications such as Google's online G Suite. Graduates of the program may receive an AVC certification that shows they have the knowledge and experience in a variety of career technical fields. All graduates will be job ready for a career for today and in the future.

OR

Currently the only area to have a separately stated mission from that of the college is Digital Media, as follows: The mission of the Digital Media program is to prepare students in the Digital Media degree/certificate programs to be competitive in their search for industry jobs. VAPA addresses Antelope Valley College Institutional Learning Outcomes via the following objectives for students: To develop a conscious personal awareness of basics in an artistic discipline and of aesthetics in the discipline; To develop an awareness of how the arts reflect culture by building their life long skills in an art form that will be used for employment, transfer education, certificate completion and/or personal development; To increase an awareness and respect for the opinions of others and their perspectives on working and expressing themselves; In addition, we serve all members of our community in the true spirit of the mission of the college. Our programs seek to promote and generate community interest in the departmental programs and student artists and performers through activities and events that allow community participation.

1.2.State briefly program highlights and accomplishments	
The digital media program has a retention rate of 88.9% which exceeds the college as a whole (87.6%) Students that go through the digital media program are able to use the skills they've learned in almost any type of job they are seeking due to the fact that most jobs are now incorporating a digital media component	

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*

x **Communication**	x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
x **Creative, Critical, and Analytical Thinking**	x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
x **Community/Global Consciousness**	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x **Career and Specialized Knowledge**	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*

☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.

x **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

(See the advisory committee minutes)

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The Digital Media program has a higher than average retention rate when compared to AVC as a whole. The success rates in digital media are higher than other courses at AVC. One of the main strengths of Digital Media is that every aspect of a student's life has a digital media component. From a student's cell phone, social media and even to video games, the student's entire world has digital media and all sector indicators show that digital is going to keep growing. Another strength is that nearly every new career has a digital media component now. Most future jobs will have some form of digital media involvement and our
	courses can cover that. Last but not least, the faculty and adjunct instructors have diverse professional backgrounds which gives students the opportunity to learn from industry professionals from all types of digital media careers.
Weaknesses	Our courses are not entirely transferable, the courses offered in digital media aren't transferring to state colleges until an articulation agreement has been created. Local high school and current AVC students aren't fully aware of the program because we aren't as visual as we could be. We also need more full me staff members to be visible and develop a rapport with students and get them more interested in completing our degree and certificate programs.

Opportunities	With the growing industry we have the opportunity to completely visible and entrenched in the AVC student's life. From theatre, sporting events, live music and more, our program could help promote these other events while also being highly visible to the AVC student. The future is an opportunity if we can adapt correctly. Since it's a growing sector in the job market, we can adapt and incorporate new classes and technologies to become more exciting and relevant.
Threats	Easy to use creative software can be a threat if the student is not educated about the digital media industry and industry standard software. Not advancing with technology and the industry is a threat because it's an ever changing industry. Digital media is now more than just design work, it's everything we do from sharing documents, emails, slideshows and more and we must adapt.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

(find the action plans)

Part 2.D. Review and comment on progress towards past program review goals:

Our previous goal was to increase graduates by 1%. In an effort to again that goal we wanted to make sure all courses are up to date in the AP&P which they are now. Our overall course success rate is still above AVC's annual success rate and since the 2016-17 we have increased our success rate by 1.2%, which should directly affect graduate numbers in a positive way.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Select Subject	Select Subject again	Select Major(s)	Academic Year	
DM	DM	Multiple values	Multiple values	ℹ

Retention, Success, Number of Sections, & Enrollment in DM (Total AVC rates are shown as | hover over to see data)

Subject	Academic Y...	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
DM	2015-2016	90.0%	77.0%	92	1,887
	2016-2017	89.7%	75.1%	88	1,590
	2017-2018	88.9%	76.3%	80	1,305
	2018-2019	92.2%	79.4%	76	1,322

Enrollment and Number of Sections by *Modality* in DM

	Instr. Method	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Other Indep Study	4	6	8	10
	Traditional	88	82	72	66
Enrollment	Other Indep Study	4	10	22	10
	Traditional	1,883	1,580	1,283	1,312

Enrollment and Number of Sections by *Location* in DM

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	92	88	78	69
	Lancaster [Off Ca..			2	4
	Palmdale				3
Enrollment	Lancaster	1,887	1,590	1,261	1,197
	Lancaster [Off Ca..			44	74
	Palmdale				51

Number of Degrees/Certificates Awarded in Interact Media-Web Design Cert (IMW1) & Interactive Media-Web Design (IMW)

Major Descr./Co..	Deg./Cert.	Academic Year	Number of Awards
Interact Media-Web Design Cert (IMW1)	Certificate	2015-2016	6/CT
		2016-2017	2/CT
		2017-2018	4/CT
		2018-2019	1/CT
Interactive Media-Web Design (IMW)	Degree	2015-2016	4/AA
		2016-2017	2/AA
		2017-2018	2/AA
		2018-2019	1/AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in DM

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	4.8	4.2	2.8	3.1
FT/Regular	2.1	2.1	2.1	2.1
FT/Overload		0.2		
TOTAL FTEF	6.9	6.5	4.9	5.2
PT/FT	2.3	2.0	1.3	1.5
FTES	79.6	63.2	45.8	56.9
FTES/FTEF Ratio	11.6	9.7	9.3	10.9
WSCH/FTEF Ratio	347.9	290.0	280.1	326.6

Click here
to see AVC's Program
awards dashboard

Division/Area Name: Film & Television (FTV)	For Years: 2019-2020, 2021-2022
Name of person leading this review: Kevin North	
Names of all participants in this review: Kevin North	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Film & Television Program contributes to the Antelope Valley College Mission by providing a comprehensive education in Film Production to a diverse population of learners by providing students with the knowledge and skills associated with every phase of motion picture production from writing and producing to directing, sound design, cinematography & editing. This provides value and opportunity by allowing students the ability to explore "hands-on" filmmaking. This process allows them to develop skills in all areas of the craft experimenting with both creative and technical jobs through all aspects of production.

1.2.State briefly program highlights and accomplishments
Over the past year Film & Television has seen significant growth and student enrollment. Fall 2018 was the first semester that the program was officially offered in the catalog. Since Fall 2018 the enrollment numbers have steadily grown every semester. In Fall 2018 the program grew from 0-32 students. In Spring that number grew to 68 students. By Fall 2019 the Film & Television program had 118 students enrolled and saw its first graduating students. At the end of Spring 2020 the FTV Program saw 14 students graduate. Of the 14 graduating students two students were accepted into the very competitive USC school of Cinema Production. Other students transferred to the Film Programs at California State University, Northridge, California State University, Los Angeles & University of California, San Diego.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.	
☐ X Communication	☐X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	☐X Demonstrates listening and speaking skills that result in focused and coherent communications
☐X Creative, Critical, and Analytical Thinking	☐X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of

	knowledge and skills. ☐X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐X **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. ☐X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐X **Career and Specialized Knowledge**	☐X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each [Educational Master Plan (EMP)/Strategic Plan Goal](#) supported by the program. *Type an "X" if checkbox is unavailable.*
☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☐ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
☐X **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
The FTV Film Production Program has an advisory committee that meets annually. At the last meeting in January 2020 the Advisory Committee recommended that we continue to upgrade equipment as well as computers for Post-Production and editing. The committee also advised that the FTV program should continue to try and expand and offer other Film Production classes found in the College Catalog. Classes such as FTV 230 Digital Cinematography, FTV 215 Directing for Film and Video & FTV 244 Production & Post-Production of the Short Film. The belief at the meeting was that this would give the students a more well-rounded experience and education.

Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Producers and Directors (27-2012)	23,771	24,212	441	2%	2,441	$28.16	$47.08	$69.91
Film and Video Editors (27-4032)	12,619	13,026	407	3%	1,335	$23.33	$35.32	$67.04
Multimedia Artists and Animators (27-1014)	7,167	7,252	85	1%	803	$21.37	$33.92	$48.34
Camera Operators, Television, Video, and Motion Picture (27-4031)	5,123	5,356	233	5%	558	$18.09	$30.12	$45.17
Sound Engineering Technicians (27-4014)	4,207	4,084	(123)	(3%)	448	$17.46	$30.45	$50.65
Total	52,887	53,930	1,043	2%	5,585			

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The program is in its third year and currently seeing good enrollment numbers. We have over 118 majors in the program.
Weaknesses	The program doesn't have enough useable storage space for equipment or useable studio/classroom space.
Opportunities	With the proper resources the Film & Television program can grow. We need to look into funding to build more studio/lab classroom space to handle our Film Production classes and equipment. Eventually, we will also need to update classroom space and equipment for our theory, history & screening classes as well.
Threats	Without proper space, infrastructure and facilities the FTV Program will not be able to handle growth and expansion. Also, without the proper studio/ lab space the program will not be able to continue providing competitive, consistent learning opportunities to our students.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

All FTV classes are currently achieving the target SLO of 75% of students who complete the courses are doing so with a C or better.

1.) Hire a Full-Time faculty member that will lead the AS-T degree and provide students with consistent and effective learning opportunities. This goal has been achieved. A Full-Time faculty member was hired for the Fall 2020 Semester. The FTV program now has a Full-Time faculty member to coordinate,

facilitate and lead the program. From here we will need to change this goal to assess the needs of adding Adjunct Instructors in order to grow our course offerings.

2.) Identify the instructional equipment needs in order to provide effective instruction that will lead to student success. This is also partially complete as the FTV program received a grant to purchase some new equipment. However, there is an ongoing need to keep equipment updated to industry standards in order for students to solidify the skills needed to transfer to the university and/or to get a job in the industry. Within the last year we have identified a need to update the computers which are used for editing film, video and audio. It is a requirement for the program to keep state of the art industry standard equipment.

3.) Continue the process of identifying physical space/room(s) that are needed to provide effective instruction that will lead to student success. This is partially complete as the FTV Film Production Program is currently sharing space and infrastructure with the Digital Media and Commercial Photography programs. As the Film & Television Program continues to grow it will require new screening, studio/lab space as well as storage space for equipment.

Part 2.D. Review and comment on progress towards past program review goals:

The AS-T degree in Film Production is now up and running. The program currently has over 100 students enrolled and graduated its first group of students in Spring 2020.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1	This goal supports PLO #1,2 &3 for the AS-T in Film Production as well as ILO #1,2,3 &4.	Provide Students with consistent and effective instruction with a focus on the AS-T Degree	This goal is now complete. From here we will need to look into adding Adjunct Instructors as needed.
Goal #2	This goal Supports PLO #1 & 2 for the AS-T in Film Production as well as ILO #1,2,3 & 4.	To prepare students for the career field identify new instructional equipment, software & subscription needs in order to provide effective instruction that will lead to student success.	Identify a music and sounds effects library for students to use while producing films.\n\nUpgrade and update classroom computers for film, video and audio editing to industry standard systems.

			Identify new equipment to keep up with changing industry skill set standards. Research the possibility of purchasing an ongoing subscription to a music & sound effects library.
Goal #3	This goal supports PLO #1,2 &3 for the AS-T in Film Production as well as ILO #1,2,3 &4.	To improve student success identify the physical space/rooms that are needed in order to provide effective instruction.	Continue to evaluate the needs of rooms and space as the program grows. Consider looking for new ways to utilize existing space within APL to house classes and equipment for the FTV program.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	This is an ongoing request for keeping a pool of adjunct faculty that will help student retention and completion of the AS-T that is currently being offered.	Repeat	Based on faculty salary schedule.	Recurring	Kevin North-FTV Faculty Duane Rumsey-Dean Lisa Karlstein-Visual Arts Chair
Classified Staff	Staff/ Lab Tech support is needed, especially with the implementation of the FTV Production Degree.	Repeat	Based on Classified Salary Schedule.	Recurring	Kevin North-FTV Faculty Duane Rumsey-Dean Lisa Karlstein-Visual Arts Chair
Technology	Ongoing request for state of the art, industry standard equipment and computers required for students to acquire and solidify the skills needed to transfer to the university and/or get a job in the industry.	Repeat	300,000	One-Time	Kevin North-FTV Faculty Duane Rumsey- Dean Lisa Karlstein-Visual Arts Chair

Physical/Facilities	Ongoing request to provide the proper instructional space needed for students to utilize equipment and gain the skills for success including transfer and/ or	Repeat	200,000	One- Time	Kevin North-FTV Faculty Duane Rumsey-Dean Lisa Karlstein-Visual Arts Chair
Supplies	Miscellaneous	Repeat	5,000	Recurring	
Professional Development	Faculty and Support staff to attend Conferences and Workshops.	Repeat	20,000	Recurring	
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

ANTELOPE VALLEY COLLEGE — MAJORS AMONG ENROLLED STUDENTS BY TERM

Term
(Multiple values) ▼

Major
AS-T Film, TV,... ▼

Hover over the numbers of majors to see trends
To see details for a report, click on the Major in the table below ↴
* Census Day Snapshot

Current ..	Major	Fall 2018*	Fall 2019*	Fall 2020*
FTVT	AS-T Film, TV, Electronic	32	118	104
Grand Total		32	118	104

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Select Subject	Select **Subject** again	Select Program Major(s)	Academic Year	
FTV	FTV	AS-T Film, TV, Electronic (FTVT)	Multiple values	ⓘ

Retention, Success, Number of Sections, & Enrollment in FTV (Total AVC rates are shown as | *hover over to see data*)
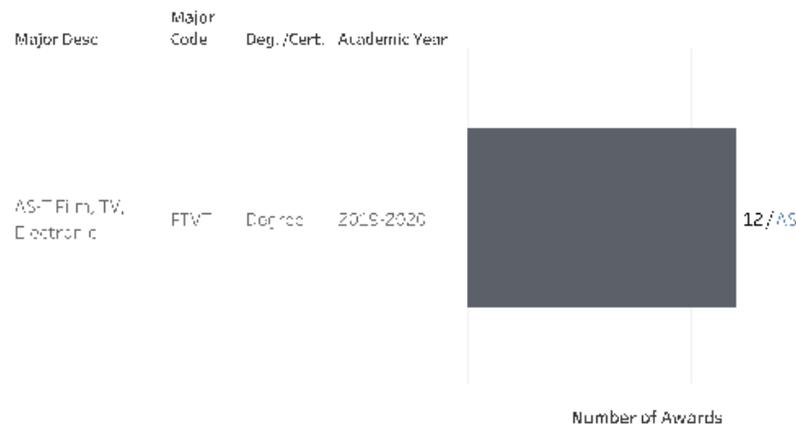
FTV		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
	2016-2017	91.7%	74.2%	23	686
	2017-2018	91.0%	77.9%	29	766
	2018-2019	91.4%	75.3%	24	664
	2019-2020	89.0%	76.6%	28	856
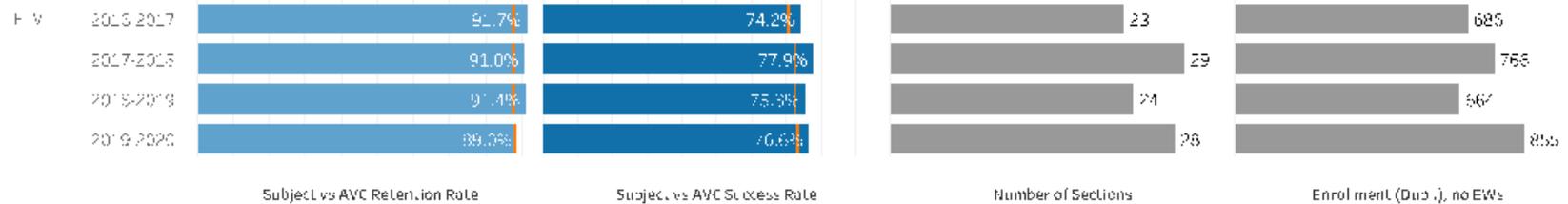
Enrollment and Number of Sections by *Modality* in FTV

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	2	2	1	1
	Traditional	21	27	23	27
Enrollment	Online	71	65	34	28
	Traditional	615	701	630	844

Enrollment and Number of Sections by *Location* in FTV

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	21	27	23	27
	Palmdale	2	2	1	1
Enrollment	Lancaster	615	701	630	844
	Palmdale	71	65	34	28

Number of Degrees/Certificates Awarded in AS-T Film, TV, Electronic (FTVT)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
AS-T Film, TV, Electronic	FTVT	Degree	2019-2020	12/AS

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in FTV

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	2.1	2.7	2.6	2.7
FT/Regular				0.1
TOTAL FTEF	2.1	2.7	2.6	2.9
PT/FT				19.2
FTES	34.5	36.1	35.4	45.5
FTES/FTEF Ratio	16.7	13.2	13.6	15.8
WSCH/FTEF Ratio	501.2	396.4	707.9	475.1

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2018-2019 Program Review Report

Division/Area Name: Arts and Humanities/ French	For Years: 2020-2021
Name of person leading this review: Dr. Liette Bohler	
Names of all participants in this review: Dr. Liette Bohler	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>mission</u>: The French program is committed to the teaching of introductory and intermediate French language and culture courses to a diverse student population. After English, Mandarin, Hindi, and Spanish, French is the 5th most widely spoken language with a total of 280 million speakers. It is the official language in 29 countries across 5 different continents and it is the second most studied language in the world, after English. It is the goal of our French program to teach our students to understand and to be understood in their world-wide neighborhood. The acquisition of linguistic and cultural understanding and insight, as well as the awareness of diversity that comes with foreign language studies, is a requisite for the life of any global citizen.	

1.2. State briefly program highlights and accomplishments: One of our PT instructors, Pamela Poole, established a French club to stimulate interest in our French program and to expand understanding of French and francophone cultures on campus as well as in the larger communities. The AVC French club won second prize in the nationwide "France on campus" competition organized by the French Embassy to the United States for their #FrenchIsEverywherer project and received a $1,000 prize. The French Embassy also put the AVC French club on their Facebook page. The club's winning #FrenchIsEverywhere project aims to raise awareness among AVC students about France's contributions to Western civilization, and to show AVC students how French is relevant to just about every academic subject. The ultimate goal is to increase student enrollment in our French program. Pamela also established a French website: https://avcfrench.wordpress.com/, which informs students of campus events organized by the French club.

1.3.Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
x☐Communication	x☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x☐Demonstrates listening and speaking skills that result in focused and coherent communications
x☐Creative, Critical, and Analytical Thinking	x☐Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
x☐Community/Global Consciousness	x☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment.

	x☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x☐ Career and Specialized Knowledge	x☐Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
X Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

A recent poll revealed that 83% of French students would like to continue their studies of French. They take French because it is a transfer requirement, because it is a requirement for their major, or because they plan on majoring or minoring in French later on.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Both our retention and student success rate went up. Our retention rate increased from 77.9% in 2014-15 to 79% in 2017-18. The student success rate increased from 60.8% in 2014-15 to 66.7% in 2017-18.
Weaknesses	The number of sections and student enrollment has decreased significantly from 2014-1018, due to the loss of our full-time French faculty member, Marthe Aponte, who retired in June 2017. In 2014, we had 10 sections (263 students). In 2015-16, when Marthe, our full-time French instructor, was on sabbatical, the number of sections and enrollment dropped to 8 sections (194 students). When she returned, the number of sections went back up to 10 (213 students), but then dropped again sharply in 2017-18 to 8 sections (162 students), after she retired. We lost an additional section this spring 2019, because one of our adjunct French instructors could not keep his commitment to teach 2 classes, due to unforeseen circumstances. He could only teach 1 class. Instead of finding a replacement for him, the class was cancelled, even though the adjunct instructor gave us plenty of notice. This further hurt our program. The loss of enrollment in French 101 in spring 2019 will lead to a reduced number of students in French 102, further down the line.
Opportunities	We need to replace the lost full-time position due to retirement in order to be able to offer more sections. Another alternative, in the near future, would be to hire more adjunct instructors, in order to be able to increase the course offering.
Threats	The cancellation of 1 French 101 course in spring 2019 due to the unavailability of an adjunct instructor will lead to a lower enrollment in French 102 down the line.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We meet consistently our goal of 70% of our students meeting all 3 SLOs that we have set for French. We continue to strive to maintain and increase these numbers.

Part 2.D. Review and comment on progress towards past program review goals:

Our #1 goal in our past program review was to hire a replacement for the retired FT French instructor, who retired in June 2017. So far, no progress has been made. Right now, all French courses are taught by PT instructors. While our PT instructors are doing a fantastic job, we need more stability for the French program. Since the loss of the FT French position, fewer sections are being offered, enrollment has dropped, and French 201 has not been offered since.

Our goal # 3 was to create and promote a French Club on-campus in order to stimulate interest in our French classes, the French and francophone culture and language, and to increase enrollment in French. We met this goal by creating the AVC French club, and even surpassed the goal by winning the second prize in the nationwide "France on campus" competition organized by the French Embassy for the #FrenchIsEverywhere project and receiving a $1,000 prize.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Increase course offerings in Introductory French.	ILO # 3: Community/Global Consciousness ILO # 4: Career and Specialized Knowledge	Increase the number of sections of French 101 and bring it back to previous levels of 4 French 101 courses per semester.	Hire replacement for retired FT instructor. The FT instructor for French retired end of the 2016-17 academic year. Right now, 100% of all courses are taught by PT instructors. As a result, fewer classes are being offered. French classes.
#2 Offer higher level courses	ILO # 1 and ILO # 5 EMO Goal # 1 and # 5	Continue to offer French 102 every semester and offer French 201 every 3 or 4 semesters.	Hire an additional adjunct instructor for French.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	1 FT faculty (replacement of lost position due to retirement	Repeat	$ 56,126	recurring	

Faculty	1 PT faculty	Repeat	$ 6173.55 per 5 unit course	recurring	Duane Rumsey
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Retention, Success, Number of Sections, & Enrollment in All (Total AVC rates are shown as │ *hover over to see data*)

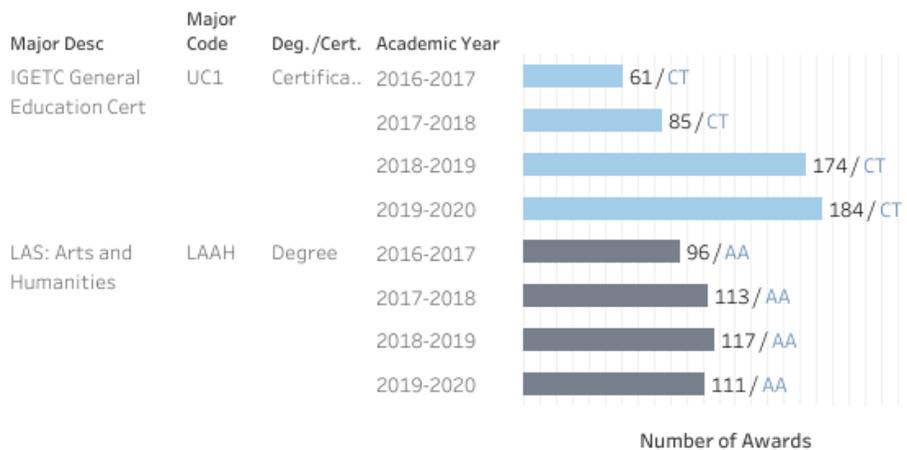|		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
DFST	2016-2017	85.7%	68.3%	54	1,075
	2017-2018	87.0%	72.2%	54	1,073
	2018-2019	87.8%	71.7%	57	1,167
	2019-2020	90.0%	75.9%	55	1,086
	2016-2017	88.5%	79.5%		

Enrollment and Number of Sections by *Modality* in All

	Instr. Method	2016-2017		2017-2018		2018-2019		2019-2020	
Number of Sections	Online	1							
	Other Inde..					1			
	Traditional	54	6	54	8	57	6	55	7
	Work Expe..					1			
Enrollment	Online	27							
	Other Inde..					1			
	Traditional	1,075	135	1,073	155	1,167	110	1,122	173
	Work Expe..					1			

Enrollment and Number of Sections by *Location* in All

	Location	2016-2017		2017-2018		2018-2019		2019-2020	
Number of Sections	Lancaster	48	6	43	9	39	7	38	7
	Lancaster ..	2		3		3		3	
	Palmdale	4	1	8		15		14	
Enrollment	Lancaster	967	135	828	156	787	111	775	173
	Lancaster ..	37		73		69		67	
	Palmdale	71	27	172		311		280	

Number of Degrees/Certificates Awarded in IGETC General Education Cert (UC1) & LAS: Arts and Humanities (LAAH)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
IGETC General Education Cert	UC1	Certifica..	2016-2017	61 / CT
			2017-2018	85 / CT
			2018-2019	174 / CT
			2019-2020	184 / CT
LAS: Arts and Humanities	LAAH	Degree	2016-2017	96 / AA
			2017-2018	113 / AA
			2018-2019	117 / AA
			2019-2020	111 / AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **FREN**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.7	1.3	1.3	0.3
FT/Regular	1.0			
TOTAL FTEF	1.7	1.3	1.3	0.3
PT/FT	0.7			
FTES	19.5	12.0	14.6	5.1
FTES/FTEF Ratio	11.7	9.0	11.0	15.2
WSCH/FTEF Ratio	351.5	269.1	329.4	454.5

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Please Select **Subject** area and **Program**
Name or Code to get your data   ---------->
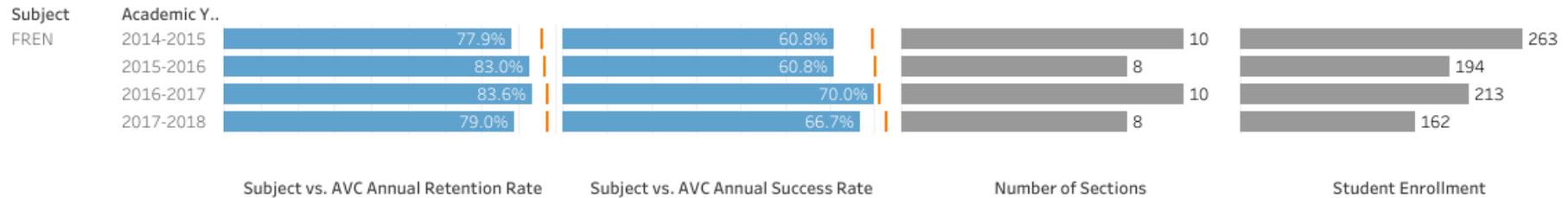
Select Subject	Select Subject *again*	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
FREN	FREN	Multiple values	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in FREN (Total AVC rates are shown as |)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
FREN	2014-2015	77.9%	60.8%	10	263
	2015-2016	83.0%	60.8%	8	194
	2016-2017	83.6%	70.0%	10	213
	2017-2018	79.0%	66.7%	8	162

Enrollment and Number of Sections by *Modality* in FREN

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Traditional	10	8	10	8
Enrollment	Traditional	263	194	213	162

Enrollment and Number of Sections by *Location* in FREN

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	10	8	10	8
Enrollment	Lancaster	263	194	213	162

Number of Degrees/Certificates Awarded in LAAH & UC1

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
IGETC General Education Cert	UC1	Certificate	2014-2015	48 / CT
			2015-2016	49 / CT
			2016-2017	61 / CT
			2017-2018	84 / CT
LAS: Arts and Humanities	LAAH	Degree	2014-2015	115 / AA
			2015-2016	116 / AA
			2016-2017	93 / AA
			2017-2018	110 / AA
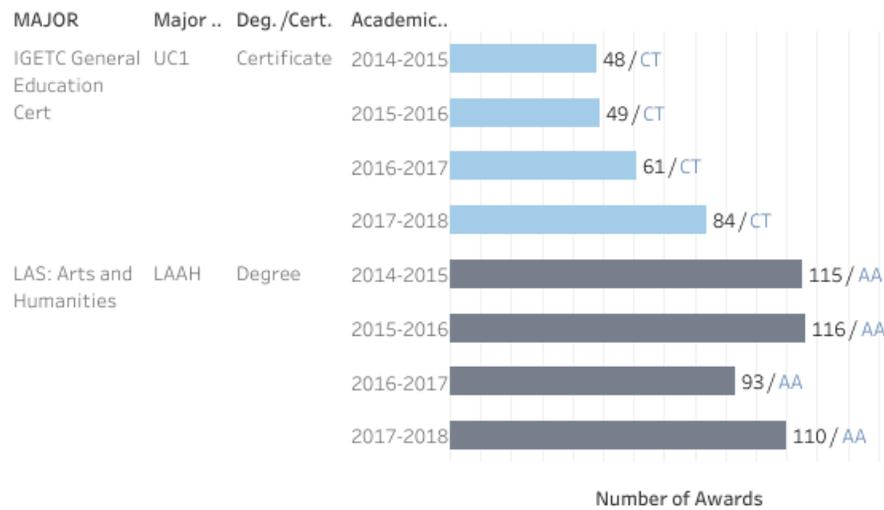
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in FREN

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.7	0.7	0.7	1.3
FT/Regular	1.3	1.0	1.0	
TOTAL FTEF	2.0	1.7	1.7	1.3
PT/FT	0.5	0.7	0.7	
FTES	21.4	22.1	19.5	12.0
FTES/FTEF Ratio	10.7	13.2	11.7	9.0
WSCH/FTEF Ratio	320.7	397.1	351.5	269.1

Division/Area Name: Arts and Humanities/ German	For Years: 2020-2021
Name of person leading this review: Dr. Liette Bohler	
Names of all participants in this review: Dr. Liette Bohler	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>mission</u>: It is the mission of the German program to provide a quality, comprehensive education to a diverse student population and to serve the community by placing student success and student-centered learning as our priority. Our German program is dedicated to fulfill the district's mission by providing opportunities to our students and the community to learn German for academic, professional, and personal purposes at the beginners' and intermediate level. We offer high quality education of the German language, culture, and literature. We foster and promote intercultural understanding and increase our students' ability to see connections in the world. The study of German increases our students' knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc. Furthermore, proficiency in German enhances our students' marketability on an ever-changing labor market here and abroad.	
1.2. State briefly program highlights and accomplishments: Our student retention and success rate increased over the last 3 years. The student success rate in 2015-16 was 54.7% and it increased to 70.7% in 2017-18. In the last 2 years we were able to offer more intermediate level courses. Between spring 2017 and fall 2018, we offered 3 regular face to face intermediate level German courses. The German program also participated in the Arts and Humanities Fair in March 2018 in an effort to increase our student enrollment and to promote our program.	
1.3.Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	

x☐Communication	x☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	x☐Demonstrates listening and speaking skills that result in focused and coherent communications
x☐Creative, Critical, and Analytical Thinking	x☐Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
	☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

x☐Community/Global Consciousness	x☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment.
	x☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x☐ Career and Specialized Knowledge	x☐Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
X Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Most of our students transfer to a 4 year college and need our German courses to fulfill the foreign language or humanities courses requirements. Some of our students major in German and continue their studies at CSU Long Beach or other liberal arts colleges.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Looking at the data from 2015-2018, our student retention has increased from 71.4% between 2015-2016 to 83.7% in the years 2017-2018. Our student success rate has similarly increased from 54.7% in the years between 2015 to 2016 to 70.7% in the years 2017-2018. We continue to strive to increase our student retention and success rate, as well as the number of students who meet the SLOs for German.
Weaknesses	Since the retirement of our full-time instructor, Heidi Preschler, in spring 2016, our program has seen a constant decline in number of sections (from 10 to 8) and in student enrollment (from 203 to 147).
Opportunities	We would like to offer more German 101 courses, which will then translate into a higher enrollment rate for our German 102 courses and our intermediate German courses.
Threats	When a German 101 course was cancelled in spring 2018, we were left with only 2 German 101 courses. This translated in a reduced number of German 101 sections in the spring 2019, since the cancelled German 101 course from spring 2018 was not put back onto the schedule in spring 2019.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We meet consistently our goal of 70% of our students meeting all 3 SLOs that we have set for German. We continue to strive to keep or increase these numbers.

Part 2.D. Review and comment on progress towards past program review goals:

Our #1 goal in our past program review was to hire a replacement for the lost German full-time position due to retirement in June 2016. So far, that position has not been filled and as a consequence, we have lost sections and FTES. Filling that lost position will remain our goal for the next year(s).

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Increase class offerings	ILO # 3: Community/Global Consciousness ILO # 4: Career and Specialized Knowledge	• Consistently offer 3 German 101 classes every semester • Improve PT/FT ratio	Replace lost FT position in German in spring 2016 due to retirement
#2 Offer intermediate German courses on an on-going basis	ILO # 1 and ILO # 4 EMO Goal # 1 and # 5	Offer German 201 every 3 semesters and 202 the following semester	Replace lost FT position in German in spring 2016 due to retirement

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	1 FT faculty (replacement of lost position due to retirement)	Repeat	$ 56,126	recurring	
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

Retention, Success, Number of Sections, & Enrollment in GER (Total AVC rates are shown as | *hover over to see data*)

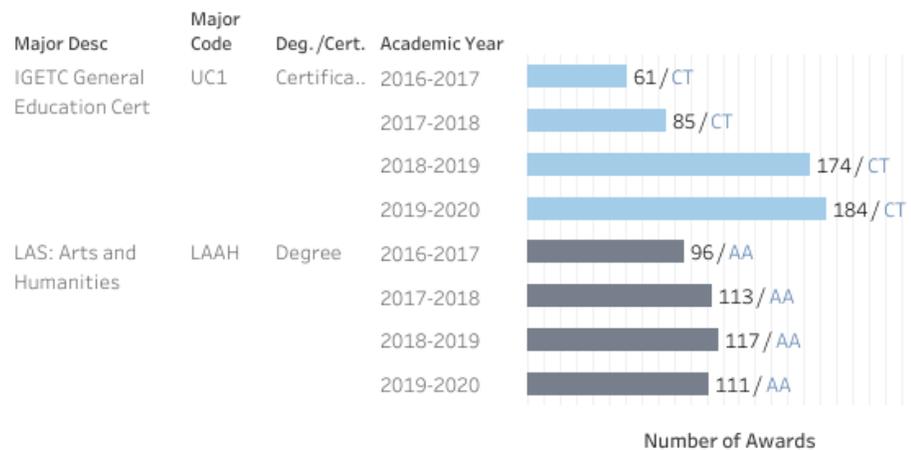| GER	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2016-2017	84.1%	74.4%	9	164
2017-2018	83.7%	70.7%	8	147
2018-2019	72.7%	60.9%	6	128
2019-2020	83.0%	71.1%	6	135

Enrollment and Number of Sections by *Modality* in GER

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Traditional	9	8	6	6
Enrollment	Traditional	164	147	128	138

Enrollment and Number of Sections by *Location* in GER

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	9	8	6	6
Enrollment	Lancaster	164	147	128	138

Number of Degrees/Certificates Awarded in IGETC General Education Cert (UC1) & LAS: Arts and Humanities (LAAH)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
IGETC General Education Cert	UC1	Certifica..	2016-2017	61 / CT
			2017-2018	85 / CT
			2018-2019	174 / CT
			2019-2020	184 / CT
LAS: Arts and Humanities	LAAH	Degree	2016-2017	96 / AA
			2017-2018	113 / AA
			2018-2019	117 / AA
			2019-2020	111 / AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in GER

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.0	1.0	1.0	0.7
FT/Regular	0.3	0.6	0.3	0.3
TOTAL FTEF	1.3	1.6	1.3	1.0
PT/FT	3.0	1.7	3.8	2.0
FTES	13.0	14.5	13.7	12.1
FTES/FTEF Ratio	9.7	9.1	10.8	12.1
WSCH/FTEF Ratio	291.6	272.3	324.0	363.9

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awards dashboard

Select Subject	Select Subject *again*	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
GER	GER	Multiple values	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in GER (Total AVC rates are shown as |)

Subject	Academic Y..				
GER	2014-2015	80.4%	58.3%	6	168
	2015-2016	71.4%	54.7%	10	203
	2016-2017	85.4%	75.3%	9	164
	2017-2018	83.7%	70.7%	8	147

Subject vs. AVC Annual Retention Rate　　Subject vs. AVC Annual Success Rate　　Number of Sections　　Student Enrollment
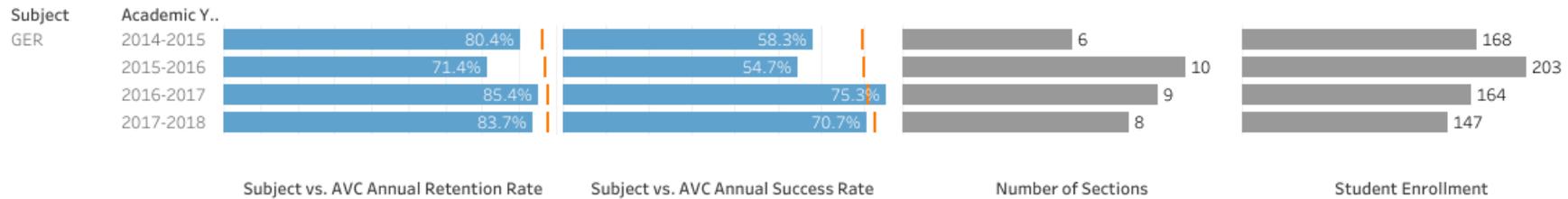
Enrollment and Number of Sections by *Modality* in GER

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online		3		
	Traditional	6	7	9	8
Enrollment	Online		19		
	Traditional	168	184	164	147

Enrollment and Number of Sections by *Location* in GER

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	6	7	9	8
	Palmdale		3		
Enrollment	Lancaster	168	184	164	147
	Palmdale		19		

Number of Degrees/Certificates Awarded in LAAH & UC1

MAJOR	Major ..	Deg./Cert.	Academic..	
IGETC General Education Cert	UC1	Certificate	2014-2015	48 / CT
			2015-2016	49 / CT
			2016-2017	61 / CT
			2017-2018	84 / CT
LAS: Arts and Humanities	LAAH	Degree	2014-2015	115 / AA
			2015-2016	116 / AA
			2016-2017	93 / AA
			2017-2018	110 / AA

Number of Awards
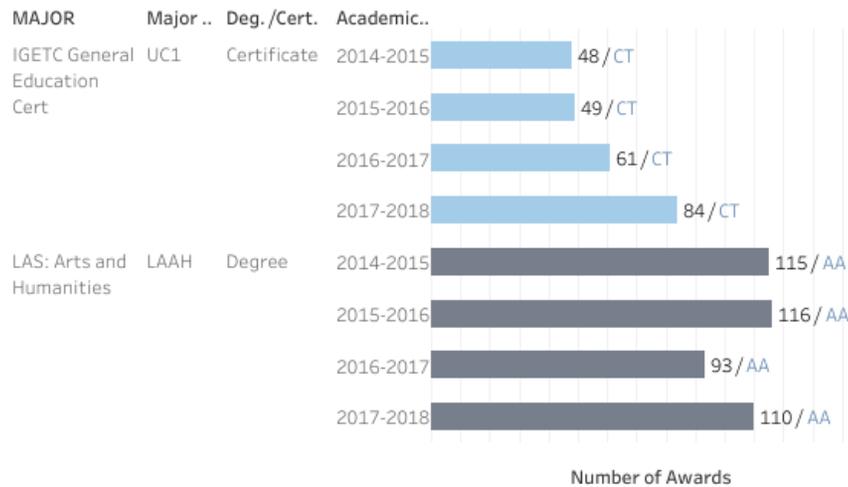
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in GER

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.3	0.3	1.0	1.0
FT/Regular	0.7	0.9	0.3	0.6
FT/Overload	0.1			
TOTAL FTEF	1.1	1.3	1.3	1.6
PT/FT	0.5	0.4	3.0	1.7
FTES	14.8	17.0	13.0	14.5
FTES/FTEF Ratio	13.5	13.4	9.7	9.1
WSCH/FTEF Ratio	405.1	403.3	291.6	272.3

2019-2020 Program Review Report
2020-2021 Program Review Report

Division/Area Name: Latin	For Years: 2019-2020, 2021-2022
Name of person leading this review: Robert Ruckman	
Names of all participants in this review: Robert Ruckman, Cole McCandless, Duane Rumsey	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Latin program at AVC contributes to the district mission by offering a quality, comprehensive education to a diverse population of learners. The Latin program is committed to student success offering opportunity for student advancement in education and better service to our community. The Latin program offers students a unique opportunity to learn a language that up until about 100 years ago was the foundation of education in the Western world. Latin helps students from any background improve their vocabulary comprehension [especially useful to the medical field, sciences, law, and arts & literature], writing skills and understanding of world history. Latin on a transcript is a statement about the quality and comprehensiveness of a student's education and helps students transferring to 4-year universities.
1.2.State briefly program highlights and accomplishments
Latin class field trips to the Getty Villa and area Roman history exhibits [e.g. Pompeii Exhibit at the Reagan Library, Spring 2019; Getty Villa Visit, Fall 2019] Past students have kept in contact and gone on to study Latin at UC Irvine and UCLA; students have reported the benefit of Latin in law classes, medical classes & sciences, and arts and literature.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
x☐ **Communication**	x☐ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x☐ Demonstrates listening and speaking skills that result in focused and coherent communications
x☐ **Creative, Critical, and Analytical Thinking**	x☐ Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
x☐ **Community/Global Consciousness**	x☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

	x☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x☐ **Career and Specialized Knowledge**	x☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program. *Type an "X" if checkbox is unavailable.*
x☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
x☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x☐ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
x☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
None at this time

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Latin class numbers for retention have surpassed or equaled total AVC rates, except for 2017-2018 [see section below]
Weaknesses	Class enrollment numbers have been flat for Latin 101. Class enrollment numbers for Latin 102, after two semesters of Latin 101, have weakened. ***2017-2018 low enrollment numbers was because Latin 101 was not offered in the Spring of 2018 [Instructor not available due to family issues.]
Opportunities	Better promotion of Latin Pathways programs, especially Pre-Law. On-line class option might be explored. Continued promotion at the Arts and Humanities Festival every Spring. Distribute ½ page Latin flyer to counselors/meet with counselors. Outreach to area high schools.

	Promote Latin 102 better in Latin 101 class – Field Trips
	Upgrade to higher interest class material through introduction of more original Latin material from famous authors.
Threats	Overall lower enrollment in foreign languages has affected Latin negatively.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Midterm Vocabulary test re-take option has improved percentages of students meeting SLO for Vocabulary

[Use of Quizlet for flashcards—for Midterm and Final study—linked in Canvas—has been employed and used by students]

Part 2.D. Review and comment on progress towards past program review goals:

The current policy of offering Latin 101 for two consecutive semesters to build numbers for Latin 102 [every 3rd semester], though not ideal, has worked to date. Numbers for Fall 2019, Latin 102 were lower than in past years [11 initially, with 1 drop=10]

A change of textbook might still be a good change to make. The instructor will review textbooks at the American Classical League Convention, June 2020.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
1. Increase numbers of students who graduate and transfer with Latin on transcript.	ILO 3,4	Increase enrollment in Latin 101, 102, 201	1. better distribution of ½ page Latin promotion flyer to students/counselors 2. participation in AVC Arts & Humanities Fair 3. field trips to Getty Villa Museum 4. review for possible new text

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty					
Classified Staff					
Technology					
Physical/Facilities					

Supplies				
Professional Development				
Other				

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area *(twice)* and
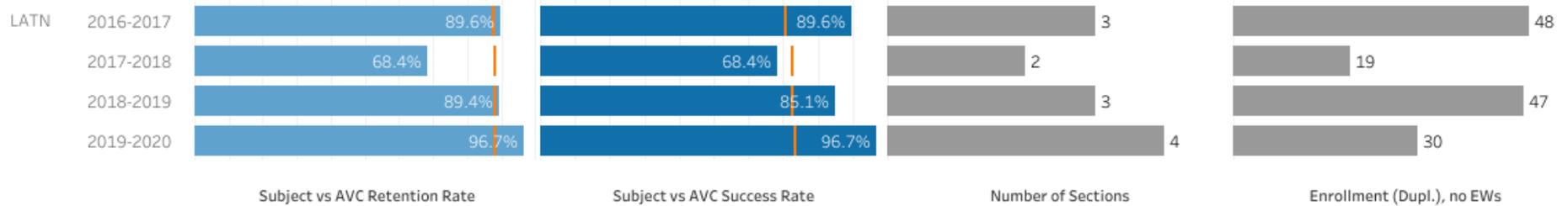**Program** Major(s) to get your data --->

Retention, Success, Number of Sections, & Enrollment in LATN (Total AVC rates are shown as │ *hover over to see data*)

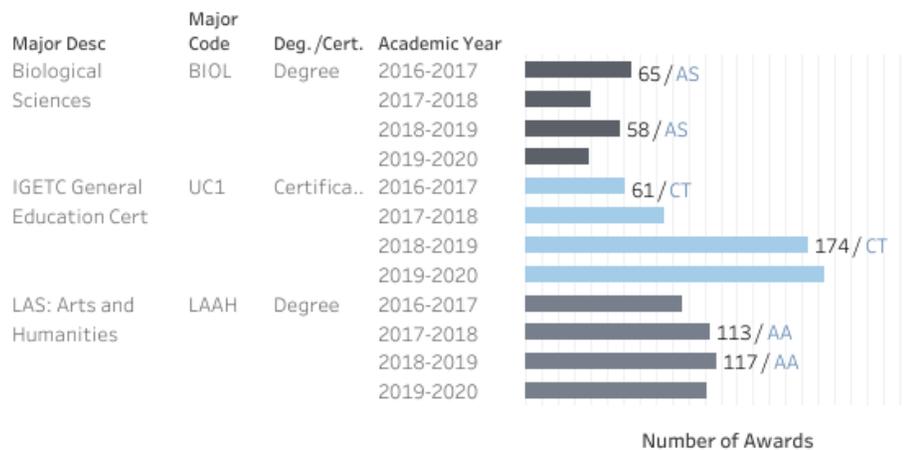| LATN		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
	2016-2017	89.6%	89.6%	3	48
	2017-2018	68.4%	68.4%	2	19
	2018-2019	89.4%	85.1%	3	47
	2019-2020	96.7%	96.7%	4	30

Enrollment and Number of Sections by *Modality* in LATN

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep S..	1	1	1	2
	Traditional	2	1	2	2
Enrollment	Other Indep S..	3	1	1	2
	Traditional	45	18	46	29

Enrollment and Number of Sections by *Location* in LATN

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	3	2	3	4
Enrollment	Lancaster	48	19	47	31

Number of Degrees/Certificates Awarded in Biological Sciences (BIOL), IGETC General Education Cert (UC1), LAS: Arts and Humanities (LAAH)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Biological Sciences	BIOL	Degree	2016-2017	65 / AS
			2017-2018	
			2018-2019	58 / AS
			2019-2020	
IGETC General Education Cert	UC1	Certifica..	2016-2017	61 / CT
			2017-2018	
			2018-2019	174 / CT
			2019-2020	
LAS: Arts and Humanities	LAAH	Degree	2016-2017	
			2017-2018	113 / AA
			2018-2019	117 / AA
			2019-2020	

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in LATN

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.3	0.3	0.3	0.3
FT/Regular				
TOTAL FTEF	0.3	0.3	0.3	0.3
PT/FT				
FTES	5.4	3.0	4.9	2.0
FTES/FTEF Ratio	16.1	9.1	14.6	6.0
WSCH/FTEF Ratio	483.3	272.7	439.2	180.9

Click here
to see AVC's Program
awards dashboard

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->
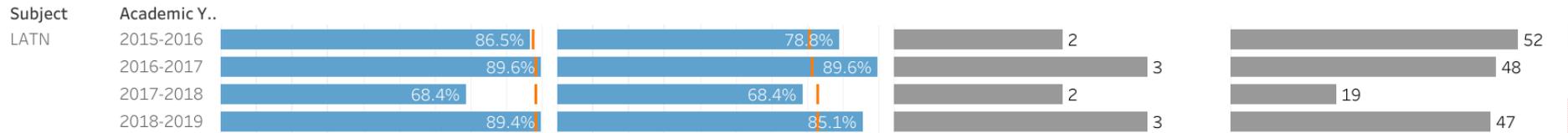
Select **Subject** LATN	Select **Subject** again LATN	Select **Major(s)** None	Academic Year Multiple values

Retention, Success, Number of Sections, & Enrollment in LATN (Total AVC rates are shown as | *hover over to see data*)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
LATN	2015-2016	86.5%	78.8%	2	52
	2016-2017	89.6%	89.6%	3	48
	2017-2018	68.4%	68.4%	2	19
	2018-2019	89.4%	85.1%	3	47

Enrollment and Number of Sections by *Modality* in LATN

	Instr. Method	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Other Indep Study		1	1	1
	Traditional	2	2	1	2
Enrollment	Other Indep Study		3	1	1
	Traditional	52	45	18	46

Enrollment and Number of Sections by *Location* in LATN

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	2	3	2	3
Enrollment	Lancaster	52	48	19	47

Number of Degrees/Certificates Awarded in None

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in LATN

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	0.3	0.3	0.3	0.3
FT/Regular				
TOTAL FTEF	0.3	0.3	0.3	0.3
PT/FT				
FTES	5.1	5.4	3.0	4.9
FTES/FTEF Ratio	15.2	16.1	9.1	14.6
WSCH/FTEF Ratio	454.5	483.3	272.7	439.2

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Division/Area Name: Music (Commercial)	For Years: 2021-2022
Name of person leading this review: Nate Dillon	
Names of all participants in this review: Nate Dillon, Gary Heaton-Smith	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The AVC Commercial Music area is committed to student success by offering value (through world-class faculty in an equitable environment), opportunity (by offering a variety of applied, theoretical, and historical courses), and in service to the Antelope Valley community (by engaging with the community through performance).

1.2.State briefly program highlights and accomplishments
The AVC Commercial Music area is proud of its retention and success rates. Our completion rate for our certifications increased this year over 300% compared to the past three previous years. Our newly offered Commercial Music AA degree was awarded to 9 students. The newly implemented AA degree in Commercial Music is popular amongst students. The new MUSC 108, History of Hip Hop, has been popular among students, and is now available during regular semester (previously only available in summer and intersession), partially due to the hiring of the first Commercial Music full-time faculty, Nate Dillon. We have received a Strong Workforce grant and have used the money to refurbish lights and microphone systems and equipment in the PAT.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
x Communication	x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

	x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program. _Type an "X" if checkbox is unavailable._
x **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
x **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
x **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
An advisory committee meeting occurred in October 2019. Action items from the meeting are as follows: Apply for Perkins funding for audio new equipment and program development   Add and create Work Experience (MUSC 199) class as option for Commercial Music elective credit.   Addition and creation of Beatles History course as an option for level2/AA program.   Add FTV241 as option for Commercial Music elective credit.   Add MUS 291. 292 Applied courses to the MUSC level II cert. and AA degree.   Pursue AVID partnership in Studio Music Production, in the hopes of Pro Tool certification possibilities for students.   With EDD predicting 4480 job openings predicted for 2016-2026 related to the 100500 Commercial Music Top Code, there is a large opportunity for students to gain employment in this sector.

EDD Employment Development Department
State of California

💼 Jobs   📋 Claims   👥 Employers   📢 Newsroom   🔍 Search

Projections of Employment by Occupation,
2016 - 2026

Selections:

TOP Code(s):
- 100500   Commercial Music

Geography: California
Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2016 Employment	Annual Job Openings (1)
251121	Art, Drama, and Music Teachers, Postsecondary	16,200	1,540
274011	Audio and Video Equipment Technicians	17,600	1,850
272041	Music Directors and Composers	5,400	540
274014	Sound Engineering Technicians	5,700	550
	Total	**44,900**	**4,480**

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Faculty who are networked with local high schools and businesses. Increased completion rates. High retention and success rates. Value of education for cost compared to comparable for-profit institutions such as Musicians Institute and LA Recording Arts.
Weaknesses	Older equipment and technology. Although completion and enrollment has significantly increased, program is fairly small.
Opportunities	High enrollment in the GE-type courses provides ample opportunity for recruitment into the MUSC program.
Threats	Competition from for-profit schools with more modern equipment and closer industry ties.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

An updated version of Pro Tools was acquired and installed to one classroom worth of computers, but the iMacs they are on do not run the program well. We will be looking into updating those machines.   They are also still missing appropriate notation and sequencing software. Exploration has begun in finding a new textbook for MUSC 143, but one has not been chosen yet.

Part 2.D. Review and comment on progress towards past program review goals:

We have accomplished our goal of awarding 12 degrees/certificates. We have been working with Dance, Theatre and Music on a cross-disciplinary Rock Musical production we hope will increase the visibility of our program in the community and offer more performance opportunity for our students. We have ordered equipment and plan to launch an acoustic performance series on campus.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Increase Cert/Degree Completions to 20.	ILO #4	Increase Cert/Degree Completions to 20.	-Increase communication with Arts & Humanities Counselor -Continue annual advisory panel that students attend at the beginning of the year -Create an outreach protocol to reach area students who are in the college selection process -Update software and lab accessibility to reduce technological roadblocks for students
Increase performance opportunities and public exposure for students as a form of outreach for the program.	ILO #2, #3, #4 Level I Cert PLO #2, #5 Level II Cert PLO #1, #2 AA Degree PLO #1,	Increase the outreach into the Antelope Valley community, outside business, and here on campus by offering our students more opportunities to perform on and off campus, and as part of interdisciplinary events.	-Participate in interdisciplinary Rock Musical production with Theatre, Dance and Music programs. -Participate in High school outreach opportunities in coordination with Student Activities and Outreach. -Schedule more student performances on and off campus, in coordination with Student Services and outside business.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					

Classified Staff	Producer / Technical Director, for all Performing Arts events (Commercial Music Included)	New	$20,000	Recurring	Nate Dillon
Technology	Updated computers in 2 rooms	New	$200,000	One-time	
Physical/Facilities					
Supplies					
Professional Development	Advisory Panel, Outreach	Repeat	FPD Credit	Recurring	Gary Heaton-Smith
Other	Royalties	Repeat	$6,000	Recurring	Nate Dillon

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

‹ IERP - Profile   ☆ Favorite

▼ ‹ | Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | **FTEF | Annual FTEF* | Access | Success & Retentio ›

Please Select **Subject** area (twice) and
Program **Major(s)** to get your data --->

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
MUSC ▼	MUSC ▼	(Multiple values) ▼	(Multiple values) ▼

Retention, Success, Number of Sections, & Enrollment in MUSC (Total AVC rates are shown as │ hover over to see data)

MUSC	Year	Retention	Success	Number of Sections	Enrollment
MUSC	2016-2017	92.3%	82.7%	65	1,212
	2017-2018	93.3%	82.0%	70	1,348
	2018-2019	92.1%	82.6%	79	1,413
	2019-2020	92.5%	81.8%	74	1,362

Subject vs AVC Retention Rate   Subject vs AVC Success Rate   Number of Sections   Enrollment (Dupl.), no EWs

Enrollment and Number of Sections by *Modality* in MUSC

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Traditional	65	70	79	74
Enrollment	Traditional	1,212	1,348	1,413	1,393

Enrollment and Number of Sections by *Location* in MUSC

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	64	66	74	69
	Lancaster [Off Ca..	1			3
	Palmdale		4	5	2
Enrollment	Lancaster	1,198	1,244	1,303	1,284
	Lancaster [Off Ca..	14			71
	Palmdale		104	110	38

Number of Degrees/Certificates Awarded in AS-T Biology (BIOT) & Biological Sciences (BIOL)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
AS-T Biology	BIOT	Degree	2017-2018	28 / AS
			2018-2019	43 / AS
			2019-2020	31 / AS
Biological Sciences	BIOL	Degree	2016-2017	65 / AS
			2017-2018	40 / AS
			2018-2019	58 / AS
			2019-2020	39 / AS

Number of Awards

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in MUSC

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	4.1	4.3	4.4	3.9
FT/Regular		0.2	0.1	0.4
FT/Overload			0.2	0.4
TOTAL FTEF	4.1	4.5	4.7	4.6
PT/FT		21.6	32.9	10.6
FTES	54.2	61.4	60.4	64.1
FTES/FTEF Ratio	13.4	13.6	12.8	13.8
WSCH/FTEF Ratio	401.4	407.3	383.9	413.8

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to see AVC's Program
awards dashboard

⚙ +ableau   ← → ⊢ ⁰₀ ⬇ ⛶

Program Review

Viz Author: **IERP**

Division/Area Name: Arts & Humanities, Music	For Years: 2021-2022
Name of person leading this review: Gary Heaton-Smith	
Names of all participants in this review: Gary Heaton-Smith, Suzanne Compton, Nate Dillon	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The AVC Music area is committed to student success by offering value (through world-class faculty in an equitable environment), opportunity (by offering a variety of applied, theoretical, and historical courses), and in service to the Antelope Valley community (by engaging with the community through performance).

1.2.State briefly program highlights and accomplishments
After realigning standards with that of the state, the revised curriculum is implemented and moving forward. Most qualitative feedback from faculty has been positive, but we do not believe we will be able to measure the impact it is having on student success until we measure MUS 251A, 253A, 251B, and 253B next year. The number of degrees we have awarded has surpassed expectation by 150% and we are looking to focus on retention to sustain (if not grow), those numbers. Success rates remain above average and enrollment remains mostly stable. The faculty have worked intently towards communicating with students early in their college careers. We believe we will see the impact of that in our future retention and graduation rates.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
☐ Creative, Critical, and Analytical Thinking	☐ Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

X Career and Specialized Knowledge	X☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program. *Type an "X" if checkbox is unavailable.*
☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Of the 2018-2019 AA-T recipients, all 14 students transferred to a four-year institution. Of those institutions, CSUN transfers are the most common (four students), with all but one of the remaining students transferring to other CSU institutions. One student wen to Colorado University. All four 2019-2020 AA-T recipients transferred to a four-year institution as well, one to CSU institutions, one to a UC, and two to private colleges.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Success rates are above average. The number of degrees spiked to years ago from a 9 to 15. Most recent numbers were down to four.
Weaknesses	Retention has dropped in the last year and is now the lowest it has been in four years.
Opportunities	Enrollment is stable, affording additional in-class recruitment opportunities. Sections have increased while numbers have decreased, offering a better student-to-faculty ration.
Threats	FT/PT, and FTES are skewed because of MUS 291 (a one-on-one class). The department lacks full-time support (only 2 FT faculty for approximately 1500 enrolled).

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The faculty has added a piano component to MUS 153, 253A, and 253B; adjusted the COR for MUS 111 to "unpack" the curriculum in MUS 151, 251A, and 251B (including an adjustment of SLOs for MUS 111 and MUS 151); updated A/V equipment in some rooms for our historical lecture classes (MUS 111 & MUS 105). This is the second year running the new curriculum and qualitative feedback from instructors has largely been positive. An "exit exam" for music theory students will be given at the end of MUS 251B (Music Theory IV) to gauge overall student success through all years of the program. Small adjustments in room management (a primitive google sheet system) has allowed for larger rehearsal spaces to be more accessible for our piano and percussion students.

Part 2.D. Review and comment on progress towards past program review goals:

We satisfied out 2018-2019 Program Review goal by graduating 14 students with an AA-T in Music and 1 student with an AA in Music in 2018-2019. Certain advancements in the degree—including the aforementioned curriculum shift, increasing the number of students who can enroll in MUS 292 (a highly limited course that is required for four semesters), using more aggressive recruitment tactics (tours to three high schools in Fall 2019), and using IR to contact new music majors at the beginning of their college careers—suggest that staying north of 10 students who graduate with an AA-T in Music might be sustainable. Although our graduation rates dipped in 2019-2020, it is believed that the COVID-19 closure may have contributed to less graduating students. This will be revisited in next year's program review.

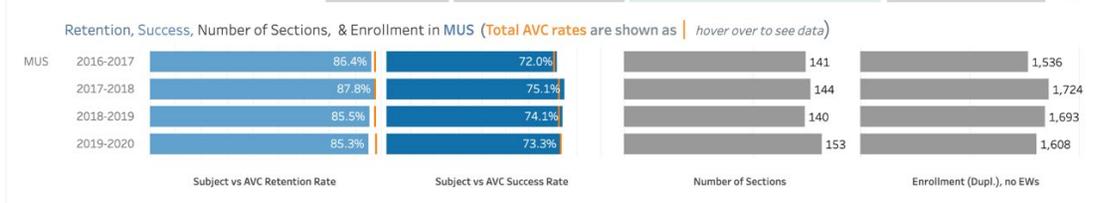**Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:**

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Increase # of AA-T degrees awarded to 15 annually	PLO #5	Maintain # of AA-T degrees awarded to 15 annually	-Continue to develop an outreach protocol to better funnel high school students to AVC, including off-campus enrollment and auditions. -Increase retention (see below). -Hire specialized faculty for MUS 291 (horn, trombone, flute, and clarinet). -Hire additional full-time faculty to increase on-campus-faculty engagement with students -Increase instrument repair budget to create a more equitable environment for instrumentalists (e.g. instrument check-out) -Increase # of instruments in instrument check-out

			-Increase large rehearsal spaces so students do not need to select between specific ensembles but can do multiple
Increase retention to above AVC average (87.6%)	ILO #4, EMP #1 & #4	Increase retention to above AVC average (87.6%)	-Redesign MUS 291/292/Large Ensemble Req so students can more easily enroll -Create a department-wide protocol for advising new students (including working with the counseling office on degree subtleties) -Reduce number of sections to limit enrollment dilution so classes do not get cancelled -Continue to resolve unnecessary enrollment roadblocks (e.g. unnecessary pre/co-requisites). -Make guest lectures and touring a substantial part of the learning process to keep students engaged. -Reinstate Concert Choir or Gospel Choir as a second option for vocal majors to participate in a large ensemble.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Full-time and specialized adjunct	Repeat	$100,000	Recurring	Gary Heaton-Smith
Classified Staff					
Technology					
Physical/Facilities	Instrument repair	Repeat	$10,000	Recurring	Gary Heaton-Smith
Supplies	Instrument purchase	Repeat	$50,000	One-Time	Gary Heaton-Smith
Professional Development	Outreach, advisory	Repeat	FPD, Flex, and/or $2000	Recurring	Gary Heaton-Smith, Suzanne Compton, Nate Dillon
Other	Guest lecture, curriculum change	New, repeat	$4000	Recurring	Gary Heaton-Smith, Suzanne Compton, Nate Dillon

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)
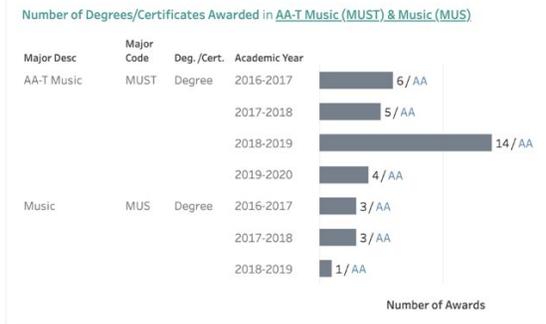
Please Select **Subject** area (twice) and
Program **Major(s)** to get your data --->

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
MUS ▾	MUS ▾	(Multiple values) ▾	(Multiple values) ▾

Retention, Success, Number of Sections, & Enrollment in MUS (Total AVC rates are shown as │ hover over to see data)

MUS		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
	2016-2017	86.4%	72.0%	141	1,536
	2017-2018	87.8%	75.1%	144	1,724
	2018-2019	85.5%	74.1%	140	1,693
	2019-2020	85.3%	73.3%	153	1,608

Enrollment and Number of Sections by *Modality* in MUS

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	4	3	5	6
	Other Indep S..	1		1	
	Traditional	136	141	134	147
Enrollment	Online	146	169	199	228
	Other Indep S..	5		1	
	Traditional	1,385	1,555	1,493	1,443

Enrollment and Number of Sections by *Location* in MUS

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	137	138	133	145
	Palmdale	4	6	7	8
Enrollment	Lancaster	1,390	1,483	1,426	1,391
	Palmdale	146	241	267	280

Number of Degrees/Certificates Awarded in AA-T Music (MUST) & Music (MUS)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
AA-T Music	MUST	Degree	2016-2017	6 / AA
			2017-2018	5 / AA
			2018-2019	14 / AA
			2019-2020	4 / AA
Music	MUS	Degree	2016-2017	3 / AA
			2017-2018	3 / AA
			2018-2019	1 / AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in MUS

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	6.2	6.6	5.8	6.4
FT/Regular	0.9	1.5	1.6	1.1
FT/Overload			0.1	0.5
TOTAL FTEF	7.1	8.1	7.5	7.9
PT/FT	6.9	4.5	3.7	6.0
FTES	68.2	82.4	80.8	76.4
FTES/FTEF Ratio	9.6	10.2	10.7	9.7
WSCH/FTEF Ratio	286.9	305.1	321.6	290.0

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2019-2020 Program Review Report

Division/Area Name: Philosophy	For Years: 2021-2022
Name of person leading this review: Claude Gratton	
Names of all participants in this review: Sherri Zhu, Estiphan Panoussi,	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The philosophy program continues to contribute to the general education and personal enrichment, especially as it relates to epistemic values, moral values, and reasoning skills. The program contributes to the achieve of all four ILOs.
1.2.State briefly program highlights and accomplishments
We continue to achieve all the SLOs.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
x Communication	x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
x Creative, Critical, and Analytical Thinking	x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
x Community/Global Consciousness	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x Career and Specialized Knowledge	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal

	enrichment.

1.4. Check each [Educational Master Plan (EMP)/Strategic Plan Goal](#) supported by the program. *Type an "X" if checkbox is unavailable.*
x Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
x Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x Goal 3: Focus on utilizing proven instructional strategies that will foster **transferable** intellectual skills.
x Goal 4*: Advance more students to **college-level coursework**-Develop and implement effective placement tools.
x Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
N/A

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):	
Strengths	We continue to achieve all SLOs.
Weaknesses	We have not yet begun working towards (1) a pedagogy of critical thinking dispositions, (2) common critical thinking methods and vocabulary, and (3) effective ways of helping students to transfer these dispositions and skills to everyday life and their future line of work.
Opportunities	
Threats	As stated last year, reaching consensus among philosophers on these matters is as easy as herding the ghosts of dead cats! If we fail to achieve any sound consensus among us philosophers, it will be even more difficult to reach a deep and broad consensus among most other faculty on a ***common*** critical thinking vocabulary, ***common*** interdisciplinary approaches to evaluating claims, arguments, and explanations, and ***common*** effective modelling of critical thinking dispositions/virtues (i.e., fair-mindedness, open-mindedness, intellectual humility, honesty, courage, patience, persistence, empathy, curiosity, and a love for truth and the standards or reasoning). Without a solid consensus on these core issues ***across disciplines***, students experience any pedagogy of critical thinking as just each specific instructor's little intellectual games to which they need to conform only during the course just in order to please that instructor, and only in order to pass the course. The current intellectual,

	emotional, moral, political, and ecological conditions of our country are partly a consequence of our *collective* failure as educators to develop minds as deeply and as broadly as we should – despite our *individual* efforts.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

All SLOs have been achieved.

Part 2.D. Review and comment on progress towards past program review goals:

The online course created in Canvas in order to have us work toward the three goals mentioned in "Weaknesses" is still in the process of revisions. In order to address an important skill that applies across all disciplines, a twenty-item quiz on the structure of arguments and explanations will be revised and emailed to all the colleagues so that they may upload it into their respective Canvas courses. The philosophy instructors may then use it at the beginning and at the end of their courses to measure their students' progress in grasping the structure of arguments and explanations. This skill is only one part of one or more SLOs in each course. The discussion on the quiz and the students' pre/post performances on the quiz might begin a pedagogical dialogue among the taciturn philosophy instructors.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #4 Advance more students to **college-level coursework.**	ILO: Communication, Critical Thinking, Career Knowledge. EMP: Goals 3, 4, and 5	Invite colleagues to discuss and participate in the implementation of a 20-item quiz on the structure of arguments and explanations.	The quiz and relevant pedagogical material will be emailed in December or earlier so the colleagues may have the time to discuss it and incorporate into their respective courses.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	None.				
Classified Staff	None.				
Technology	None.				
Physical/Facilities	None.				
Supplies	None.				

Professional Development	None.				
Other	None.				

PHIL 101: 18/23 = 78%

PHIL 105: 183/201 = 91%

PHIL 106: 444/531 = 84%

PHL 108: 19/25 = 76%

PHIL 109: 73/76 = 96%

PHIL 110: 976/1391: 70%

PHIL 201: 21/28: 75%

Division/Area Name: Arts & Humanities/Photography and Commercial Photography	For Years: 2021-2022
Name of person leading this review: Lisa Karlstein	
Names of all participants in this review: Lisa Karlstein, Tim Meyer, Chris Broughton	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The faculty and staff of the Commercial Photography/Photography Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The Commercial Photography program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce and students seeking to transfer under the Studio Art Transfer Degree, by providing the required coursework. Through the Antelope Valley College Art Gallery and discipline sponsored events and exhibitions, students develop knowledge and understanding of art production and professional display practices, appreciation for diverse perspectives dealing with art and culture, and become ethically involved in both individual and collaborative art experiences and service to the community. AA-T curricula are offered in Studio Arts and Art History.

1.2.State briefly program highlights and accomplishments
• *Commercial Photography Faculty contributed to the Development and participation of the Arts and Humanities festival* • *Adjunct Faculty and Art Gallery Director Tim Meyer has worked to procure successful Student, Faculty and Visiting Artist shows to include the Visual Arts Departments and as well as the AVC Photography Club.* • The Commercial Photography faculty have created a Portfolio Review for students to meet with industry professionals. • *Per recommendation by Commercial Photography advisory committee all of the Commercial Photography courses and program have gone through a complete substantial revision as well as the AA Degree and Certificate.*

The Commercial Photography/Photography Department has awarded approximately 11 degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.

1.3. Check each _Institutional Learning Outcome (ILO)_ supported by the program. _Type an "X" if checkbox is unavailable._	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program. _Type an "X" if checkbox is unavailable._
X **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
x **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
The Commercial Photography Program has an advisory committee that meets annually. At the last meeting in held on September 8th at the Portrait Masters Conference. The Advisory Committee recommended that we continue to upgrade equipment. The committee also advised that the Commercial Photography Program should require courses that are specific to the needs of a photographer. The following courses

recommended by the committee are: Photographers Portfolio, Social Media and Job Search, Photoshop for Photographers and The Business of Photography as these courses address the specific needs of today's photographer. The committee recommended that students attend conferences and visit photography studios as this would increase opportunities to network with industry professionals and provide students with opportunities to increase their chances of employment.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The number of offered sections remained at 26 with an enrollment of 451 students. Discipline retention rates last year were 88.4% (down from %) compared to all AVC 87.6% and success rates increased slightly to 77.8% (up from 76.7%) compared to all AVC 72.2%. The full-time to part-time instructor ratio is down %
Weaknesses	Declared majors fell from 65 in 2016 to 48 in 2019.
Opportunities	More sections of PHOT 107 could be offered at the Palmdale center and online. Practical photography classes are in the AP&P process as hybrid classes. Outreach to the community, develop workshops for community members and AVC Community to increase interest and exposure to the Commercial Photography program.
Threats	

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

SLO assessments are improving with eLumen, although the number of instructors participating and the number of assessed sections is not known at this time. Progress needs to be made in assessing PLOs and developing and updating action plans.

Action Plans are in progress. Aggregate data from courses with multiple sections has been challenging to access and evaluate. SLOs are also under revision for many sections.

Part 2.D. Review and comment on progress towards past program review goals:

All courses and the program has been revised and are in process of approval through AP&P. The Darkroom is planned to be moved into the Fine Arts Area which is further from the Applied Arts Building where all of the equipment, studios and lecture rooms are currently housed. Moving the darkroom further away from the APL building will further disrupt the access to equipment and instruction.
Remodeled facilities are essential and are the foundation to achieving Photography PLO Goals
Goal #1 Increase the number of graduates in the Commercial Photography Program
Goal #2 Internships
Goal #3 Substantial revisions to all of the courses in the Commercial Photography/Photography Program and revised the Degree and Certificate to include the Advisory Committees recommendations.
Goal #4 Update and replacement of equipment is ongoing and necessary.
Goal #5 Facilities

Goal #6 Additional Fulltime Faculty

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Increase the number of Commercial Photography AA- degrees per year: Success, Retention & Marketing & Outreach	ILO 1,2,3 &4. PLO#	*Students need to be prepared to utilize the technology used in industry in order to be employable and accordingly need access to computers in the classroom.*	Provide faculty with and students with on and off campus industry workshops and seminars.
Internship	ILO #1,2,3 & 4. PLO#	*Increase industry relationships to connect students with employers for work experience to prepare them to enter the work force*	Develop work experience procedures/ handbook / manual. Develop the work experience program and provide administrative support to help the program run smoothly.
Equipment Update Replacement.	ILOs 1,2,3,4, PLOs 1,2,3,4	*Increase relationships and awareness with local high schools and local community groups by offering workshops to the community to build relationships*	Visit high schools and community groups and provide them with brochures.
Facilities	ILO # PLO#	*Photography Department overall, needs access to facilities in close proximity to the lecture, studio and equipment*	
Additional Fulltime Faculty		Faculty need to teach to the industry level, focusing on student success	Move the darkroom and all courses into the APL building.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Fulltime Faculty	Repeat		Recurring	Lisa Karlstein
Classified Staff	Additional Lab Tech	Repeat		Recurring	Lisa Karlstein
Technology	New photographic equipment in support of the darkroom and digital areas	Repeat request	undetermined	One-time	Lisa Karlstein
Physical/Facilities	Appropriate Darkroom with access to equipment checkout and classrooms	Repeat request	undetermined	One-time	Lisa Karlstein/Duane Rumsey
Supplies	Photographic supplies and materials	Repeat request	5,000.	One-time cost for equipment, recurring costs for supplies	Lisa Karlstein
Professional Development	Workshops, Conferences and Portfolio Reviews	Repeat request	15,000.	Recurring	Lisa Karlstein
Other	Outreach: Guest Lecturers and Portfolio Reviewers	Repeat	10,000.	Recurring	Lisa Karlstein

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

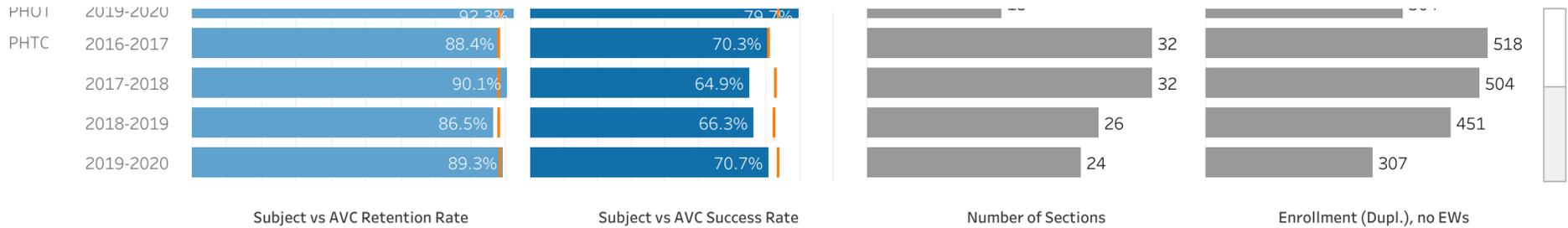## Retention, Success, Number of Sections, & Enrollment in All (Total AVC rates are shown as | *hover over to see data*)

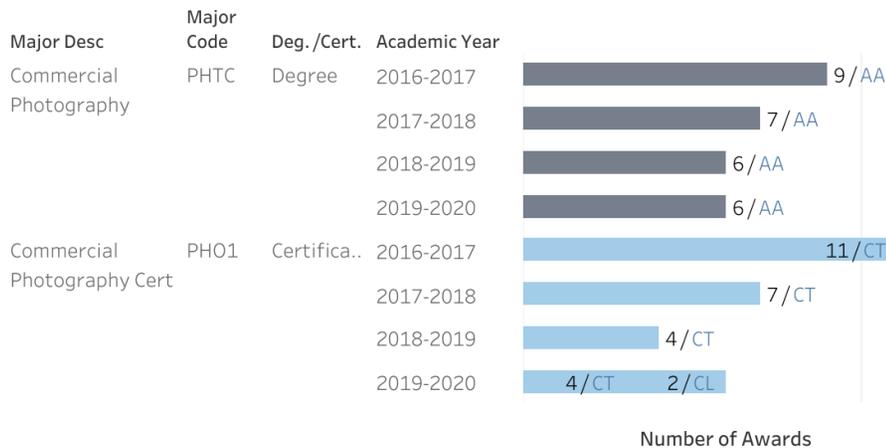|		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
PHOT	2019-2020	92.3%	79.7%		
PHTC	2016-2017	88.4%	70.3%	32	518
	2017-2018	90.1%	64.9%	32	504
	2018-2019	86.5%	66.3%	26	451
	2019-2020	89.3%	70.7%	24	307

Enrollment and Number of Sections by *Modality* in All

	Instr. Method	2016-2017		2017-2018		2018-2019		2019-2020	
Number of Sections	Online	1		2		4		5	
	Traditional	9	32	8	32	11	26	10	24
Enrollment	Online	25		56		106		134	
	Traditional	224	518	232	504	275	451	237	319

Enrollment and Number of Sections by *Location* in All

	Location	2016-2017		2017-2018		2018-2019		2019-2020	
Number of Sections	Lancaster	9	32	8	32	11	26	8	24
	Palmdale	1		2		4		7	
Enrollment	Lancaster	224	518	232	504	275	451	193	319
	Palmdale	25		56		106		178	

Number of Degrees/Certificates Awarded in Commercial Photography (PHTC) & Commercial Photography Cert (PHO1)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Commercial Photography	PHTC	Degree	2016-2017	9/AA
			2017-2018	7/AA
			2018-2019	6/AA
			2019-2020	6/AA
Commercial Photography Cert	PHO1	Certifica..	2016-2017	11/CT
			2017-2018	7/CT
			2018-2019	4/CT
			2019-2020	4/CT 2/CL

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **PHOT & PHTC**

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT/Adjunct			0.8	0.4	1.4	1.2	1.3	1.3
FT/Regular	0.6	0.6	0.2	0.4	1.0	1.3	0.8	1.0
FT/Overlo..				0.4		0.1	0.2	
TOTAL FTEF	0.6	0.6	1.0	1.2	2.5	2.6	2.3	2.3
PT/FT		0.0	4.0	1.0	1.4	0.9	1.6	1.3
FTES	9.0	10.0	14.7	15.0	21.9	22.5	16.6	30.2
FTES/FTEF..	14.9	16.6	14.7	12.5	8.9	8.6	7.3	13.1
WSCH/FTE..	448.0	498.5	442.2	375.5	265.7	257.8	218.3	391.9

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Division/Area Name: Spanish Program	For Years: 2021-2022
Name of person leading this review: Dr. Ariel Zatarain Tumbaga	
Names of all participants in this review: Dr. Ariel Zatarain Tumbaga, Art Salazar	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The AVC Spanish Program provides quality second language courses for student transfer, as well as a Spanish AA(T). The Spanish program's courses and AA(T) offer students the opportunity the ability to think critically and to communicate clearly and effectively in the Spanish language both orally and in writing. Our goal is to better prepare our students to be professionally competitive and to engage with the wider Spanish speaking Southern California community and Global Market.

1.2.State briefly program highlights and accomplishments
In the 2018-2019 academic year, the Spanish Program reported an 79.4 % success rate, significantly above the campus 72.2% success rate. The program also enjoyed an average retention rate. While the Spanish Program grew in students and continued to award Spanish AA(T)s. The program continues to offer courses in the AVC Palmdale campus and at Rosemond High School.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. *Type an "X" if checkbox is unavailable.*
X **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
Spanish language abilities in general are an increasingly important part of Southwest U.S. community and professional life. The California Department of Education reports that in 2017, 82.19% of students considered language learners in California public schools were Spanish speakers. 2017's Proposition 58 not only repeals English Only Prop 227, but empowers communities to implement dual immersion or bilingual schools. While job market studies show greater demand for Spanish speaking candidates, the Modern Language Association reported that bilingualism was not typically compensated with higher pay, but rather that it was another facet of individual job description criteria.   To be competitive in a Spanish bilingual job market, Heritage Speaker students should work to refine their language skills in a Spanish program, while non-Native Speakers should at least work toward an AA degree in Spanish. Furthermore, a level of Spanish fluency will serve as an important part of student's engagement with an ever-growing Latinx community.

Part 2.B. Analyze the <u>program review data</u> (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):	
Strengths	Success Rate is far above AVC average at **80.9%** in 2018-2019. The program awarded Spanish AA(T) to 21 students.

	Despite the impact of the COVID-19 pandemic in Spring, enrollment in Spanish classes continued to grow. African American student success rate rose from 50% to 63.9%.
Weaknesses	The program's African American student success rate is still lower than the AVC campus rates despite gains.
Opportunities	As communities implement more bilingual/dual immersion schools, there will be opportunities for students to continue Spanish studies upon transfer and pursue an MA or Credential in Spanish Teaching. California Community Colleges, for example, offer competitive salary and benefit career opportunities for potential CC instructors. Conversations with translation/interpretation experts reveal a need for qualified Spanish language interpreters and translators.
Threats	Fluent Spanish Speakers (aka Heritage/Native Speakers) consistently enroll in rudimentary courses for non-Spanish Speakers. I feel that this intimidates and discourages Spanish language learners from continuing their education in Spanish, thereby impacting the growth of the Spanish AA(T). Student enrollment in second year courses continues to be very low, which impacts our program growth negatively.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

 - The program has increased African American student success by 13.9% from the previous year and remains below the program and AVC average.
 - We continue to struggle with the enrollment of Heritage Speaker and Language Learner students into their respective tracks. However, our Hispanic student success remains constant at 84.6%, and above the AVC 73.2% average.
 - The Spanish AA(T) has exponentially increased, perhaps benefitting from greater internal marketing by instructors. However, the program could flourish with greater dedication to the degree's marketing on and off campus.
 - The Spanish program continues to consider the implementation of a Spanish Translation and Interpretation Degree and Certificate. While the infrastructure may already exist in the form of the ASL Program, a curricula and instructor assignments are yet to be chosen.

Part 2.D. Review and comment on progress towards past program review goals:

 - The program has been able to improve African American student success from the previous year.
 - We continue to struggle with the division of Heritage Speaker and Language Learner students into their respective tracks.   A lack of effective marketing and textbook choices may have played a role.
 - While the Spanish AA(T) has grown, the program will ultimately benefit from a greater dedication to the degree's marketing on and off campus.
 - The Spanish program continues to consider the implementation of a Spanish Translation and Interpretation Degree and Certificate. While the infrastructure may already exist in the form of the ASL Program, a curricula and instructor assignments are yet to be chosen.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1 Student Success	ILO 3	Improve student success and retention.	Success Rates remained steady from 80.5 (2017-2018), 79.4% (2018-2019) to 80.2% (2019-

			2020). However, African American students have consistently fallen below 69.1% in the last 4 academic years, and suffered a substantial dip in the 2018-2019 year (50%). In the 2019-2020 year, African American success rates increased to 63.9%. We will continue to recognize and address the crisis levels in African American student success rates in Spanish courses by collaborating with tutor and counseling services, as well as by making the coursework more culturally relevant to the African American population. We hope that this will bring up our overall student success and retention rates. This can be accomplished by assigning liaison duties to a faculty member who can reach out to services and the African American student body and community about the AfroLatinx culture and history.
2 Program Success	PLO 1,2,3	Increase efforts to strengthen Spanish AA-T and Spanish Program curricular consistency by improving marketing to students and fostering relationships with campus counseling and tutoring services, as well as providing	The Spanish Program still needs **to hire an additional full-time Spanish instructor** to participate in the instructional and the non-instructional duties required to make the Spanish AA-T a success and to create a Spanish

			consistent instructor evaluations of teaching and course materials.	Translation and Interpretation Degree and Certificate. The program is large and its full-time instructor currently handles basic administration of the program (i.e. teaching materials, adjunct training, Credit by Examination, Adjunct Instructor Observations & Evaluatons, textbook requisitions, in addition to regular faculty duties).
3 Program Growth	ILO 4		Provide students with a degree and/or certificate that will assist students' success in the translation and interpretation labor market servicing the Spanish speaking Latinx community.	Continue to collaborate with the Dean and Chair's offices in the creation, implementation, and administration of a Spanish Translation and Interpretation Degree and Certificate.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):					
Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	The Spanish program still needs 2 full-time/tenure track Spanish instructors to foment Spanish AA(T) success and growth. AVC's dedication to its Latinx student body, now at 57%, and its responsibility as a Title V grant Hispanic Serving Institution, requires a larger Spanish Program faculty dedicated to extracurricular cultural-academic programming and engagement with programs like First Year Experience, ASB and the Learning Center.	Repeat	130,000 65,000	Recurring	Dr. Ariel Zatarain Tumbaga

	In the pursuit of the CTE program of Spanish Interpretation/Translation AA(T) and Certificate, an additional full-time instructor will be needed. Assign our Division counselor to work with students 3 days a week.				
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Afro-Latin American teaching materials: film, videos, academic books, etc.	Repeat	750	One-Time	Dr. Ariel Zatarain Tumbaga
Professional Development	Fund Afro-Latin American events and research trips to museums, workshops, and events.	Repeat	2,000	Recurring	Dr. Ariel Zatarain Tumbaga
Other	Campus investment in marketing of the Spanish AA(T) on and off campus	New		Recurring	Dr. Ariel Zatarain Tumbaga

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and
Program **Major(s)** to get your data --->

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
SPAN ▼	SPAN ▼	AA-T Spanish (SPNT) ▼	(Multiple values) ▼

Retention, Success, Number of Sections, & Enrollment in SPAN (Total AVC rates are shown as | *hover over to see data*)

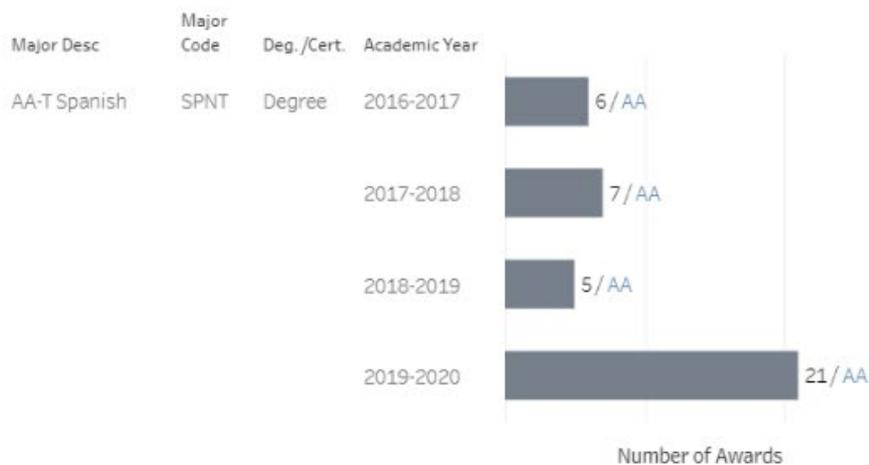| SPAN	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2016-2017	89.4%	80.0%	51	1,334
2017-2018	88.9%	80.5%	50	1,285
2018-2019	87.1%	79.4%	53	1,347
2019-2020	89.5%	80.9%	52	1,338

Enrollment and Number of Sections by *Modality* in SPAN

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	7	4	4	4
	Other Indep S..			1	1
	Traditional	44	46	48	47
Enrollment	Online	192	122	96	134
	Other Indep S..			1	2
	Traditional	1,142	1,163	1,251	1,228

Enrollment and Number of Sections by *Location* in SPAN

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	41	38	35	38
	Lancaster [Off Ca..			3	2
	Palmdale	10	12	15	12
Enrollment	Lancaster	1,060	970	904	985
	Lancaster [Off Ca..			51	37
	Palmdale	274	315	393	342

Number of Degrees/Certificates Awarded in AA-T Spanish (SPNT)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
AA-T Spanish	SPNT	Degree	2016-2017	6/AA
			2017-2018	7/AA
			2018-2019	5/AA
			2019-2020	21/AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in SPAN

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	7.0	6.0	6.3	6.3
FT/Regular		1.0	1.0	1.0
TOTAL FTEF	7.0	7.0	7.3	7.3
PT/FT		6.0	6.3	6.3
FTES	97.8	88.3	96.8	104.7
FTES/FTEF Ratio	14.0	12.6	13.2	14.3
WSCH/FTEF Ratio	419.1	378.6	396.1	428.3

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Division/Area Name: Arts & Humanities/Theatre Arts	For Years: 2021-2022
Name of person leading this review: Jonet Leighton	
Names of all participants in this review: Jonet Leighton and Carla Corona	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Theatre Arts program contributes to the district mission by offering transfer/general education courses. Theatre Arts provides an AA-Transfer degree in Theatre Arts which can assist in opportunities for career advancement not only in Theatre Arts, but in any field. Also, Theatre Arts courses provide essential enrichment to the human experience which then will give people tools to better serve our community.

1.2.State briefly program highlights and accomplishments
The program continues to grow in both enrollment and retention. The number of public performances that are offered each academic year have increased which enriches students, the campus, and community as a whole. The collaborations continue to grow with local arts organizations and educational opportunities.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X **Communication**	x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
x Creative, Critical, and Analytical Thinking	x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

x **Community/Global Consciousness**	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x **Career and Specialized Knowledge**	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each [Educational Master Plan (EMP)/Strategic Plan Goal](#) supported by the program. *Type an "X" if checkbox is unavailable.*
x **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
x **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
x **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):	
Strengths	Continue to create additional courses which enhances and supports the AA-T. Current Theatre Arts Faculty are from varied areas of expertise and graduate programs/education. Offer a variety of theatrical performances for student participation/engagement and community enrichment. Engage the County prison population with Theatre Arts courses

Weaknesses	The adjunct and full-time ratio underserves the growing Theatre Arts student enrollments.
	Offer more of a variety of times and days when classes are offered.
	Lack of space for instruction including rehearsal, storage, technical theatre aspects (set building, costume construction, and props), and performances.
	The AVC Foundation is no longer funding theatre arts trips for enrolled students.
	Lack of support from Administration for *Theatre for Young Audiences* which caused the cancellation of the Spring 2020 touring show which serves 2,000 elementary school students in the Antelope Valley and surrounding areas.
	Lack of Staff Development with current THA Faculty.
Opportunities	Engage with prospective students in high schools and middle schools.
	Participation in conferences, seminars, and workshops offered by national and regional theatre organizations.
	Providing funding to allow all THA faculty to meet in-person for Departmental planning.
Threats	Disparity of budgetary support for theatrical productions and performances.
	Disparity in supporting excellence in programs in the arts versus other areas on campus.
	Cancellation of classes prior to first meeting.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

None have been funded or prioritized for the Division.

rt 2.D. Review and comment on progress towards past program review goals:

None have been addressed, funded, or prioritized.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Program: Theatre Arts Area Goal #1	1. Commitment to strengthen institutional Effectiveness Measures.	Provide essential exposure for theatre arts students to professional theatre productions.	1. Create partnerships with theatres to provide student group discounts 2. Determine appropriate and relevant theatre arts productions for students.

Program: Theatre Arts Area Goal #2	1. Commitment to strengthen Institutional Effectiveness measures and Supporting PLOs.	Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus.	1. Increase marketing materials in other areas of the campus to inform students that the Arts & Humanities Division, specifically, Theatre Arts Department and Faculty offer courses that increase the competitiveness for hiring of their majors. 2. Participate in on-campus events with promotional material and highlights from departmental works. 3. Offer a diverse body of work to students for performance and production including, but not limited to, a musical, drama, comedy, TYA (Theatre for Young
			Audiences), and emerging playwrights. 4. Hire FT Theatre Instructor to assist in oversight and implementation. 5. Hire an Arts Information Officer.

Program: Theatre Arts Area Goal #3	4 Advance more students to college-level coursework. 1 Commitment to strengthen Institutional Effectiveness measures. 2 Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services.	Implement a program to offer a to be determined number of students (per semester) the opportunity to work hands-on with the Technical Theatre and Front of House personnel at the AVC Performing Arts Theatre as part of career development.	1 Create and design a theatre specific workforce development curriculum for student interns. 2 Work with AVC PAT Staff to create internship program (paid or unpaid). 3 Hire FT Theatre Instructor to assist in oversight and implementation.
Program: Theatre Arts Area Goal #4	Commitment to strengthen Institutional Effectiveness measures.	Provide students with access to professional competition and participation in national theatre festival, which aids in improvement of performance skills, networking opportunities, and exposure to career options.	1. Become an ongoing member/participant of the Kennedy Center American College Theatre Festival – So Ca Region. 8 2. Hire FT Theatre Instructor to assist in oversight and implementation. 3. Hire an Arts Information Officer.
Program: Theatre Arts Area Goal #5	Commitment to strengthen Institutional Effectiveness measures.	Provide students with access and exposure to professional participation in national technical theatre organization, which aids in improvement of performance skills, networking opportunities, and exposure to career options.	1. Become an ongoing member/participant of USITT or other relevant technical theatre organization – Regionally or nationally 2. Hire FT Theatre Instructor to assist in oversight and
			implementation. 3. Hire an Arts Information Officer.

Program: Theatre Arts Area Goal #6	4 Advance more students to college-level coursework. Commitment to strengthen Institutional Effectiveness Measures.	Increase access to current and more advanced theatre materials and equipment for students.	1. Update lighting equipment, control boards, theatrical furnishings, and audio systems, etc. to meet current theatre and educational theatre settings.
Program: Theatre Arts Area Goal #7	1. Commitment to Strengthen Institutional Effectiveness Measures.	Increase AA-T Theatre Arts degree completion on an annual basis.	1. Increase access and resources to local high schools and middle schools in order to provide information and knowledge of the Theatre Arts program at AVC. 2. Create complete and high quality promotional material or collateral for the Theatre Arts program indicating all the Theatre Arts courses offered. 3. Offer a student work position for the Theatre Arts Department that can help with creation of materials, update website, and outreach to local high schools. 4. Offer stipend to Adjunct Faculty members to complete outreach to community schools and groups. 5. Hire FT Theatre instructor to assist in oversight and implementation.

			6. Hire an Arts Information Officer.
Program: Theatre Arts Area Goal #8	1. Commitment to Strengthen Institutional Effectiveness Measures.	Create a Certificate in Technical Theatre	1. Research and determine needs and requirements for a certificate in technical theatre. 2. Write any new courses that may be required as well as the certificate. 3. Submit to appropriate committees (AP&P, Senate, Outcomes, etc.) for approval. 4. Hire Adjunct Instructors, as needed. 5. Hire FT Theatre instructor to assist in oversight and implementati on.
Program: Theatre Arts Area Goal #9	1. Commitment to Strengthen Institutional Effectiveness Measures.	Create a Local Degree in Theatre Arts	1. Research and determine needs and requirements for a Local Degree in Theatre Arts. 2. Write any new courses that may be required as well as the degree program. 3. Submit to appropriate committees (AP&P, Senate, Outcomes, etc.) for approval. 4. Hire Adjunct Instructors, as needed. 5. Hire FT Theatre instructor to assist in oversight and implement ation.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	**#1** Hire Full Time faculty member in Theatre Arts	Repeat	$80,000	Recurring	
Classified Staff	#2 Arts Information Officer	New	$50,000	Recurring	
Technology	**#3** Upgrade computerized lighting and sound control and purchase 21st Century lighting instruments, including LED technology.	Repeat	$50,000	One Time	
Physical/Facilities	**#4** Upgrade equipment and physical space of FA2.	Repeat	$50,000	One Time	
Supplies	White Boards, Office Supplies, etc.	New	$3,000	New	
Professional Development	**#5** Cost for registration and participation in USITT National Conference.	Repeat	$3,000	Recurring	
Professional Development	Cost of participation and preparation for Departmental Planning	New	$3,000	Recurring	
Other	**#5** Funds for marketing and promotional materials	Repeat	$5000	Recurring	
Other	**#6** Cost for tickets for students to see professional theatre.	Repeat	$2500	Recurring	
Other	**#7** Cost for registration and participation in the Kennedy Center Festival regionally for 15 students annually.	Repeat	$4500	Recurring	
Other	**#8** Cost for registration and participation in the USITT regionally for 6 students annually.	Repeat	$2500	Recurring	
Other	**#9** Student Assistant to work in Theatre Arts Department	Repeat	$5000	Recurring	

| Other | #10 Resources for the creation of an internship program | Repeat | $7000 | Recurring | |

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Select **Subject**	Select **Subject** again	Select **Major(s)**	Academic Year
THA	THA	AA-T Theatre Arts (THAT)	Multiple values

Retention, Success, Number of Sections, & Enrollment in THA (Total AVC rates are shown as | *hover over to see data*)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
THA	2015-2016	88.1%	76.6%	43	932
	2016-2017	90.4%	82.9%	56	894
	2017-2018	92.2%	81.6%	66	1,037
	2018-2019	90.8%	83.3%	61	1,061
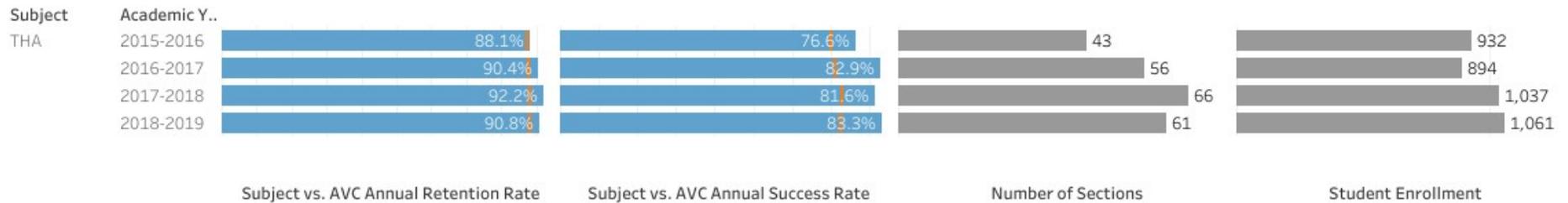
Enrollment and Number of Sections by *Modality* in THA

	Instr. Method	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Other Indep Study			1	
	Traditional	43	55	65	61
	Work Experience		1		
Enrollment	Other Indep Study			1	
	Traditional	932	893	1,036	1,061
	Work Experience		1		

Enrollment and Number of Sections by *Location* in THA

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	43	56	62	58
	Lancaster [Off Ca..				2
	Palmdale			4	1
Enrollment	Lancaster	932	894	961	1,011
	Lancaster [Off Ca..				32
	Palmdale			76	18

Number of Degrees/Certificates Awarded in AA-T Theatre Arts (THAT)

Major Descr./Co..	Deg./Cert.	Academic Year	Number of Awards
AA-T Theatre Arts (THAT)	Degree	2015-2016	3 / AA
		2016-2017	9 / AA
		2017-2018	9 / AA
		2018-2019	11 / AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in THA

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	2.8	3.1	3.9	3.8
FT/Regular	0.9	1.0	1.0	1.0
TOTAL FTEF	3.7	4.1	4.9	4.8
PT/FT	2.9	3.2	4.1	4.0
FTES	48.7	47.6	60.0	56.2
FTES/FTEF Ratio	13.2	11.7	12.3	11.8
WSCH/FTEF Ratio	395.9	350.5	367.6	352.8

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Please Select **Subject** area (twice) and
Program Major(s) to get your data --->

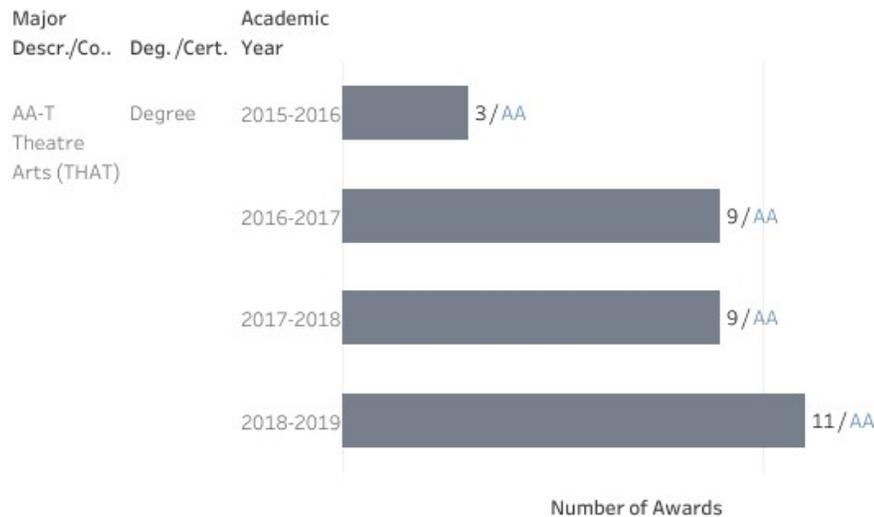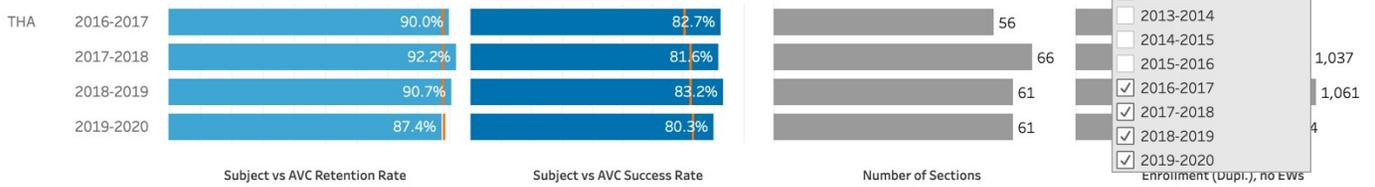| Select Subject	Select Subject again	Select Program Major(s)	Academic Year
THA ▾	THA ▾	(Multiple values) ▾	(Multiple values) ▾

Academic Year selection:
- ☐ (All)
- ☐ 2012-2013
- ☐ 2013-2014
- ☐ 2014-2015
- ☐ 2015-2016
- ☑ 2016-2017
- ☑ 2017-2018
- ☑ 2018-2019
- ☑ 2019-2020

Retention, Success, Number of Sections, & Enrollment in THA (Total AVC rates are shown as | hover over to see data)
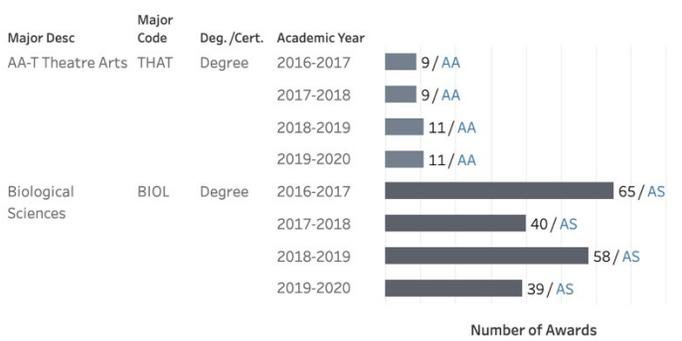
THA	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2016-2017	90.0%	82.7%	56	
2017-2018	92.2%	81.6%	66	1,037
2018-2019	90.7%	83.2%	61	1,061
2019-2020	87.4%	80.3%	61	

Enrollment and Number of Sections by *Modality* in THA

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep S..		1		
	Traditional	55	65	61	61
	Work Experie..	1			
Enrollment	Other Indep S..		1		
	Traditional	893	1,036	1,061	962
	Work Experie..	1			

Enrollment and Number of Sections by *Location* in THA

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	56	62	58	58
	Lancaster [Off Ca..			2	3
	Palmdale			4	1
Enrollment	Lancaster	894	961	1,011	917
	Lancaster [Off Ca..			32	45
	Palmdale			76	18

Number of Degrees/Certificates Awarded in AA-T Theatre Arts (THAT) & Biological Sciences (BIOL)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
AA-T Theatre Arts	THAT	Degree	2016-2017	9 / AA
			2017-2018	9 / AA
			2018-2019	11 / AA
			2019-2020	11 / AA
Biological Sciences	BIOL	Degree	2016-2017	65 / AS
			2017-2018	40 / AS
			2018-2019	58 / AS
			2019-2020	39 / AS

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in THA

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	3.1	3.9	3.8	4.0
FT/Regular	1.0	1.0	1.0	0.7
FT/Overload				0.3
TOTAL FTEF	4.1	4.9	4.8	4.9
PT/FT	3.2	4.1	4.0	5.8
FTES	47.6	60.0	56.2	55.0
FTES/FTEF Ratio	11.7	12.3	11.8	11.2
WSCH/FTEF Ratio	350.5	367.6	352.8	334.5

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