



## 2018-2019 Program Review Report

<b>Division/Area Name: Arts and Humanities/Studio Arts, Art History</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> David Babb	
<b>Names of all participants in this review:</b> David Babb, Rae Agahari, Glen Knowles, Christine Mugnolo, Jimmy Laiben, Katherine McGuire, Anthony Maher, Sarah Donaldson	

### 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 (ART 100, 101, 102, 103, 104, 106, 110, 113, 120, 132, 135, 136, 137, 140, 145, 150, 163, 170, 210, 213) 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 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 displays, students develop an 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:

**Seven** AA-T degrees in Art History were awarded during 2017-2018 (up from 3 awarded in the previous cycle), and **26** AA-T degrees in Studio Arts were awarded during 2017-2018 (up from 14 awarded in the previous 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.

#### 1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<b>xCommunication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<b>xCreative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> 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.
<b>xCommunity/Global Consciousness</b>	xUnderstands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. xDemonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b>x Career and Specialized Knowledge</b>	xDemonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <i>Educational Master Plan (EMP)/Strategic Plan Goal</i> supported by the program.	
X	Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
<input type="checkbox"/>	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.
<input type="checkbox"/>	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input type="checkbox"/>	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.:**

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):**

<b>Strengths</b>	The number of offered sections increased by three from 88 to 91 and enrollment increased by 82 from 1,777 to 1,859. Awarded degrees continue to rise exponentially. The discipline FTES increased from 128.5 (Fall 2016) to 132 (Fall 2017), FTES/FTEF increase from 14.6 (Fall 2016) to 15.7 (Fall 2017), WSCH/FTEF ratio increased from 438.1 (Fall 2016) to 471.5 (Fall 2017), and PT/FT faculty ratios dropped from 1.1 (Fall 2016) to a still enviable .8 (Fall 2017).
<b>Weaknesses</b>	Retention rates dropped slightly during the cycle at 88.0%, but still on par with the AVC average of 87.6%. Success rates also dropped 2 points to 76.7% for the cycle, but still above the AVC average of 72.4%. Only one section was offered at the Palmdale center, and all 91 sections were offered in a traditional format.
<b>Opportunities</b>	More sections could be offered at the Palmdale center and online or hybrid classes could be developed.
<b>Threats</b>	Although overall sections offered and enrollment numbers are increasing, only traditional instruction is being offered. The discipline risks losing enrollment opportunities by only traditional course offerings.

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

SLOs success rates are still statistically positive. The lowest success rates are from SLOs that address Art History and contemporary culture in Studio Art. Action Plans are ongoing and include completing rubrics/checklists for all discipline classes and improving instructional equipment for classrooms to improve before mentioned SLO weaknesses. PLOs are also statistically positive and the Action Plans are ongoing and include improved facilities and equipment to meet discipline goals, to accommodate increased enrollment, newly developed courses, and revised TMC curriculum.

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

Previous program review goals included improved and additional instructional facilities and technology/equipment and new classroom supplies/furniture. Classroom FA4, room 189 has upgraded instructional technology, FA 1, room 101 has improved easels and ordered drawing “horses,” and FA1, room 110 has new/cleaned acoustic ceiling tiles, resurfaced walls, and new tables and chairs.

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

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Grow the number of AA-T graduates in Studio Arts and Art History	ILOs 1,2,3,4, PLOs 1,2,3,4	As enrollment and demand continues to rise and more majors are declared, additional classroom space and improved instructional technology and equipment are need to accommodate current students and grow the number of AA-T graduates.	ITS is considering/developing improved instructional equipment for FA1 classrooms.  Track lighting needs to be repaired or replaced in FA1, room 101. Adequate lighting is essential for students achieving outcomes in Studio Art.  Additional classroom space could be identified and negotiated (particularly in FA4).
Diversify the TMC curriculum to give students more course offerings	ILOs 1,2,3,4, PLOs 1,2,3,4	Christine Mugnolo has developed new courses (Printmaking and “family” sequences in Drawing and Painting). New supplies (printing presses ) are needed for printmaking and facilities need to be able to address new praxis as well as storage.	New supplies/equipment need to be identified and budgeted.  Additional or re-configured classroom facilities are needed (particularly in FA4).

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact’s Name</i>
Faculty					
Classified Staff					

Technology	Instructional equipment/stations, projection screens, and ceiling mounted projectors are needed in FA1 rooms 101 and 110.	Repeat	ITS is pricing and facilitating this request.	One-time cost	David Babb, Rich Sim (room 110)
Physical/Facilities	Additional classroom space for studio courses.	Repeat	n/a	One-time cost	Duane Rumsey
Supplies	Printing presses, flat files, and tables	New	This request is being priced by Christine Mugnolo.	One-time cost	Christine Mugnolo
Professional Development					
Other					



## 2018-2019 Program Review Report

<b>Division/Area Name: Arts and Humanities Division/ Chinese</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Dr. Xinmin Zhu	
<b>Names of all participants in this review:</b> Dr. Xinmin Zhu	

### Part 1. Program Overview:

<i>1.1. Briefly describe how the program contributes to the district mission:</i> 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.	
<i>1.2. State briefly program highlights and accomplishments:</i> 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.	
<i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i>	
<b>X Communication</b>	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
<b>X Creative, Critical, and Analytical Thinking</b>	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<b>X Community/Global Consciousness</b>	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.
<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<i>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</i>	
<input type="checkbox"/> Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	

<input type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input type="checkbox"/> 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 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.:**

No results

**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):**

<b>Strengths</b>	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.
<b>Weaknesses</b>	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.
<b>Opportunities</b>	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
<b>Threats</b>	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:**

To create a language Lab for world languages and to install Chinese program on computers for increasing retention rate and success rate

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

AVC has a hard time to find qualified instructors in Chinese, partly because of its geographical location.

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

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
Chinese Goal1	EMP Goal 4 and 5	To increase enrollment in Chinese	To advertise openings in Chinese instructors by various means

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

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

Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject  
CHIN

Select Subject **again**  
CHIN

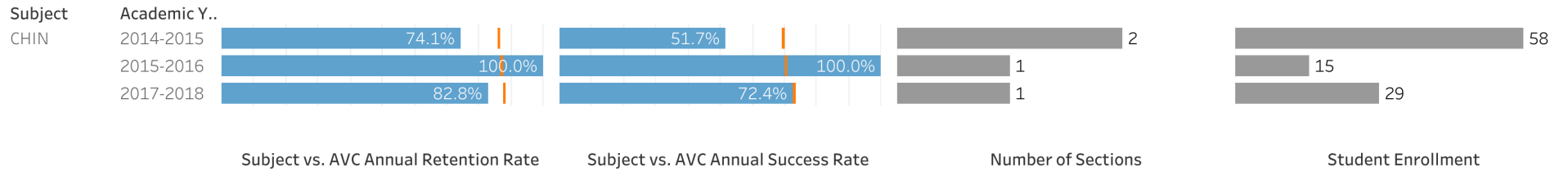
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or Select Major Code for Awards  
All

Academic Year  
Multiple values



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



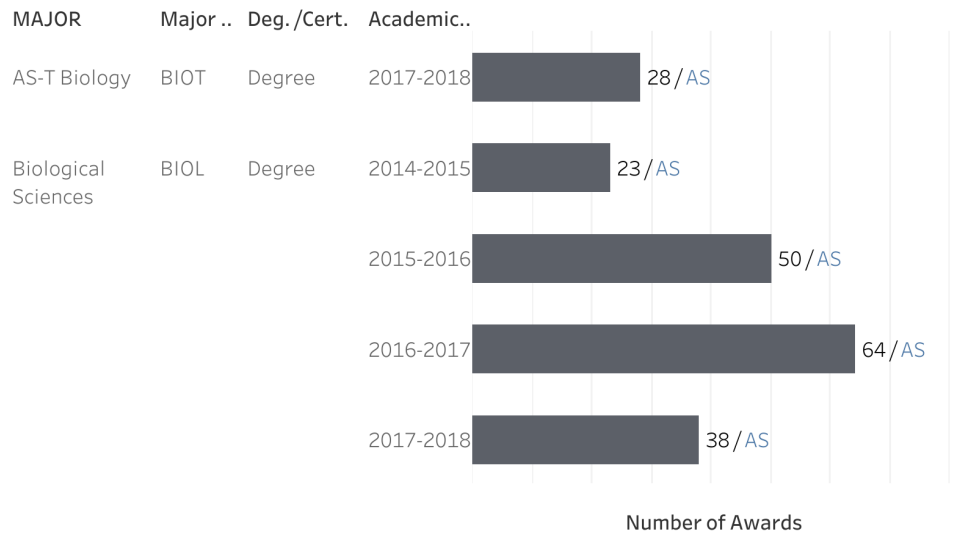
Enrollment and Number of Sections by *Modality* in CHIN

Instr. Met..	2014-2015	2015-2016	2017-2018
<b>Number of Sections</b>	Traditional 2	1	1
<b>Enrollment</b>	Traditional 58	15	29

Enrollment and Number of Sections by *Location* in CHIN

Location	2014-2015	2015-2016	2017-2018
<b>Number of Sections</b>	Lancaster 2	1	1
<b>Enrollment</b>	Lancaster 58	15	29

Number of Degrees/Certificates Awarded in BIOL & BIOT



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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.3	0.3		
<b>TOTAL FTEF</b>	0.3	0.3	0.0	0.0
PT/FT				
FTES	5.4	2.5		
FTES/FTEF Ratio	16.2	7.6		
WSCH/FTEF Ratio	485.1	227.7		





## 2018-2019 Program Review Report

<b>Division/Area Name: Arts &amp; Humanities/Dance</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Cindy Littlefield	
<b>Names of all participants in this review:</b> Cindy 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. Although Dance does not offer an AA-T, 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. Last year, Dance enrolled 10 students and 2 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.*

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

<i>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</i>	
✓	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.
✓	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.:**

No results have been gathered.

**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):**

<b>Strengths</b>	Success rate is at 74.8%
<b>Weaknesses</b>	No AA-T dance degree offered because none is written. AA dance degree is in process of approval.
<b>Opportunities</b>	Dance offers opportunities to transfer to a 4-year university through courses which are transferable.
<b>Threats</b>	Student retention (85.2%) may drop without AA degree.

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

Dance Lecture Room, (FA 4 182) has been renovated from a kitchen to a lecture classroom, which makes it much easier to teach in.

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

dddd Dance Appreciation classroom has been renovated.

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

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
Promote dance program	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	AA dance degree has been written and articulated.	Needs approval from the chancellor's office
Repeatability of Courses needed for student mastery.	DA 202, 203, 204, 104, 106, 124, 204, 105, 125, 205. All SLO's	AA-T in dance offering in the state	Needs approval from the chancellor's office

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

<b>Type of Resource Request</b>	<b>Summary of Request</b>	<b>New or Repeat Request</b>	<b>Amount of Request, \$</b>	<b>One-Time or Recurring Cost, \$</b>	<b>Contact's Name</b>
Faculty	Additional Full Time Dance Instructor	Repeat	100,000	recurring	Cindy Littlefield
Classified Staff	1. Professional Dance Assistant 2. costume designer, 3. counselor for dance students 4. Dance accompanist	New; repeat	approx. 9,600 for each staff	recurring	Cindy Littlefield
Technology	New bass boost speaker (broken)	New	500.	one time	Cindy Littlefield
Physical/Facilities	Cleaning/repairing/painting Gym 140 floor and walls	Repeat	10,000	one time	Cindy Littlefield
Supplies	New bass boost speaker (broken)	New	500.	one time	Cindy Littlefield
Professional Development	Working with other faculty on collaborations within disciplines; college dance conferences budget for teachers and students.	New	5,000	recurring	Cindy Littlefield
Other	Hiring staff for cleaning of dance closet, organizing costumes	New	2,000	one-time	Cindy Littlefield



## 2018-2019 Program Review Report

<b>Division/Area Name: Arts &amp; Humanities / Deaf Studies &amp; Interpreter Training</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Cole McCandless	
<b>Names of all participants in this review:</b> Dan Humphrey, Maurice Boyd, Danielle Iancului, Cole McCandless	

### Part 1. Program Overview:

<p><i>1.1. Briefly describe how the program contributes to the district mission:</i></p> <p>The Deaf Studies &amp; 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.</p>									
<p><i>1.2. State briefly program highlights and accomplishments:</i></p> <p>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.</p>									
<p><i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"><b>X Communication</b></td> <td style="padding: 5px;"> <input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.  <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications         </td> </tr> <tr> <td style="padding: 5px;"><b>X Creative, Critical, and Analytical Thinking</b></td> <td style="padding: 5px;"> <input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.  <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.         </td> </tr> <tr> <td style="padding: 5px;"><b>X Community/Global Consciousness</b></td> <td style="padding: 5px;"> <input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.  <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.         </td> </tr> <tr> <td style="padding: 5px;"><b>X Career and Specialized Knowledge</b></td> <td style="padding: 5px;"><input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</td> </tr> </table>		<b>X Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications	<b>X Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.	<b>X Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.	<b>X Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
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<input checked="" type="checkbox"/>	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/>	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/>	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.:**

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):**

<b>Strengths</b>	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.
<b>Weaknesses</b>	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.
<b>Opportunities</b>	Building the program at Palmdale campus's DFST and INT program will ensure that our programs are accessible to more students.
<b>Threats</b>	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.

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

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**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:**

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
1. Increase graduation and transfer.	ILO 3,4 PLO 2, 3	Increase the number of students who graduate/ transfer with a	To meet this goal, we need to hire a 4 <sup>rd</sup> full time faculty member that

		DFST/ INT certificate or Degree.	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.
2. 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.
3. Increase access to success.	ILO 1,2,5	Increase student access to success	Many of our classes require a Go-

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
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					
Professional Development					
Other					



Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject  
Multiple values

Select Subject **again**  
Multiple values

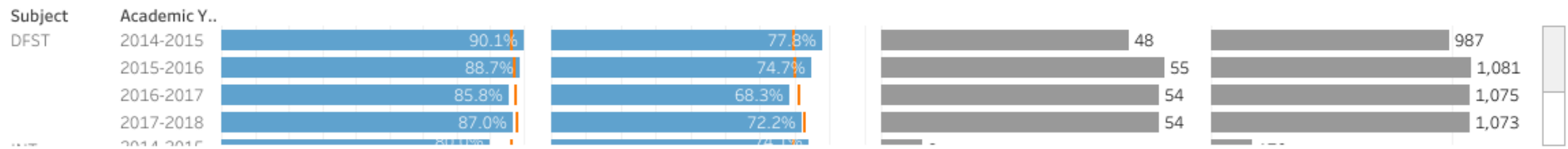
Select Major(s) for Program Awards  
Multiple values

or Select Major Code for Awards  
All

Academic Year  
Multiple values



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



Subject vs. AVC Annual Retention Rate

Subject vs. AVC Annual Success Rate

Number of Sections

Student Enrollment

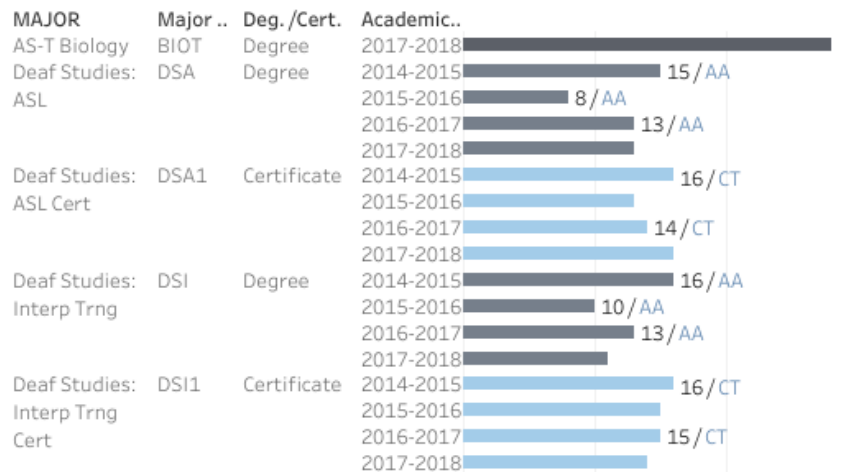
Enrollment and Number of Sections by **Modality** in **All**

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	2	1	1	
	Traditional	48	6	55	7
	Work Expe..				1
Enrollment	Online	59	25	27	
	Traditional	987	111	1,081	149
	Work Expe..				1

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

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	45	8	48	7
	Lancaster ..		3	2	3
	Palmdale	3	4	1	4
Enrollment	Lancaster	911	170	948	149
	Lancaster ..		62	37	73
	Palmdale	76	71	25	71

Number of Degrees/Certificates Awarded in **BIOT, DSA, DSA1 and 2 more**



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	2.5	3.5	4.1	2.3			0.7	0.5
FT/Regular	1.3	1.2	0.8	2.4	0.7	1.0	0.3	0.5
FT/Overlo..	0.7	0.3	0.6	0.3	0.3			
TOTAL FTEF	4.4	5.0	5.5	5.0	1.0	1.0	1.0	1.0
PT/FT	1.9	3.1	5.0	1.0			2.7	1.2
FTES	67.0	71.4	77.1	68.1	13.1	12.9	13.5	11.7
FTES/FTEF..	15.1	14.4	14.0	13.7	12.8	12.7	13.2	11.5
WSCH/FTE..	453.7	430.8	419.1	410.9	384.1	380.6	395.6	343.8

Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject  
Multiple values

Select Subject **again**  
Multiple values

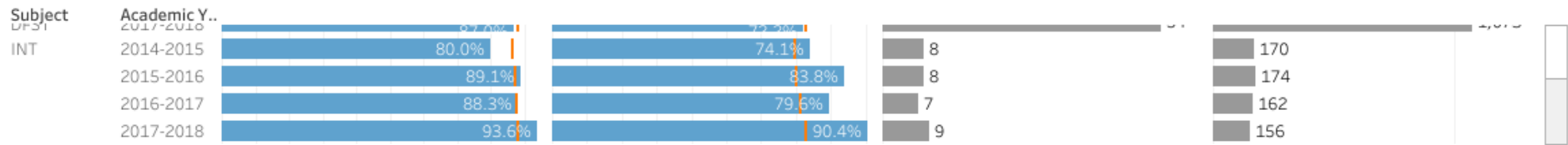
Select Major(s) for Program Awards  
Multiple values

or Select Major Code for Awards  
All

Academic Year  
Multiple values



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



Subject vs. AVC Annual Retention Rate

Subject vs. AVC Annual Success Rate

Number of Sections

Student Enrollment

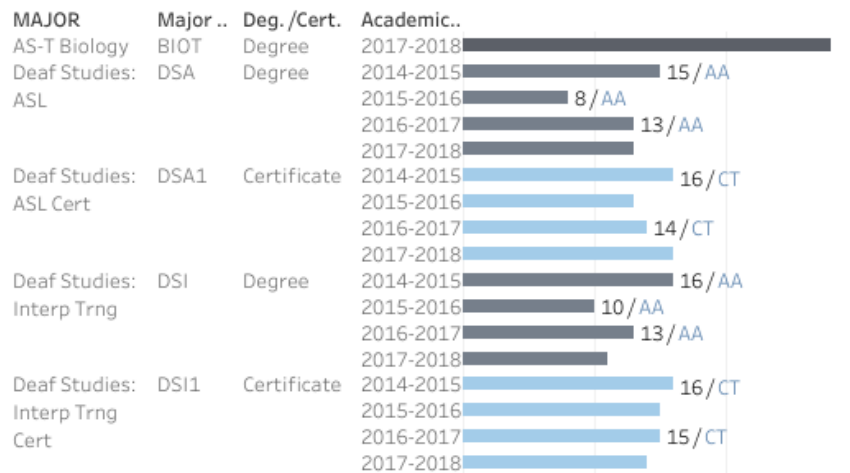
Enrollment and Number of Sections by **Modality** in **All**

Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
<b>Number of Sections</b>				
Online	2	1	1	
Traditional	48	6	55	7
Work Expe..				54
<b>Enrollment</b>				
Online	59	25	27	
Traditional	987	111	1,081	149
Work Expe..				1,075
				135
				1,073
				155
				1

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

Location	2014-2015	2015-2016	2016-2017	2017-2018
<b>Number of Sections</b>				
Lancaster	45	8	48	7
Lancaster ..			3	2
Palmdale	3	4	1	4
<b>Enrollment</b>				
Lancaster	911	170	948	149
Lancaster ..			62	37
Palmdale	76	71	25	71
				27
				172
				43
				9

Number of Degrees/Certificates Awarded in **BIOT, DSA, DSA1 and 2 more**



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..
<b>PT/Adjunct</b>	2.5	3.5	4.1	2.3			0.7	0.5
<b>FT/Regular</b>	1.3	1.2	0.8	2.4	0.7	1.0	0.3	0.5
<b>FT/Overlo..</b>	0.7	0.3	0.6	0.3	0.3			
<b>TOTAL FTEF</b>	4.4	5.0	5.5	5.0	1.0	1.0	1.0	1.0
<b>PT/FT</b>	1.9	3.1	5.0	1.0			2.7	1.2
<b>FTES</b>	67.0	71.4	77.1	68.1	13.1	12.9	13.5	11.7
<b>FTES/FTEF..</b>	15.1	14.4	14.0	13.7	12.8	12.7	13.2	11.5
<b>WSCH/FTE..</b>	453.7	430.8	419.1	410.9	384.1	380.6	395.6	343.8

# Deaf Studies / Interpreter Training Advisory Committee

January 19, 2018

## 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.	<i>Cole McCandless</i>	<p><b><u>Issues Discussed:</u></b>  <i>Students can obtain: AA degree in DFST-ASL; AA degree in DFST-INT; Certificate in DFST-ASL; Certificate in DFST-INT</i>            First graduating cohort: 2006_</p> <p><b><u>Action Taken:</u></b>            Information only</p> <p><b><u>Follow Up Items:</u></b>  <i>N/A</i></p>
II. Discussion of graduate data.	<i>Cole McCandless</i>	<p><b><u>Issues Discussed:</u></b>            Provided an update about all student completers.            Provided an update on transfer students.            Provided an update on data which details the number of students who have attempted and or passed either the ESSE, EIPA, or NIC tests.</p> <p><b><u>Action Taken:</u></b>            Information only.</p>

		<p><b><u>Follow Up Items:</u></b> N/A</p>
<p>III. Discussion of course offerings to ascertain if courses align with desired competencies of an entry level interpreter or user of ASL.</p>	<p><i>Cole McCandless</i></p>	<p><b><u>Issues Discussed:</u></b> Desired competencies of entry level ASL users. Desired competencies of entry level interpreters. <b><u>Action Taken:</u></b> None <b><u>Follow Up Items:</u></b> Continued monitoring of program to ensure alignment with desired community and workforce competencies.</p>
<p>IV. Program review update.</p>	<p><i>Cole McCandless</i></p>	<p><b><u>Issues Discussed:</u></b> Shared most recent program review update with the committee. <b><u>Action Taken:</u></b> None <b><u>Follow Up Items:</u></b> N/A</p>
<p>V. Program update.</p>	<p><i>Cole McCandless</i></p>	<p><b><u>Issues Discussed:</u></b> Multiple students have volunteered at Deaf Community events providing over 120 hours of volunteer work. We successfully negotiated a partnership with Sorenson VRS to provide exclusive access for our students to shadow and observe working VRS interpreters at their Burbank VRS call center. This is a HUGE success which took years to get done. AVC is the 3<sup>rd</sup> school ever to be able to observe in their VRS call center. Update of new Full-time and adjunct faculty members. <b><u>Action Taken:</u></b> None <b><u>Follow Up Items:</u></b> N/A</p>
<p>VI. Future plans.</p>	<p><i>Cole</i></p>	<p><b><u>Issues Discussed:</u></b></p>

	<i>McCandless</i>	<p>Possible revamp of interpreting program course offerings.</p> <ul style="list-style-type: none"> <li>-Possible addition of a course on Audism, Power, &amp; Privilege.</li> <li>-Possible deletion of Transliteration course and instead combining the content with our Simultaneous interpreting course.</li> </ul> <p>Discussion of course text and source materials.  Discussion of creation of in-house source material as well of topics of source material.</p> <p><b><u>Action Taken:</u></b>  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.</p> <p><b><u>Follow Up Items:</u></b>  Committee members will share their findings at next meeting.</p>
<p><b>NEXT MEETING DATE:</b></p> <p><b>January 18, 2019.</b></p>		



## 2018-2019 Program Review Report

<b>Division/Area Name: Arts &amp; Humanities – Digital Media</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Cynthia Kincaid	
<b>Names of all participants in this review:</b> Duane Rumsey, Cynthia Kincaid, Terry Rezek, Lisa Karlstein, Justin Armstrong	

### Part 1. Program Overview:

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

The digital media department provides training for 21<sup>st</sup> 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.*

<b>X Communication</b>	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
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	X Demonstrates listening and speaking skills that result in focused and coherent communications
<b>X Creative, Critical, and Analytical Thinking</b>	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.
<b>X Community/Global Consciousness</b>	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.
<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<i>1.4. Check each <a href="#">Educational Master Plan (EMP)</a>/<a href="#">Strategic Plan Goal</a> supported by the program.</i>	
<input type="checkbox"/> 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.	
<input type="checkbox"/> 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.:**

**(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):**

<b>Strengths</b>	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.
<b>Weaknesses</b>	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 visible as we could be. We also need more full time staff members to be visible and develop a rapport with students and get them more interested in completing our degree and certificate programs.
<b>Opportunities</b>	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.
<b>Threats</b>	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 attain 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:**

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Provide a constant comprehensive curriculum for students...			
Adding a full time teacher...			

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

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

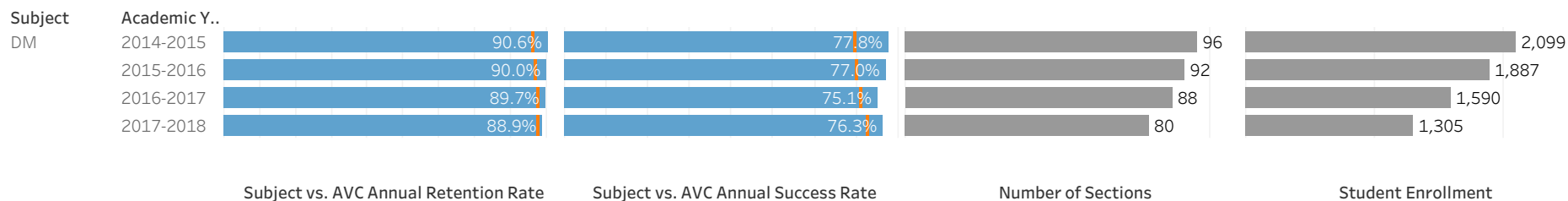


Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject DM	Select Subject <b>again</b> DM	Select Major(s) for Program Awards Multiple values	or Select Major Code for Awards All	Academic Year Multiple values
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Retention, Success, Number of Sections, & Enrollment in **DM** (Total AVC rates are shown as | )



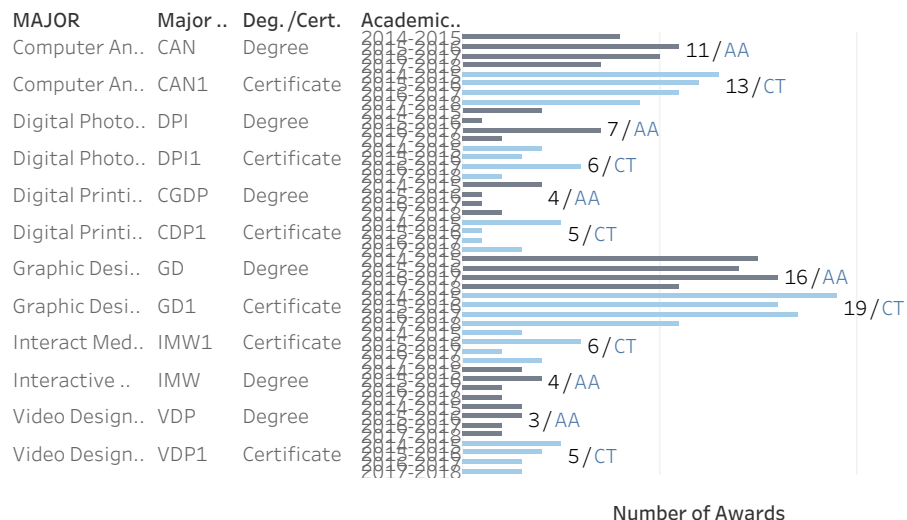
Enrollment and Number of Sections by **Modality** in **DM**

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study		4	6	8
	Traditional	96	88	82	72
Enrollment	Other Indep Study		4	10	22
	Traditional	2,099	1,883	1,580	1,283

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

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	96	92	88	78
	Lancaster [Off Ca..				2
Enrollment	Lancaster	2,099	1,887	1,590	1,261
	Lancaster [Off Ca..				44

Number of Degrees/Certificates Awarded in **All**



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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	5.3	4.8	4.2	2.8
FT/Regular	2.1	2.1	2.1	2.1
FT/Overload	0.1		0.2	
<b>TOTAL FTEF</b>	<b>7.5</b>	<b>6.9</b>	<b>6.5</b>	<b>4.9</b>
PT/FT	2.5	2.3	2.0	1.3
<b>FTES</b>	<b>87.0</b>	<b>79.6</b>	<b>63.2</b>	<b>45.8</b>
<b>FTES/FTEF Ratio</b>	<b>11.6</b>	<b>11.6</b>	<b>9.7</b>	<b>9.3</b>
<b>WSCH/FTEF Ratio</b>	<b>347.4</b>	<b>347.9</b>	<b>290.0</b>	<b>280.1</b>



**2018-2019 Program Review Report**

<b>Division/Area Name: Arts &amp; Humanities/ Film &amp; Television</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Kevin North	
<b>Names of all participants in this review:</b>	

**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 created and launched an AS-T in Film Production. Fall 2018 was the first semester that the program was officially offered in the catalog. This is the first formal year of the program and we now have students enrolled and are looking to graduate our first group as early as Fall 2019.

*1.3. Check each Institutional Learning Outcome (ILO) supported by the program.*

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

<input type="checkbox"/> X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input type="checkbox"/> X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/> X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input type="checkbox"/> 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.:**

The FTV Film Production Program has an advisory committee that meets annually to discuss the classes offered and equipment being used by the students. The committee is made up of industry professionals from the Film & Television industry and they have provided professional guidance toward the types of skills that students should be learning in order to seek employment or to transfer to a program at the university level.

**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):**

<b>Strengths</b>	The program is in its first year and currently seeing good enrollment numbers. We have over 50 majors in the program.
<b>Weaknesses</b>	We don't have enough instructors and we do not have a full time Instructor.
<b>Opportunities</b>	The Program can grow if we have proper resources including a full time Instructor
<b>Threats</b>	Without a full time Instructor there is no one to effectively coordinate the program. There is no solid or consistent leadership for the AS-T degree and no full time Instructor to provide students with consistent and effective learning opportunities. .

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

- 1.) Continue the process of developing the AS-T degree. This is now complete. The AS-T has been approved and was added to the college catalog for the Fall 2018 semester.
- 2.) Identify the physical space/room(s) that are needed in order 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.
- 3.) 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.
- 4.) 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 not been fulfilled as we still do not have a full time faculty member to coordinate or lead the program. All of the work for the program including SLO implementation and Program Review are currently being done by the Adjunct in the area.

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

The FTV AS-T in Film Production is now submitted and approved by AP&P.

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

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
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Provide Students with consistent and effective instruction with a focus on the AS-T Degree	This goal supports PLO #1,2 &3 for the AS-T in Film Production as well as ILO #1,2,3 &4.	Increase Staffing for the needs of the program.	Hire a full time faculty member that will lead the AS-T degree and grow the program while providing students with consistent and effective learning opportunities.
Identify new instructional equipment, software & subscription needs in order to provide effective instruction that will lead to student success.	This goal Supports PLO #1 & 2 for the AS-T in Film Production as well as ILO #1,2,3 & 4.	Identify a music and sounds effects library for students to use while producing films.  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.
Identify the physical space/rooms that are needed in order to provide effective instruction that will lead to student success.	This goal supports PLO #1,2 &3 for the AS-T in Film Production as well as ILO #1,2,3 &4.	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):**

<b>Type of Resource Request</b>	<b>Summary of Request</b>	<b>New or Repeat Request</b>	<b>Amount of Request, \$</b>	<b>One-Time or Recurring Cost, \$</b>	<b>Contact's Name</b>
Faculty	This is an ongoing request for a full time faculty that will help student retention and completion of the new AS-T that is currently being offered.	Repeat	Based on faculty salary schedule.	Recurring	Kevin North-FTV Faculty Duane Rumsey-Dean
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
Technology	Ongoing request for state of the art equipment required for students to acquire and solidify the skills needed to transfer to the university and/or get a job in the industry.	Repeat	50,000	One-Time	Kevin North-FTV Faculty Duane Rumsey- Dean
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	100,000	One- Time	Kevin North-FTV Faculty Duane Rumsey-Dean

	employment.				
Supplies	Miscellaneous	Repeat	5,000	Recurring	
Professional Development	Faculty and Support staff to attend Conferences and Workshops.	Repeat	20,000	Recurring	
Other					



## 2018-2019 Program Review Report

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

### Part 1. Program Overview:

<p><i>1.1. Briefly describe how the program contributes to the district mission:</i></p> <p>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 5<sup>th</sup> 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.</p>	
<p><i>1.2. State briefly program highlights and accomplishments:</i></p> <p>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 <a href="#">#FrenchIsEverywhere</a> project and received a \$1,000 prize. The French Embassy also put the AVC French club on their Facebook page. The club’s winning <a href="#">#FrenchIsEverywhere</a> 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: <a href="https://avcfrench.wordpress.com/">https://avcfrench.wordpress.com/</a>, which informs students of campus events organized by the French club.</p>	
<p><i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i></p>	
<b><input checked="" type="checkbox"/> Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<b><input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<b><input checked="" type="checkbox"/> Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b><input checked="" type="checkbox"/> Career and Specialized Knowledge</b>	<input type="checkbox"/> 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.
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.
<input type="checkbox"/> 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):**

<b>Strengths</b>	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.
<b>Weaknesses</b>	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.
<b>Opportunities</b>	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.
<b>Threats</b>	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:**

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#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):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
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					



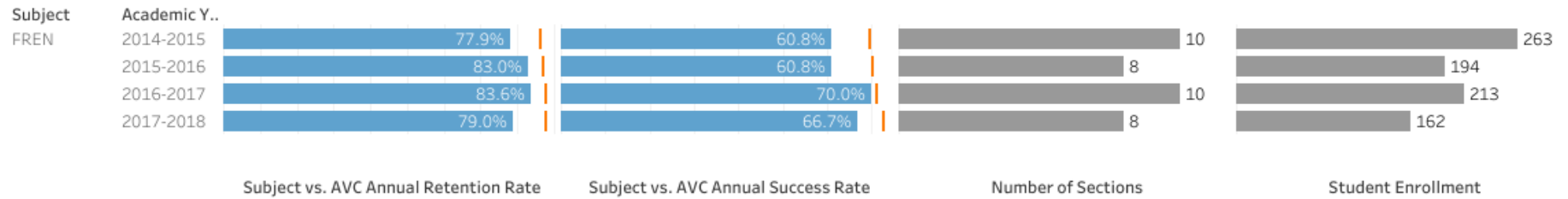
Supplies					
Professional Development					
Other					

Please Select **Subject** area and **Program** Name or Code to get your data ----->

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



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



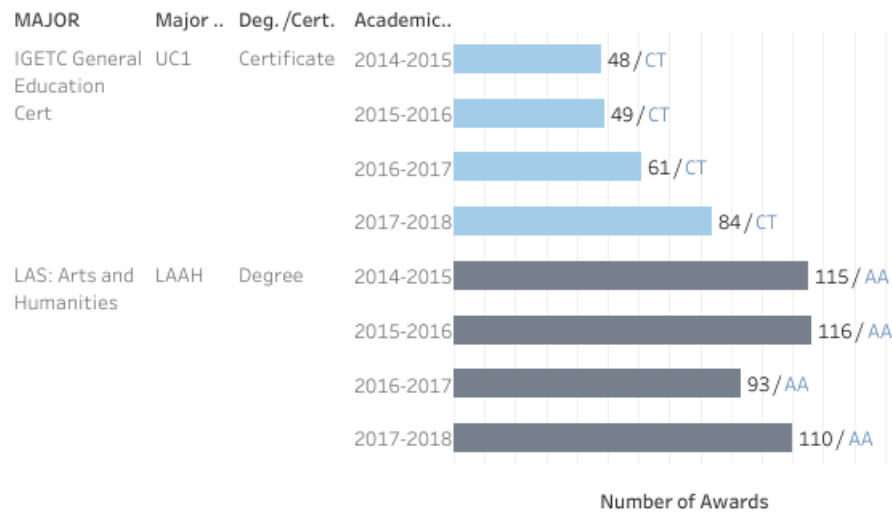
Enrollment and Number of Sections by **Modality** in **FREN**

Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
<b>Number of Sections</b>	10	8	10	8
<b>Enrollment</b>	263	194	213	162

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

Location	2014-2015	2015-2016	2016-2017	2017-2018
<b>Number of Sections</b>	10	8	10	8
<b>Enrollment</b>	263	194	213	162

Number of Degrees/Certificates Awarded in **LAAH & UC1**



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	
<b>TOTAL FTEF</b>	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
<b>FTES/FTEF Ratio</b>	10.7	13.2	11.7	9.0
WSCH/FTEF Ratio	320.7	397.1	351.5	269.1



## 2018-2019 Program Review Report

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

### Part 1. Program Overview:

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

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 Institutional Learning Outcome (ILO) supported by the program.**

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

<b>Strengths</b>	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.
<b>Weaknesses</b>	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).
<b>Opportunities</b>	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.
<b>Threats</b>	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).

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

<b><i>Program/Area Goal #</i></b>	<b><i>Goal supports which ILO/PLO/SLO/OO?</i></b>	<b><i>Description of Goal</i></b>	<b><i>Steps to be taken to achieve goal?</i></b>
#1 Increase class offerings	ILO # 3: Community/Global Consciousness ILO # 4: Career and Specialized Knowledge	<ul style="list-style-type: none"> <li>Consistently offer 3 German 101 classes every semester</li> <li>Improve PT/FT ratio</li> </ul>	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):**

<b><i>Type of Resource Request</i></b>	<b><i>Summary of Request</i></b>	<b><i>New or Repeat Request</i></b>	<b><i>Amount of Request, \$</i></b>	<b><i>One-Time or Recurring Cost, \$</i></b>	<b><i>Contact's Name</i></b>
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 and **Program** Name or Code to get your data ----->

Select Subject  
GER

Select Subject **again**  
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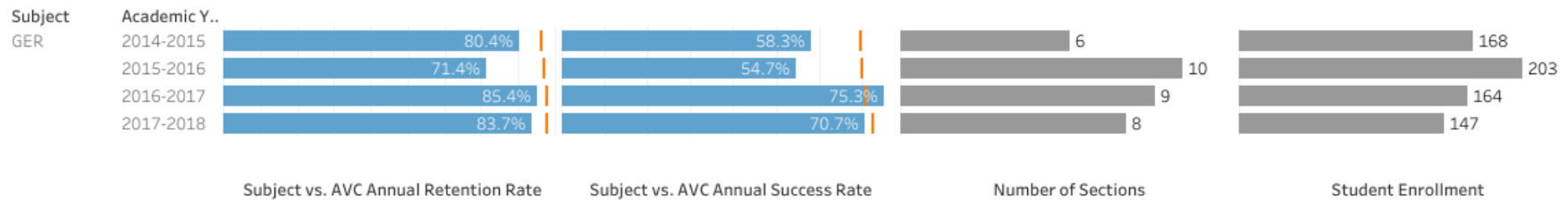
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Multiple values

or Select Major Code for Awards  
All

Academic Year  
Multiple values



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



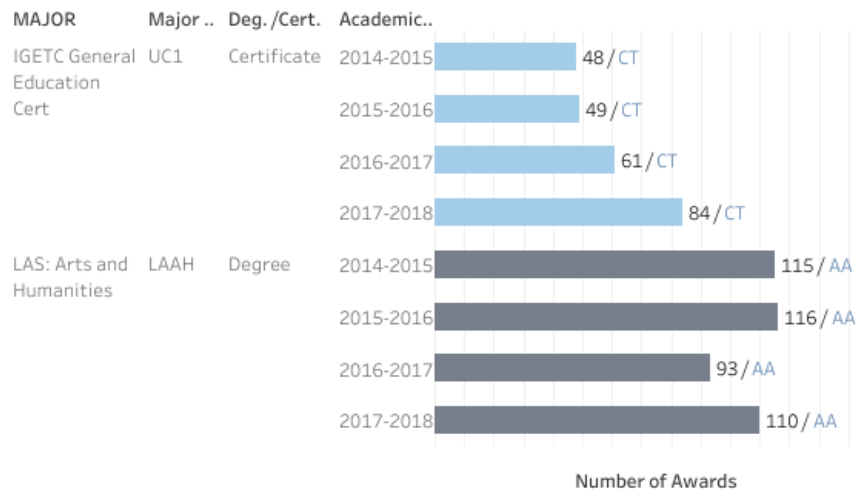
Enrollment and Number of Sections by **Modality** in **GER**

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

Number of Degrees/Certificates Awarded in **LAAH & UC1**



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			
<b>TOTAL FTEF</b>	<b>1.1</b>	<b>1.3</b>	<b>1.3</b>	<b>1.6</b>
PT/FT	0.5	0.4	3.0	1.7
<b>FTES</b>	<b>14.8</b>	<b>17.0</b>	<b>13.0</b>	<b>14.5</b>
<b>FTES/FTEF Ratio</b>	<b>13.5</b>	<b>13.4</b>	<b>9.7</b>	<b>9.1</b>
<b>WSCH/FTEF Ratio</b>	<b>405.1</b>	<b>403.3</b>	<b>291.6</b>	<b>272.3</b>



**2018-2019 Program Review Report**

<b>Division/Area Name: Latin</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b>	Robert Ruckman
<b>Names of all participants in this review:</b>	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]

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.

Latin has been offered at AVC for over 40 years [or more], helping to make AVC unique as a Community College.

*1.3. Check each Institutional Learning Outcome (ILO) supported by the program.*

<b>xCommunication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<b>xCreative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<b>xCommunity/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

<b>Career and Specialized Knowledge</b>	Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <a href="#">Educational Master Plan (EMP)/Strategic Plan Goal</a> supported by the program.	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
<input type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> XGoal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> XGoal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input type="checkbox"/> XGoal 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.:**

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):**

<b>Strengths</b>	Latin class numbers for retention have surpassed or equaled total AVC rates, except for 2017-2018 [see next section below].
<b>Weaknesses</b>	Class enrollment numbers have been flat.  ** 2017-2018 low enrollment numbers was because Latin 101 was not offered in the Spring of 2018. Latin 101 was offered because the Instructor was unavailable due to family issues.]
<b>Opportunities</b>	A book change might help retention rates and success rates, as the current book, first introduced in the Fall 2013. Better promotion of Latin Pathways programs, especially Pre-Law. An On-line Latin course could be explored as an option.
<b>Threats</b>	Overall lower enrollment in foreign languages has affected Latin negatively.

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

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

The overlay class suggestion [offering Latin 101 & 102 simultaneously], which was employed in the past at AVC, was not accepted by administration.

The current policy offering Latin 101 for two consecutive semesters to build numbers, and then Latin 102 every 3<sup>rd</sup> semesters, though not ideal, has worked to date.

aw



The changing of the text book in Fall 2013 from the standard Oxford Latin course to the College Latin Course was an effort to update the approach and offer a cheaper option to students [2 books which work for Latin 101 and Latin 102, as opposed to 3 books]. This College Edition has encouraged a faster pace and also the revised text is not as welcoming or clear. I feel this book has not helped retention rates.

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

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
1. Increase numbers of students who graduate and transfer with Latin on transcript.	ILO 3,4	Increase enrollment in Latin 101/102/201.	1. change book [Spring 2020]. 2. promotion in Pathway to Law 3. campus activities/fairs

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

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

Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject  
LATN

Select Subject again  
LATN

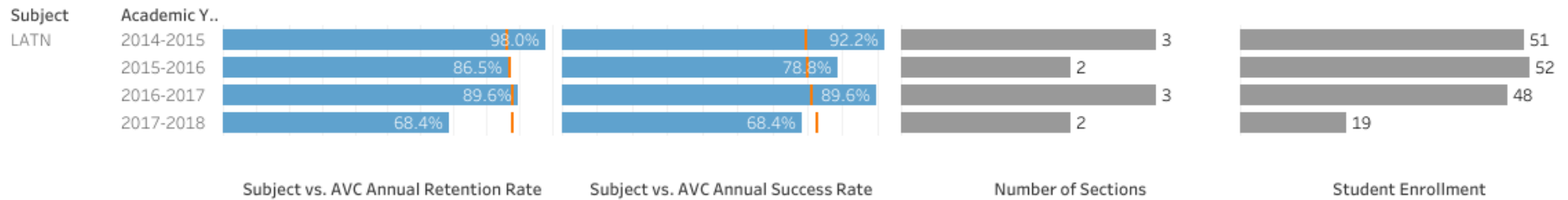
Select Major(s) for Program Awards  
Multiple values

or Select Major Code for Awards  
All

Academic Year  
Multiple values



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



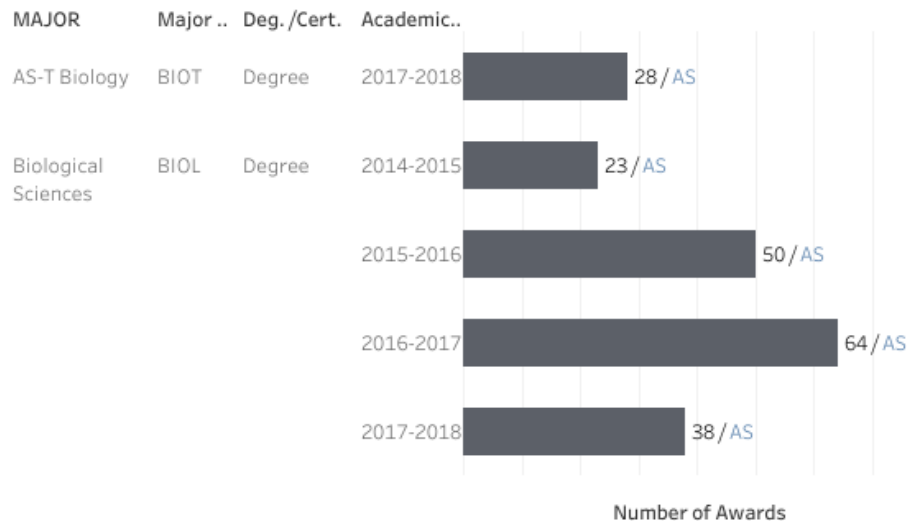
Enrollment and Number of Sections by **Modality** in **LATN**

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study	1		1	1
	Traditional	2	2	2	1
Enrollment	Other Indep Study	5		3	1
	Traditional	46	52	45	18

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

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	3	2	3	2
Enrollment	Lancaster	51	52	48	19

Number of Degrees/Certificates Awarded in **BIOL & BIOT**



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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.3	0.3	0.3	0.3
TOTAL FTEF	0.3	0.3	0.3	0.3
PT/FT				
FTES	2.9	5.1	5.4	3.0
FTES/FTEF Ratio	8.6	15.2	16.1	9.1
WSCH/FTEF Ratio	257.4	454.5	483.3	272.7



## 2018-2019 Program Review Report

<b>Division/Area Name: Arts &amp; Humanities, Performing Arts, Music</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Gary Heaton-Smith	
<b>Names of all participants in this review:</b> Gary Heaton-Smith,	

### Part 1. Program Overview:

<p><i>1.1. Briefly describe how the program contributes to the district mission:</i>          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).</p>	
<p><i>1.2. State briefly program highlights and accomplishments:</i>          Enrollment in the AVC Music Program is healthy after lulls in 2016-2017. The faculty have worked intently on aligning the program standards with that of the state in an effort to dissolve any non-transferable or course work that enriches at a program level. These changes will be implemented (and measured) in Fall 2019. The faculty has also developed a Marching Percussion Ensemble course as part of the Large Ensemble requirement. This course has elevated student life (which increases student success), program visibility, and overall enrollment.</p>	
<p><i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i></p>	
<b>X Communication</b>	<p><b>X</b> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.  <b>X</b> Demonstrates listening and speaking skills that result in focused and coherent communications</p>
<input type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<p><input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.  <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<b>X Community/Global Consciousness</b>	<p><b>X</b> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.  <b>X</b> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>
<b>X Career and Specialized Knowledge</b>	<p><b>X</b> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p>
<p><i>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</i></p>	
<p><input type="checkbox"/> Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.</p>	
<p><b>X</b> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p>	

<b>X</b> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<b>X</b> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<b>X</b> 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.:**

No environmental scans have been conducted for this program

**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):**

<b>Strengths</b>	Retention and success (which has increased over the last four years)
<b>Weaknesses</b>	Number of degrees (this number is stable, but should be increased given the number of students enrolled in our courses)
<b>Opportunities</b>	Enrollment is stable, allowing for program recruitment opportunities
<b>Threats</b>	Students per section, 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)

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

The past two years (2016-2017, and 2017-2018) has shown progress towards “increasing the number of AA-T degrees awarded to 10.” However, this number is mostly stable and not increasing. Our other goal—to “build ensembles”—is also stable but not increasing. Part of this might be because of dilution, as an extra ensemble was created as an option amongst our other ensembles. However, the enrollment in this ensemble is high and stable and has not affected enrollment in the other ensembles, so overall ensemble enrollment has increased in the last year.

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

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
Increase # of AA-T degrees awarded to 10 annually	PLO #5	Increase # of AA-T degrees awarded to 10 annually	-Increase communication with Arts & Humanities Counselor  -Create advisory panel that students attend at the beginning of the year

			<ul style="list-style-type: none"> <li>-Get to new students early to enroll in necessary, four-semester sequenced courses</li> <li>-Remove “road blocks” that hang students up (unnecessary co-requisites, pre-requisites, etc.)</li> <li>-Increase adjunct pool to include more specialized instruments in 291 (specifically brass)</li> <li>-Hire additional full-time faculty to increase on-campus-faculty engagement with students</li> <li>-Create an outreach protocol to reach area students who are in the college selection process</li> <li>-Increase instrument repair budget to create a more equitable environment for instrumentalists (e.g. instrument check-out)</li> <li>-Increase # of instruments in instrument check-out</li> <li>-Increase large rehearsal spaces so students do not need to select between specific ensembles but can do multiple</li> </ul>

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Full-time and specialized adjunct	New	\$100,000	Recurring	Gary Heaton-Smith
Classified Staff					
Technology					
Physical/Facilities	Instrument repair	New	\$10,000	Recurring	Gary Heaton-Smith
Supplies	Instrument purchase	New	\$100,000	One-Time	Gary Heaton-Smith
Professional Development	Outreach, advisory panel	New	FPD/Flex credit	Recurring	Gary Heaton-Smith
Other	Curriculum change	New	--	--	Gary Heaton-Smith

Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject  
MUS

Select Subject **again**  
MUS

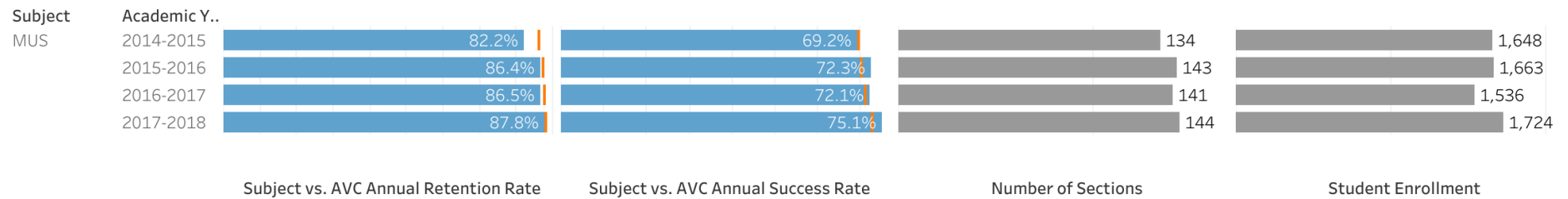
Select Major(s) for Program Awards  
Multiple values

or Select Major Code for Awards  
All

Academic Year  
Multiple values



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



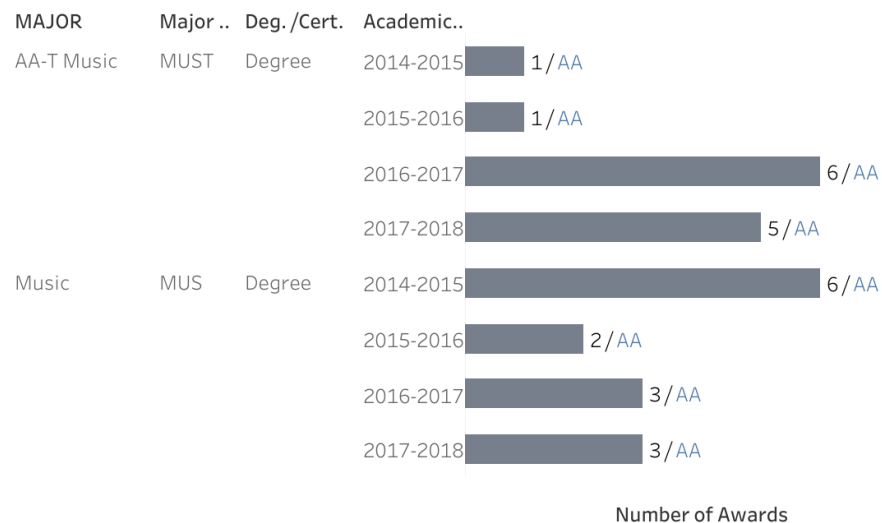
Enrollment and Number of Sections by **Modality** in **MUS**

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online		4	4	3
	Other Indep Study			1	
	Traditional	134	139	136	141
Enrollment	Online		129	146	169
	Other Indep Study			5	
	Traditional	1,648	1,534	1,385	1,555

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

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	134	138	137	138
	Lancaster [Off Ca..		1		
	Palmdale		4	4	6
Enrollment	Lancaster	1,648	1,512	1,390	1,483
	Lancaster [Off Ca..		22		
	Palmdale		129	146	241

Number of Degrees/Certificates Awarded in **MUS & MUST**



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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	6.2	6.7	6.2	6.6
FT/Regular	1.9	1.1	0.9	1.5
TOTAL FTEF	8.1	7.8	7.1	8.1
PT/FT	3.3	6.1	6.9	4.5
FTES	78.2	74.8	68.2	82.4
FTES/FTEF Ratio	9.7	9.6	9.6	10.2
WSCH/FTEF Ratio	290.7	286.5	286.9	305.1



2018-2019 Program Review Report

<b>Division/Area Name: Arts &amp; Humanities, Performing Arts, Commercial Music</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review: Gary Heaton-Smith</b>	
<b>Names of all participants in this review: Gary Heaton-Smith, Nathan Dillon</b>	

**Part 1. Program Overview:**

<p><i>1.1. Briefly describe how the program contributes to the district mission:</i>          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).</p>									
<p><i>1.2. State briefly program highlights and accomplishments:</i>          The AVC Commercial Music area is proud of its retention and success rates. In the past year, an AA degree in Commercial Music has been launched and is popular amongst students. An additional course—MUSC 108—is also now available (although it can only be offered during summer and intersession because of faculty load caps).</p>									
<p><i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i></p> <table border="1"> <tr> <td><b>X Communication</b></td> <td>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</td> </tr> <tr> <td><b>X Creative, Critical, and Analytical Thinking</b></td> <td>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.</td> </tr> <tr> <td><b>X Community/Global Consciousness</b></td> <td>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.</td> </tr> <tr> <td><b>X Career and Specialized Knowledge</b></td> <td>X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</td> </tr> </table>		<b>X Communication</b>	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	<b>X Creative, Critical, and Analytical Thinking</b>	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.	<b>X Community/Global Consciousness</b>	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.	<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
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<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.								
<p><i>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</i></p> <table border="1"> <tr> <td>X</td> <td>Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.</td> </tr> <tr> <td>X</td> <td>Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</td> </tr> </table>		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 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.								



<input checked="" type="checkbox"/>	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/>	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/>	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.:**

An advisory committee meeting occurred in September 2018. Action items from the meeting are as follows:

1. Develop a systemic plan for outreach designed for the 21<sup>st</sup> century.
2. Pursue work study program for PAT.
3. Revise job referral system.
4. Rethink the conglomeration of “Program” and “Performance” electives as it affects those attempting to transfer (by leaving performance requirement in AA).
5. Consider the renaming /restructuring of History of Rock and History of Jazz.
6. Implement panel meeting for Spring 2019.

**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):**

<b>Strengths</b>	Retention and success are very high
<b>Weaknesses</b>	The number of certificates/degrees awarded could be higher considering the enrollment in our courses
<b>Opportunities</b>	High enrollment in the courses provides ample opportunity for recruitment into the program
<b>Threats</b>	The commercial music program does not have a full-time faculty member (to be filled for Fall 2019)

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

-A/V equipment has been updated in several classrooms to increase the student experience in historical lecture classes.  
 -A commercial music panel discussion took place in Spring 2019 with incredible success. We had over a dozen panel members answering questions from many active commercial music majors.  
 -Some of the studio production software was updated, but the lab is still lacking in appropriate notation and sequencing software  
 -No new book has been found for MUSC 143

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

Increasing the number of degrees/certificate awarded to 12 has not yet been accomplished. Degree/certificate awarding is stable, but not increasing.

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

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
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<p>Increase the number of degrees/certificates awarded to 12</p>	<p>ILO #4</p>	<p>Increase the number of degrees/certificates awarded to 12</p>	<ul style="list-style-type: none"> <li>-Increase communication with Arts &amp; Humanities Counselor</li> <li>-Continue annual advisory panel that students attend at the beginning of the year</li> <li>-Hire additional full-time faculty to increase on-campus-faculty engagement with students</li> <li>-Create an outreach protocol to reach area students who are in the college selection process</li> <li>-Update software and lab accessibility to reduce technological roadblocks for students</li> </ul>
<p>Increase performance opportunities and public exposure for students as a form of outreach for the program.</p>	<p>ILO #2, #3, #4 Level I Cert PLO #2, #5 Level II Cert PLO #1, #2 AA Degree PLO #1,</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>-Participate in interdisciplinary Rock Musical production with Theatre, Dance and Music programs.</li> <li>-Participate in High school outreach opportunities in coordination with Student Activities and Outreach.</li> <li>-Schedule more student performances on and off campus, in coordination with Student Services and outside business.</li> </ul>

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

<i>Type of Resource</i>	<i>Summary of Request</i>	<i>New or Repeat</i>	<i>Amount of Request,</i>	<i>One-Time or</i>	<i>Contact's Name</i>
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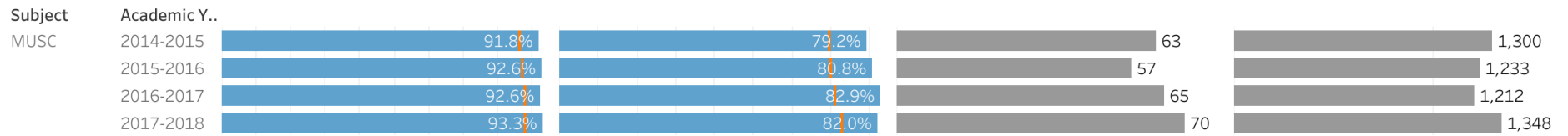
<i>Request</i>		<i>Request</i>	<i>\$</i>	<i>Recurring Cost, \$</i>	
Faculty	Full-time faculty	Repeat	\$100,000	Recurring	Gary Heaton-Smith
Classified Staff					
Technology	Update software, Wireless headset microphones for stage	New	\$10,000 and \$37,000	\$10,000 Recurring \$37,000 One-Time	Gary Heaton-Smith Nathan Dillon
Physical/Facilities	Increase lab accessibility, Rock Concert Lighting for PAT, Set Construction Materials	New	\$130,000	One-Time	Nathan Dillon
Supplies	Costumes, Make-up, Set Construction Materials	New	\$11,000	Recurring	Nathan Dillon
Professional Development	Advisory Panel, Outreach	New	FPD/Flex Credit	Recurring	Gary Heaton-Smith
Other	Royalties	New	\$6,000	Recurring	Nathan Dillon

Please Select **Subject** area and **Program** Name or Code to get your data ----->

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



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



Subject vs. AVC Annual Retention Rate

Subject vs. AVC Annual Success Rate

Number of Sections

Student Enrollment

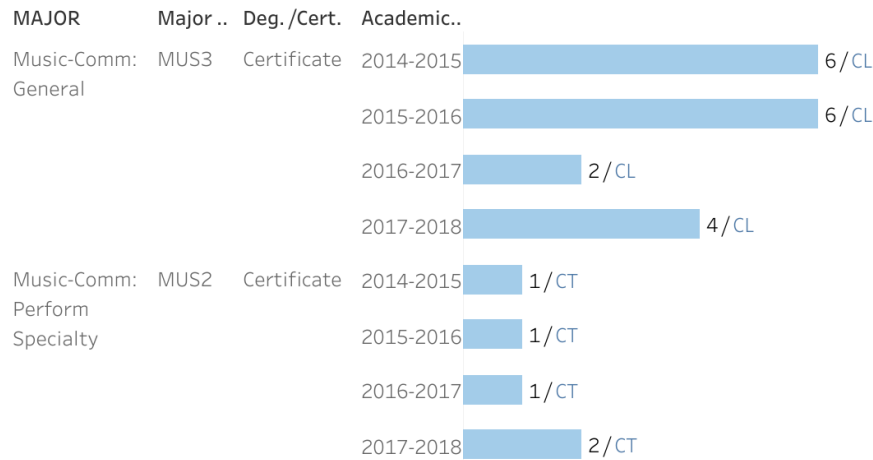
Enrollment and Number of Sections by *Modality* in MUSC

Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	63	57	65	70
Enrollment	1,300	1,233	1,212	1,348

Enrollment and Number of Sections by *Location* in MUSC

Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	Lancaster [Off Ca..	Palmdale	
Enrollment	Lancaster	Lancaster [Off Ca..	Palmdale	

Number of Degrees/Certificates Awarded in MUS2 & MUS3



Number of Awards

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	3.9	3.8	4.1	4.3
FT/Regular				0.2
TOTAL FTEF	3.9	3.8	4.1	4.5
PT/FT				21.6
FTES	56.9	55.2	54.2	61.4
FTES/FTEF Ratio	14.8	14.6	13.4	13.6
WSCH/FTEF Ratio	443.1	437.0	401.4	407.3



2018-2019 Program Review Report

<b>Division/Area Name: Philosophy, Arts &amp; Humanities</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Claude Gratton	
<b>Names of all participants in this review:</b> Sherri Zhu	

**Part 1. Program Overview:**

<p><i>1.1. Briefly describe how the program contributes to the district mission:</i> The philosophy courses contributes to the realization of three out of the four ILOs.</p>	
<p><i>1.2. State briefly program highlights and accomplishments:</i> The philosophy program continues to make a solid academic contribution to AVC.</p>	
<p><i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i></p>	
<p><input type="checkbox"/> <b><u>Communication</u></b></p>	<p><input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <b><u>YES!</u></b></p> <p><input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications. <b><u>YES!</u></b></p>
<p><input type="checkbox"/> <b><u>Creative, Critical, and Analytical Thinking</u></b></p>	<p><input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <b><u>YES!</u></b></p> <p><input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<p><input type="checkbox"/> <b><u>Community/Global Consciousness</u></b></p>	<p><input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <b><u>YES!</u></b></p> <p><input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions. <b><u>YES!</u></b></p>
<p><input type="checkbox"/> <b><u>Career and Specialized Knowledge</u></b></p>	<p><input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p>
<p><i>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</i></p>	

- 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.
- 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.:**

None.

**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):**

<b>Strengths</b>	The subject VS AVC annual success rate has slightly increased.
<b>Weaknesses</b>	The statistics do not point to any weakness. However, there is a need to work 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.
<b>Opportunities</b>	
<b>Threats</b>	

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

They are all achieved.

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

An online course/platform is in which all philosophy instructors could work together toward addressing weaknesses (1), (2), and (3) is slowly in the process of development.

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

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
Ideally: Goals (1), (2), (3) described in the 2.B Weaknesses	Global, Critical/Analytical Thinking	In 2.B Weaknesses.	Continue working on the online course/platform mentioned in 2.D

**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				

Please Select Subject area and Program Name or Code to get your data

Select Subject PHIL

Select Subject again PHIL

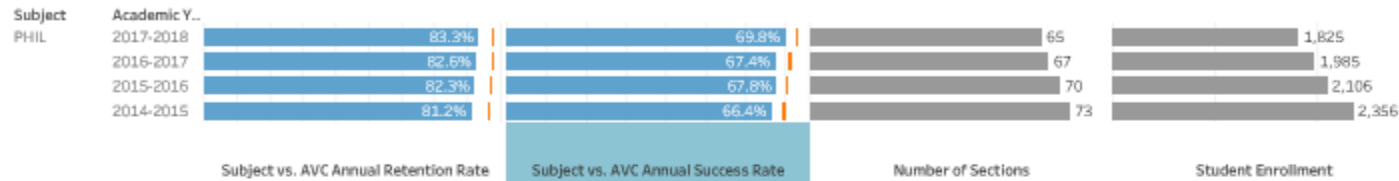
Select Major(s) for Program Awards Multiple values

or Select Major Code for Awards AAT

Academic Year Multiple values



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



Enrollment and Number of Sections by Modality in PHIL

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	3	5	6	5
	Other Indep Study				1
	Traditional	70	65	61	59
Enrollment	Online	107	181	215	158
	Other Indep Study				2
	Traditional	2,249	1,925	1,770	1,665

Enrollment and Number of Sections by Location in PHIL

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	63	62	60	59
	Palmdale	10	8	7	6
Enrollment	Lancaster	2,069	1,884	1,810	1,689
	Palmdale	287	222	175	136

Number of Degrees/Certificates Awarded in AAT

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ABDY, ACCT, ACRV and 74 more

PT/Adjunct	
FT/Regular	
FT/Overlo..	
TOTAL FTEF	
PT/FT	
FTES	
FTES/FTEF..	
WSCH/FTE..	



**2018-2019 Program Review Report**

<b>Division/Area Name: Arts &amp; Humanities Commercial Photography/Photography</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b>	Lisa Karlstein
<b>Names of all participants in this review:</b>	Lisa Karlstein

**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.

*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 Anthony Maher has worked to procure successful Student shows to include photography student and Photo 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.*

<b>X Communication</b>	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
<b>X Creative, Critical, and Analytical Thinking</b>	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.



<b>Community/Global Consciousness</b>	Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b>x Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<i>1.4. Check each <a href="#">Educational Master Plan (EMP)</a>/<a href="#">Strategic Plan Goal</a> supported by the program.</i>	
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.	
<input type="checkbox"/> 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.:**

The Commercial Photography Program has an advisory committee that meets annually to discuss the curriculum, equipment used by the students and industry needs. The committee is comprised of industry professionals from the Greater Los Angeles Commercial Photographic Industry and they have provided professional guidance toward the types of skills that students should be learning in order to seek employment or to transfer to a program at the university level.

According to Labor Market Data provided by The Chancellor's office website COECCD website:

**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):**

<b>Strengths</b>	When students graduate they are prepared to enter at an entry level jobs.
<b>Weaknesses</b>	Adjunct faculty are not providing SLO reporting data as there is not compensation provided to them.
<b>Opportunities</b>	Outreach to the community, develop workshops for community members and AVC Community to increase interest and exposure to the Commercial Photography program.
<b>Threats</b>	Online sources that offer similar courses

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

All courses and program have been revised and submitted to the Chancellor's office. No progress has occurred to provide students with appropriate industry standard facilities.

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

Goal #1 No progress has been made. The Photography Program continues to be housed in a converted men's restroom. The lecture rooms are far from the darkroom/Lab itself and separate from Equipment Checkout, studios and classrooms. The TE building was built in the 1950's. The space is inadequate for providing a current photographic education that our students deserve. The electrical, plumbing, lighting, storage,

heating and air conditioning are in poor condition. The walls are crumbling and often plumbing is inoperable. TE 107 and APL house 50 sections of photography classes (including labs) classrooms. Moving the darkroom further away from the APL building will further disrupt the access to equipment as the plan is to move the darkroom into the Fine Arts Quad.

Although new enlargers have been purchased (to replace the 25 year old enlargers) and installed in the darkroom .

Remodeled facilities are essential and are the foundation to achieving Photography PLO #1 and Photography Department Goals

Goal #2 Lisa Karlstein/Anthony Maher completed 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 #3 Update and Replace antiquated equipment has been ongoing. Lisa Karlstein applied and received a Perkins Grant for the purchase of cameras and lighting.

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

<b><i>Program/Area Goal #</i></b>	<b><i>Goal supports which ILO/PLO/SLO/OO?</i></b>	<b><i>Description of Goal</i></b>	<b><i>Steps to be taken to achieve goal?</i></b>
Increase the number of Commercial Photography AA-degrees per year	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. Photography Department overall, needs access to facilities in close proximity to the lecture, studio and equipment.	Move the darkroom and all courses into the APL building.
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 Market the work experience program Provide administrative support to help the program run smoothly.
Marketing & Outreach	ILO # PLO#	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.
Success & Retention	ILO # PLO#	Faculty need to teach to the industry level, focusing on student success	Provide faculty with workshops Provide students with on campus

		and retention	workshops taught by faculty and visiting industry professionals
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**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Fulltime faculty	Repeat	Based on faculty salary schedule.	Recurring	
Classified Staff	Lab Tech	Repeat	Based on Classified Salary Schedule.	Recurring	
Technology	New photographic equipment in support of the darkroom and digital areas	Repeat	100,000	Recurring	Lisa Karlstein/Anthony Maher
Physical/Facilities	Darkroom	Repeated for 10 years	Unknown	Onetime	Lisa Karlstein/Anthony Maher
Supplies	Photographic Supplies	New	1,000	Recurring	Lisa Karlstein/Anthony Maher
Professional Development	Workshops and Conferences	Repeat	15,000.	Recurring	Lisa Karlstein/Anthony Maher
Other	Outreach/On campus workshops/ guest lector	New	10,000.	Recurring	Lisa Karlstein/Anthony Maher

Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject  
Multiple values

Select Subject **again**  
Multiple values

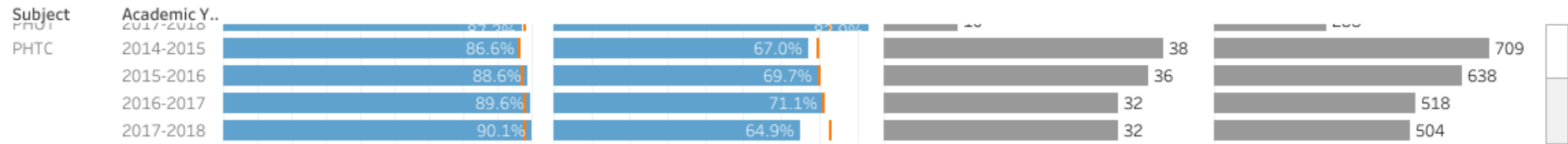
Select Major(s) for Program Awards  
Multiple values

or Select Major Code for Awards  
Multiple values

Academic Year  
Multiple values



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



Subject vs. AVC Annual Retention Rate

Subject vs. AVC Annual Success Rate

Number of Sections

Student Enrollment

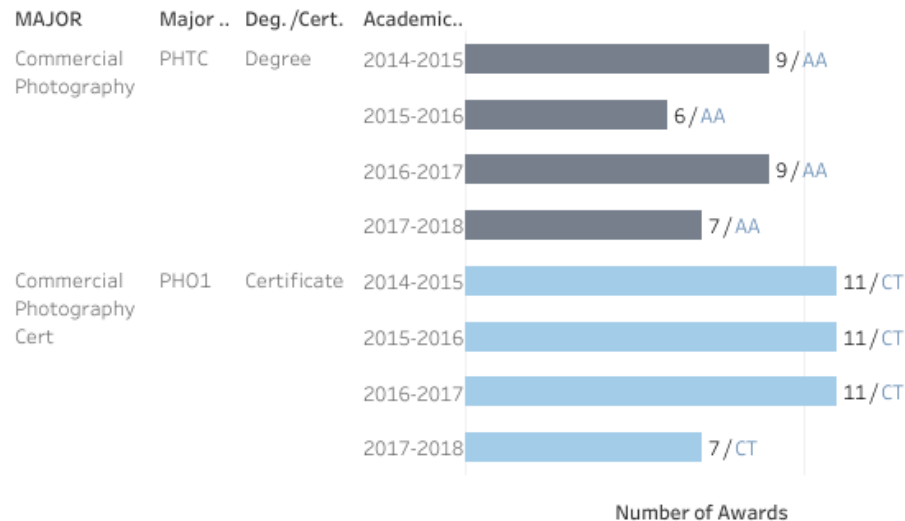
Enrollment and Number of Sections by **Modality** in **All**

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018			
Number of Sections	Online	2		1	2			
	Traditional	7	38	9	36	9	32	8
Enrollment	Online	49		25	56			
	Traditional	169	709	205	638	224	518	232

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

	Location	2014-2015	2015-2016	2016-2017	2017-2018				
Number of Sections	Lancaster	9	38	9	36	9	32	8	32
	Palmdale					1	2		
Enrollment	Lancaster	218	709	205	638	224	518	232	504
	Palmdale					25	56		

Number of Degrees/Certificates Awarded in **PHO1 & PHTC**



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					1.9	1.6	1.4	1.2
FT/Regular	0.6	0.4	0.6	0.6	1.3	1.3	1.0	1.3
FT/Overlo..								0.1
TOTAL FTEF	0.6	0.4	0.6	0.6	3.3	2.9	2.5	2.6
PT/FT				0.0	1.5	1.3	1.4	0.9
FTES	8.8	6.4	9.0	10.0	30.3	28.3	21.9	22.5
FTES/FTEF..	14.6	16.1	14.9	16.6	9.3	9.6	8.9	8.6
WSCH/FTE..	438.0	481.5	448.0	498.5	278.1	288.3	265.7	257.8



## 2018-2019 Program Review Report

<b>Division/Area Name: Spanish Program</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Dr. Ariel Zatarain Tumbaga	
<b>Names of all participants in this review:</b> Dr. Ariel Zatarain Tumbaga	

### Part 1. Program Overview:

<i>1.1. Briefly describe how the program contributes to the district mission:</i>	
<p>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. We a goal is to better prepare our students to be professionally competitive and to engage with the wider Spanish speaking Southern California community.</p>	
<i>1.2. State briefly program highlights and accomplishments:</i>	
<p>In the 2017-2018 academic year, the Spanish Program reported an 80.5% success rate, significantly above the campus 72.4% success rate and a slight improvement from last year's success rate. The program also enjoyed an above average retention rate.</p> <p>The Spanish Program grew the amount of Spanish AA(T) it awarded slightly, which bodes well for the relatively new degree.</p> <p>The program has expanded its offering in the AVC Palmdale campus in addition to its new offerings at Rosemond High School.</p>	
<i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i>	
<b>X Communication</b>	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
<b>X Creative, Critical, and Analytical Thinking</b>	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p><input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<b>X Community/Global Consciousness</b>	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p>X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>
<b>X Career and Specialized Knowledge</b>	<p>X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p>
<i>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</i>	

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.
<input type="checkbox"/> 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.:**

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 are Spanish speakers. 2017 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 that it was rather another facet of individual job descriptions.

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 in an ever growing Latino community.

**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):**

<b>Strengths</b>	Success Rate is far above AVC average at <b>80.5%</b> in 2017-2018. There has been growth in awards of the Spanish AA(T). The program’s African American student success rate grew 4.3% from previous academic year.
<b>Weaknesses</b>	Growth of the relatively new AA(T) has been slow; 7 awards, up one award from last academic year. African American student success rate of 62.1% is significantly lower than the rest of the Spanish Program and AVC campus rates.
<b>Opportunities</b>	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. Conversations with translation/interpretation experts reveal a need for qualified Spanish language interpreters and translators.
<b>Threats</b>	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 4.3% from the previous year, but remains below the program and AVC average.
- We continue to struggle with the division of Heritage Speaker and Language Learner students into their respective tracks. Our attempt to implement the Language Placement exam that we piloted ultimately was declined by administration for technological reasons.
- While the Spanish AA(T) has shown some growth, the program ultimately needs to relegate 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 increased African American student success by 4.3% from the previous year, but remains below the program and AVC average.
- We continue to struggle with the division of Heritage Speaker and Language Learner students into their respective tracks. Our attempt to implement the Language Placement exam that we piloted ultimately was declined by administration for technological reasons.
- While the Spanish AA(T) has shown some growth, the program ultimately needs to relegate 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:**

<i>Program/Are a Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
1 Student Success	ILO 3	Improve student success and retention.	Success Rate grew from <b>75.0%</b> (2015-2016) to <b>80.5%</b> (2017-2018). However, African American students have consistently fallen below 69.1% in the last 4 academic years, but suffered a substantial dip in the 2015-2016 year (44.4%) and is in recovery at 62.1%. We will 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. 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 Afrolatina/o

			culture and history.
2 Program Success	PLO 1,2,3	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 consistent instructor evaluations of teaching and course materials.	The Spanish Program needs <b>to hire an additional full-time Spanish instructor</b> to participate in the instructional and the non-instructional duties required to make the Spanish AA-T a success and to create a Spanish 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, SLO data collection, Adjunct Instructor Observations, etc.).
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 Latina/o community.	Collaborate with the Dean and Chair's office 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):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Because of the number of course sections offered annually, and to reach the goal increased completion and transfer, the Spanish program needs 2 Spanish instructors to foment the Spanish AA(T) 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.	Repeat	130,000 65,000	Recurring	Dr. Ariel Zatarain Tumbaga



Classified Staff					
Technology					
Physical/Facilities					
Supplies	Afro-Latin American teaching materials: film, videos, academic books, etc.	New	750	One-Time	Dr. Ariel Zatarain Tumbaga
Professional Development	Fund Afro-Latin American events and research trips to museums, workshops, and events.		2,000		Dr. Ariel Zatarain Tumbaga
Other					



## 2018-2019 Program Review Report

<b>Division/Area Name: Theatre Arts</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> Jonet Leighton, Eugenie Trow, and Carla Corona	
<b>Names of all participants in this review:</b> Jonet Leighton, Eugenie Trow, and Carla Corona	

### Part 1. Program Overview:

<i>1.1. Briefly describe how the program contributes to the district mission:</i>	
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.	
<i>1.2. State briefly program highlights and accomplishments:</i>	
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.	
<i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i>	
<b>X Communication</b>	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
<b>X Creative, Critical, and Analytical Thinking</b>	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.
<b>X Community/Global Consciousness</b>	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.
<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<i>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</i>	
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 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.:**

**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):**

<b>Strengths</b>	Continue to offer additional sections for courses. Retain Theatre Arts Faculty 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
<b>Weaknesses</b>	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.
<b>Opportunities</b>	Engage with prospective students in high schools and middle schools. Participation in conferences, seminars, and workshops offered by national and regional theatre organizations.
<b>Threats</b>	Disparity of budgetary support for theatrical productions and performances. Disparity in supporting excellence in programs in the arts versus other areas on campus.

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

None have been funded or prioritized for the Division.

**Part 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:**

<b><i>Program/Area Goal #</i></b>	<b><i>Goal supports which ILO/PLO/SLO/OO?</i></b>	<b><i>Description of Goal</i></b>	<b><i>Steps to be taken to achieve goal?</i></b>
<u>Program: Theatre Arts</u> <u>Area Goal #1</u>	1. Commitment to strengthen institutional Effectiveness Measures.	Provide essential exposure for theatre arts students to professional theatre productions.	<ol style="list-style-type: none"> <li>1. Create partnerships with theatres to provide student group discounts</li> <li>2. Determine appropriate and relevant theatre arts productions for students.</li> </ol>
<u>Program: Theatre Arts</u> <u>Area Goal #2</u>	1. Commitment to strengthen Institutional Effectiveness measures and Supporting PLOs.	Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus.	<ol style="list-style-type: none"> <li>1. Increase marketing materials in other areas of the campus to inform students that the Arts &amp; Humanities Division, specifically Theatre Arts Department and Faculty offer courses that increase the competitiveness for hiring of their majors.</li> <li>2. Participate in on-campus events with promotional material and highlights from departmental works.</li> <li>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.</li> <li>4. Hire FT Theatre Instructor to assist in oversight and</li> </ol>

			implementation.
<u>Program: Theatre Arts</u> <u>Area Goal #3</u>	<p>4 Advance more students to college-level coursework.</p> <p>1 Commitment to strengthen Institutional Effectiveness measures.</p> <p>2 Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services.</p>	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.	<p>1 Create and design a theatre specific workforce development curriculum for student interns.</p> <p>2 Work with AVC PAT Staff to create internship program (paid or unpaid).</p> <p>3 Hire FT Theatre Instructor to assist in oversight and implementation.</p>
<u>Program: Theatre Arts</u> <u>Area Goal #4</u>	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.	<p>1. Become an ongoing member/participant of the Kennedy Center American College Theatre Festival – So Ca Region.</p> <p>2. Hire FT Theatre Instructor to assist in oversight and implementation.</p>
<u>Program: Theatre Arts</u> <u>Area Goal #5</u>	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.	<p>1. Become an ongoing member/participant of USITT or other relevant technical theatre organization – Regionally or nationally</p> <p>2. Hire FT Theatre Instructor to assist in oversight and implementation</p>
<u>Program: Theatre Arts</u> <u>Area Goal #6</u>	<p>4 Advance more students to college-level coursework.</p> <p>Commitment to strengthen Institutional Effectiveness Measures.</p>	Increase access to current and more advanced theatre materials and equipment for students.	<p>1. Update lighting equipment, control boards, and audio systems, etc. to meet current theatre and educational theatre settings.</p>
<u>Program: Theatre Arts</u>	1. Commitment to	Increase AA-T Theatre Arts degree	1. Increase access and resources

<u>Area Goal #7</u>	Strengthen Institutional Effectiveness Measures.	completion on an annual basis.	<p>to local high schools and middle schools in order to provide information and knowledge of the Theatre Arts program at AVC.</p> <ol style="list-style-type: none"> <li>2. Create complete and high quality promotional material or collateral for the Theatre Arts program indicating all the Theatre Arts courses offered.</li> <li>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.</li> <li>4. Offer stipend to Adjunct Faculty members to complete outreach to community schools and groups.</li> <li>5. Hire FT Theatre instructor to assist in oversight and implementation.</li> </ol>
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**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	<b>#1</b> Hire Full Time faculty member in Theatre Arts	Repeat	\$65,000	Recurring	
Physical/Facilities	<b>#2</b> Upgrade equipment and physical space of FA2.	Repeat	\$25,000	One Time	
Classified Staff					
Technology	<b>#3</b> Upgrade computerized lighting and sound control and purchase 21 <sup>st</sup>	Repeat	\$25,000	One Time	

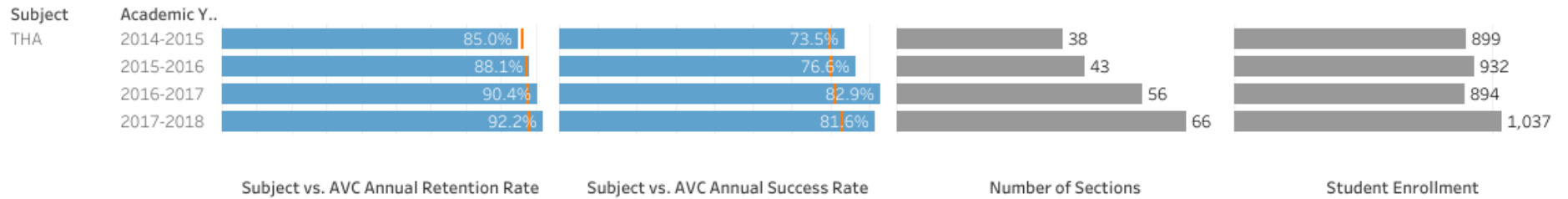
	Century lighting instruments, including LED technology.				
Other	<b>#4</b> Funds for marketing and promotional materials	Repeat	\$5000	Recurring	
Other	<b>#5</b> Cost for tickets for students to see professional theatre.	New	\$2500	Recurring	
Other	<b>#6</b> Cost for registration and participation in the Kennedy Center Festival regionally for 15 students annually.	Repeat	\$4500	Recurring	
Other	<b>#7</b> Cost for registration and participation in the USITT regionally for 6 students annually.	Repeat	\$2500	Recurring	
Other	<b>#8</b> Work Study student to work in Theatre Arts Department	Repeat	\$5000	Recurring	
Other	<b>#9</b> Resources for the creation of an internship program	Repeat	\$7000	Recurring	
Professional Development	<b>#10</b> Cost for registration and participation in USITT National Conference.	New	\$2000	Recurring	

Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject THA | Select Subject again THA | Select Major(s) for Program Awards AA-T Theatre Arts | or Select Major Code for Awards All | Academic Year Multiple values



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



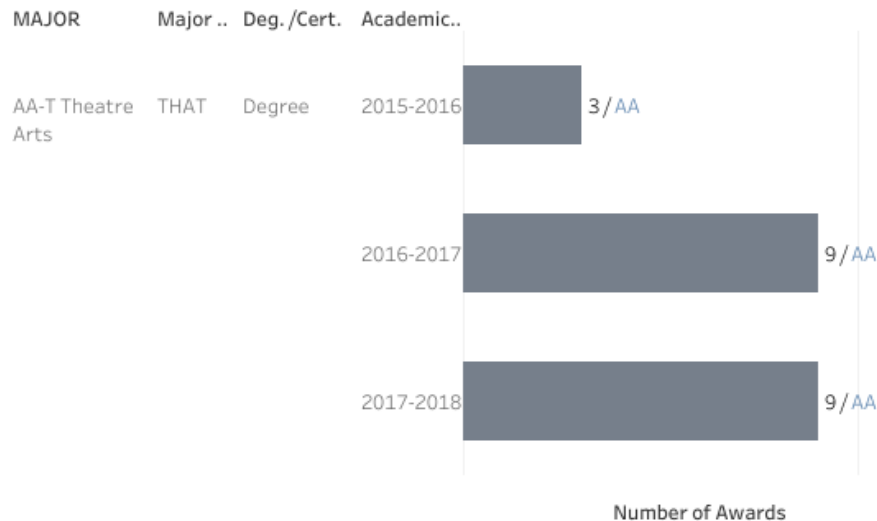
Enrollment and Number of Sections by *Modality* in THA

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study				1
	Traditional	38	43	55	65
	Work Experience			1	
Enrollment	Other Indep Study				1
	Traditional	899	932	893	1,036
	Work Experience			1	

Enrollment and Number of Sections by *Location* in THA

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	38	43	56	62
	Palmdale				4
Enrollment	Lancaster	899	932	894	961
	Palmdale				76

Number of Degrees/Certificates Awarded in THAT



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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	3.2	2.8	3.1	3.9
FT/Regular	0.7	0.9	1.0	1.0
TOTAL FTEF	4.0	3.7	4.1	4.9
PT/FT	4.3	2.9	3.2	4.1
FTES	50.9	48.7	47.6	60.0
FTES/FTEF Ratio	12.9	13.2	11.7	12.3
WSCH/FTEF Ratio	386.3	395.9	350.5	367.6